

## Luyện nghe IELTS có đáp án theo 8 dạng thường gặp

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## TEST 1: MULTIPLE CHOICE



Trải nghiệm làm bài tập này tại website: [Tai đây](#)

### Audio and questions

Link audio:

<https://uonaacwmwvobj.vcdn.cloud/PUBLIC/MEDIA/630e6cc6-7b3f-4e81-a102-a240a20f9b12.mp3>

#### Question 1 - 2

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

- A. solving problems
- B. following instructions
- C. working cooperatively
- D. learning through play
- E. developing hand-eye coordination

#### Question 3 - 7

Which comment do the students make about each of the following children in the video?

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

**List of Findings**

- A.** demonstrated independence
- B.** asked for teacher support
- C.** developed a competitive attitude
- D.** seemed to find the activity calming
- E.** seemed pleased with the results
- F.** seemed confused
- G.** seemed to find the activity easy

3. \_\_\_\_\_ Sid

4. \_\_\_\_\_ Jack

5. \_\_\_\_\_ Naomi

6. \_\_\_\_\_ Anya

7. \_\_\_\_\_ Zara

**Question 8 - 10**

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

8. Before starting an origami activity in class, the students think it is important for the teacher to

- A.** make models that demonstrate the different stages.
- B.** check children understand the terminology involved.
- C.** tell children not to worry if they find the activity difficult.

9. The students agree that some teachers might be unwilling to use origami in class because

- A.** they may not think that crafts are important.
- B.** they may not have the necessary skills.
- C.** they may worry that it will take up too much time.

10. Why do the students decide to use origami in their maths teaching practice?

- A.** to correct a particular misunderstanding
- B.** to set a challenge
- C.** to introduce a new concept

## Transcript

TUTOR: So now I want you to discuss the lesson we've just been watching on the video and think about the ways in which origami can be a useful educational tool. Can you all work with the person sitting next to you...

SEB: I had no idea that such a simple thing like folding squares of paper to make the shape of something like a bird could be such an amazing tool. It's made me see origami in a whole new light.

LIA: I know. It was interesting to see the educational skills the children were developing by doing origami. On the video you could see them really listening hard to make sure they did all the steps in the right order to make the bird.

SEB: That's right. In this lesson they were working individually but it would also be interesting to see if the children could work out how to make something simple without being given any direction. That would help with building teamwork as well.

LIA: Yes, but much more of a challenge. One thing that really stood out for me was that the children were all having fun while being taught something new.

SEB: Which is a key aim of any lesson with this age group. And although these kids had no problems with folding the paper, with younger children you could do origami to help practice fine motor skills.

LIA: Absolutely. Shall we talk about the individual children we saw on the video? I wrote all their names down and took some notes.

SEB: Yes, I did too.

LIA: OK, good. Let's start with Sid.

SEB: He was interesting because before they started doing the origami, he was being quite disruptive.

LIA: Yes. He really benefited from having to use his hands – it helped him to settle down and start concentrating.

SEB: Yes, I noticed that too. What about Jack? I noticed he seemed to want to work things out for himself.

LIA: Mmm. You could see him trying out different things rather than asking the teacher for help. What did you make of Naomi?

SEB: She seemed to be losing interest at one point but then she decided she wanted her mouse to be the best and that motivated her to try harder.

LIA: She didn't seem satisfied with hers in the end, though.

SEB: No.

LIA: Anya was such a star. She listened so carefully and then produced the perfect bird with very little effort.

SEB: Mmm – I think the teacher could have increased the level of difficulty for her.

LIA: Maybe. I think it was the first time Zara had come across origami.

SEB: She looked as if she didn't really get what was going on.

LIA: She seemed unsure about what she was supposed to do, but in the end hers didn't turn out too badly.

SEB: Yeah. I'm sure it was a positive learning experience for her.

LIA: Mmm.

LIA: I think one reason why the origami activity worked so well in this class was that the teacher was well prepared.

SEB: Right. I think it would have taken me ages to prepare examples, showing each of the steps involved in making the bird. But that was a really good idea. The children could see what they were aiming for – and much better for them to be able to hold something, rather than just looking at pictures.

LIA: Mmm – those physical examples supported her verbal explanations really well.

SEB: It's strange that origami isn't used more widely. Why do you think that is?

LIA: Well, teachers may just feel it's not that appealing to children who are used to doing everything on computers, especially boys. Even if they're aware of the benefits.

SEB: Oh, I don't know. It's no different to any other craft activity. I bet it's because so many teachers are clumsy like me.

LIA: That's true-too much effort required if you're not good with your hands.

SEB: Well, anyway, I think we should try it out in our maths teaching practice with Year 3. I can see using origami is a really engaging way of reinforcing children's knowledge of geometric shapes, like they were doing in the video, but I think it would also work really well for presenting fractions, which is coming up soon.

LIA: Good idea – that's something most of the kids in that class might struggle with. Origami would also be good practice for using symmetry – but I think they did that last term.

SEB: OK – well let's try and get some ideas together and plan the lesson next week.

TUTOR: OK, if you could all stop ...

**Answer key**

1. B
  2. D
  3. D
  4. A
  5. C
  6. G
  7. F
  8. A
  9. B
  10. C
- 

**TEST 2: MATCHING INFORMATION**

Trải nghiệm làm bài tập này tại website: [Tai đây](#)

**Audio and questions**

Link Audio:

<https://uonaacwmwvobj.vcdn.cloud/PRIVATE/MEDIA/a707d782-d3cd-43d4-b94e-a6b9dee9467f.mp3>

**Question 1 - 5**

What instructions were the students given about their project?

Write the correct letter **A**, **B** or **C** next to questions.

### **List of Findings**

- A. They must do this.
- B. They can do this if they want to.
- C. They can't do this.

1. \_\_\_\_\_ Choose a writer from a list provided.
2. \_\_\_\_\_ Get biographical information from the Internet
3. \_\_\_\_\_ Study a collection of poems.
4. \_\_\_\_\_ Make a one-hour video.
5. \_\_\_\_\_ Refer to key facts in the writer's life.

### **Question 6 - 10**

Complete the notes below.

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

### **Other requirements for the project**

- extract chosen from the author's work must reflect the **6.** \_\_\_\_\_ of the author.
- students must find sound effects and **7.** \_\_\_\_\_ to match the texts they choose.
- students must use a **8.** \_\_\_\_\_ of computer software programs to make the video.
- students must include information about the **9.** \_\_\_\_\_ of all material.

### **Criteria for assessment**

- completion of all components - 25%
- **10.** \_\_\_\_\_ (must represent essence of author's work) - 50%
- artistic and technical design of video - 25%.

## Transcript

Olivia: Hi, Joey. How are you doing? I heard you were sick.

Joey: Oh, hi, Olivia. Yeah, I had a virus last week, and I missed a whole pile of lectures, like the first one on the Great Books in Literature where Dr Castle gave us all the information about the semester project.

Olivia: I can give you copies of the handouts, I've got them right here.

Joey: That's OK. I already collected the handouts but I'm not very clear about all the details... I know we each have to choose an individual author ... I think I'm going to do Carlos Castenada ... I'm really interested in South American literature.

Olivia: Have you checked he's on the list that Dr Castle gave us? We can't just choose anyone.

Joey: Yeah. I checked, it's OK Who did you choose?

Olivia: Well, I was thinking of choosing Ernest Hemingway, but then I thought no, I'll do a British author not an American one, so I chose Emily Bronte.

Joey: OK .. and first of all it says we have to read a biography of our author I guess it's OK if we just look up information about him on the Internet?

Olivia: No, it's got to be a full-length book I think the minimum length's 250 pages . there's a list of biographies, didn't you get that?

Joey: Oh right I didn't realise we had to stick with that. So what do we have to do when we've read the biography?

Olivia: Well, then we have to choose one work by the writer .. again it's got to be something quite long, we can't just read a short story.

Joey: But I guess a collection of short stories would be OK?

Olivia: Yes, or even a collection of poems, they said, but I think most people are doing novels. I'm going to do Wuthenng Heights, I've read it before but I really want to read it again now I've found out more about the writer

Joey: And then the video . . we have to make a short video about our author and about the book. How long has it got to be?

Olivia: A minute.

Joey: What? Like, sixty seconds? And we gotta give all the important information about their life and the book we choose ...

Olivia: Well you can't do everything I wrote it down somewhere ... yes, Dr Castle said we had to 'find or write a short passage that helps to explain the author's passion for writing, why they're a writer'. So, we can back this up with reference to important events in the writer's life if they're relevant, but it's up to us really. The video's meant to portray the essence of the writer's life and the piece of writing we choose.

Joey: So when we read the biography, we have to think about what kind of person our writer is...



Olivia: Yes . And the historical context and so on. So for my writer, Emily Bronte, the biography gave a really strong impression of the place where she lived and the countryside around.

Joey: Right, I'm beginning to get the idea.

Joey: Er can I check the other requirements with you?

Olivia: Sure.

Joey: The handout said after we'd read the biography, we had to read the work we'd chosen by our author and choose a passage that's typical in some way that typifies the author's interests and style.

Olivia: Yes, but at the same time it has to relate to the biographical extract you choose there's gotta be some sort of theme linking them.

Joey: OK. I'm with you

Olivia: And then you have to think about the video.

Joey: So are we meant to dramatise the scene we choose?

Olivia: I guess we could, but there's not a lot of time for that ... I think it's more how we can use things like sound effects to create the atmosphere, the feeling we want.

Joey: And presumably visuals as well?

Olivia: Yeah, of course - I mean, I suppose that's the whole point of making a video but whatever we use has to be historically in keeping with the author. We can use things like digital image processing to do it all.

Joey: So we can use any computer software we want?

Olivia: Sure. And it's important that we use a range - not just one software program That's actually one of the things we're assessed on.

Joey: OK.

Olivia: Oh, and something else that's apparently really important is to keep track of the materials we use and to acknowledge them.

Joey: Including stuff we download off the Internet presumably?

Olivia: Yeah, so our video has to list all the material used with details of the source in a bibliography at the end.

Joey: OK And you were talking about assessment of the project did they give us the criteria? I couldn't find anything on the handout.

Olivia: Sure He gave us them in the lecture. Let's see. you get 25 percent just for getting all the components done that's both sets of reading, and the video. Then the second part is actually how successful we are at getting the essence of the work, they call that ' content' and that counts for 50 percent Then the last 25 percent is on the video itself, the artistic and technical side.

Joey: Great Well, that sounds a lot of work, but a whole lot better than just handing in a paper. Thanks a lot, Olivia.

Olivia: You're welcome.

### Answer key

1. A
2. C
3. B
4. C
5. B
6. interests and style/style and interests
7. visuals
8. range
9. source/sources
10. content

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## TEST 3: PLAN, MAP, DIAGRAM LABELING



Trải nghiệm làm bài tập này tại website: [Tại đây](#)

**Audio and questions**

Link audio:

<https://uonaacwmwvobj.vcdn.cloud/PRIVATE/MEDIA/cddce1ab-d730-424e-92d6-c44b7f87256e.mp3>

**Question 1 - 5**

Drag your answers in the option list into the boxes.



**Schedule of Repairs**

- A. Birds in ceiling
- B. Broken windows
- C. Electrical fault
- D. Fallen tree
- E. Leaking roof
- F. Staining on walls

**Question 6 - 10**

Complete the sentences.

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

6. \_\_\_\_\_ The stained walls will be painted
7. \_\_\_\_\_ Extra paint will be left in the \_\_\_\_\_
8. \_\_\_\_\_ The baby birds will be given to a \_\_\_\_\_
9. \_\_\_\_\_ The fallen tree will be used as \_\_\_\_\_
10. \_\_\_\_\_ The smaller parts of the tree will be put in a \_\_\_\_\_

**Transcript**

Worker: Hello there. I was asked to tell you about the extent of the damage to the main building, caused by the recent storm.

Officer: Oh, that's right. I take it that most of the damage is just to the main building?

Worker: It is indeed, since the building is so old. However, luckily, the damage is minor, and all of it can be fixed in one day, given that we have five people in our team.

Officer: What will you be doing first? I understand you start at 8 in the morning.

Worker: That's right, and we were going to remove the fallen tree, but we've been told there are exams that morning, and I'm sure the sound of those saws and other heavy equipment will disturb all the students, so instead we'll fix that leaky roof. That's a four-hour job, since it involves substantial repair, not like fixing broken windows, which can be done quite quickly.

Officer: So you'll fix the broken window after that, from midday?

Worker: We could do that, but since we'll be working in the ceiling, it's more logical to get rid of those birds' nests there. It's a small job but will require crawling inside the ceiling cavity, which is not an easy exercise, so that will take about an hour. But this is good, since by that time the exams should be over, and we can address that tree which has been blown over, after our one-hour lunch break of course. It will be quite noisy dealing with that, but it will be finished by three o'clock. Some of our staff will then leave to fix things on another site – an office nearby needs a new window – but two of us, including myself, will remain here to paint over that discoloured patch of wall in your office.

Officer: Oh good, it looks so horrible at the moment.

Worker: Well, we'll certainly make it look good once again, and in the last hour of our working day, we'll fix up that problem with the wiring. Apparently the power doesn't go to one of the classrooms. Probably some water has gotten into the fuse box, so we'll just change a few wires, and clean up the moisture, and it should be fine.

Officer: I certainly appreciate all the effort you and your team are taking to fix things here, but I do have one request.

Worker: And what is that?

Officer: You said you're going to paint the back wall in my office. Will it be the same colour as before?

Worker: Yes, we'll make it a nice white colour.

Officer: Well that's the point. I'd prefer it to be yellow, to match the furniture. The furniture is orange, actually, but I think yellow is a nice match. Can you do that?

**Worker:** We can certainly do that. Yellow it is. Certainly a prettier colour than just plain white, or the blue in my kitchen at home for that matter. And we can leave the paint can with you, in case you need to do some touch-ups, or if the stain reappears. I'll just leave it in the garden shed, the one next to the main classroom. And incidentally, about those birds in the ceiling. I was just investigating, and I heard the chirping of little baby birds in there, so there must be some young ones in a nest. I just thought you'd like to know that we can give them to a wildlife reserve. There's one in the next suburb, so that should not be too much trouble.

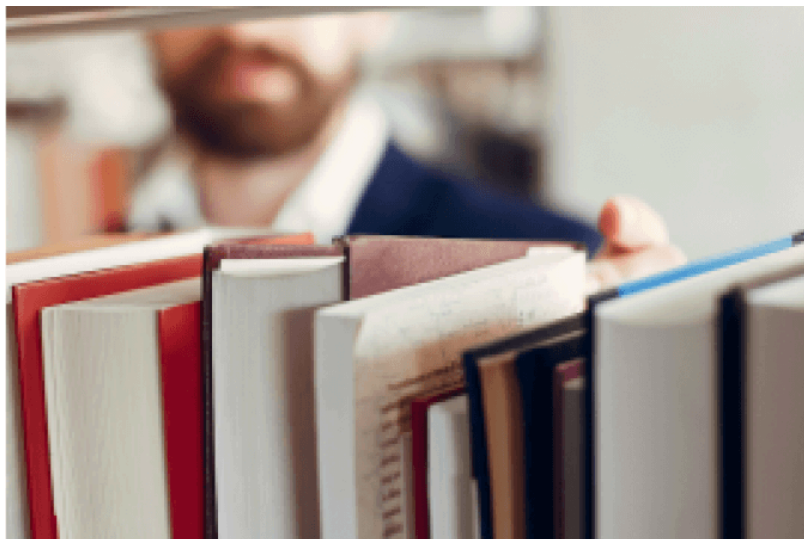
**Officer:** Or you could give them to one of our teachers. I have a colleague who can raise them.

**Worker:** I would say the wildlife reserve is a better option, since the people there are used to dealing with animals, and as for that fallen tree, we'll cut it up into small pieces and that can be firewood in my house, so that won't be wasted either— although the smoke will cause some pollution, but I have a special licence for my fireplace, so no one can object to that. I've noticed also that the university has a garden bin, for the smaller items – leaves and sticks and bark, and so on, so we can dispose of material in that, also. You do have some waste piles out the back, but a proper garden bin means that the material will be recycled, and that's better for the environment, so you can rest assured we will use that.

### Answer key

1. E
  2. A
  3. D
  4. F
  5. C
  6. yellow
  7. garden shed
  8. wildlife reserve
  9. firewood
  10. garden bin
-

## TEST 4: TABLE COMPLETION



Trải nghiệm làm bài tập này tại website: [Tai đây](#)

### Audio and questions

Link audio:

<https://uonaacwmwvobj.vcdn.cloud/PRIVATE/MEDIA/a7eeb96c-8a42-4463-b108-81edf2e745d4.mp3>

Complete the notes below.

Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

**Notes on Library**

<b>Joining Library</b>		<b>You will need: A completed application form</b>
1 _____		
2 _____		
Two passport photos.		
Opening Hours	Library Reception	8am – 10om 3 _____ 9am – 5pm (- 6.30 on 4 _____ (Mon-Sat: closed on Sundays)
Borrowing	Undergraduates	4 books
Postgraduates 5 _____ Borrowing for 2 weeks + 6 _____ books renewals (in person) No renewals over phone Late return penalty: £2 per week		

Question 7 - 10

Label the library layout below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

<b>Ground Floor</b>	reception; 7 _____ bathrooms; 8 _____
First Floor	9 _____ section
Second Floor	Science Section
10 _____	Stack System

**Transcript**

Good morning everyone. I'd like to welcome you all to Westley University Library.

This is a 20-minute tour around the library to show you all the facilities and all you will need to know to start off your life here as a student at the University.

What I'll start by doing is telling you about what you need to do to join the library].

Then I'll briefly tell you about our facilities and then I'll guide you quickly round and show you everything.

So to join the Library you need to go to the reception between the hours of 9am and 5pm.

After that the reception closes, though all the other facilities will stay open until 10pm.

At the reception they'll give you an application form. After you fill that in, you'll have to give us the fee of five, which you have to give us every year that you're a member of the Library.

We will also need to see your University Card to confirm that you're a student of the University and finally we'll need 2 passport photos – 1 for our records and the other for your Library card.

You will need to do all this as soon as possible so you'll be able to use the facilities at once.

I'm sure your workload will begin to build up soon!

Now, let me tell you a bit about the facilities.

The Library opens daily from 8am to 10pm though, as I told you earlier, the Reception operates only between the hours of 9am and 5pm, although this is extended to 6.30pm on Fridays to give students more time to organise their book requirements for the weekend.

The reception is closed on sundays.

Undergraduate students are permitted to take out 4 books at any one time and each book may be borrowed for a period of two weeks. post may borrow 6 books at a time.

Borrowing time can be extended by a period of one week per book if the student comes into the Library in person with the book in question so it can be reached].

We do not renew book borrowing over the phone. If you are late in returning any book, then you will be charged a fine of two for every week that you are late.

You won't be able to take out any other books until this fine is paid.

his is not a method of earning money for the Library but merely what we have to do to ensure that all students have access to all the books that they will need.

Ok then. Onto the layout of the library.



We're on the ground floor of the library at the moment. Here we have the reception, the computers, which you can use to search for books and their location, and the bathrooms, which are behind the reception.

The rest of the ground floor is taken up by the non section of the library.

Here we keep all the books, which are either too valuable or are used too much to lend out.

You can reserve time with these books at reception and use them during any time that the library is open but, of course, you may not remove them from the Library.

On the first floor above us, we have the Arts section, which includes books that students will need for such as languages, literature, art and history.

On the second floor is the science section. We'll see these in a minute.

Of course, individual departments will usually have their specialist libraries in their buildings, though the computer catalogs]here will list them so you know where to find everything, whether it's here or in the specialist libraries.

Finally, in the basement we have the stack system, which contains the University collection of magazines and journals that we have collected and to which we subscribe.

If there is anything that we do not have or that you can't find, please go to reception and let them know the details.

The University operates a swap system with other universities and we can arrange for volumes that we do not possess to be sent here on a limited loan.

Well, those are the basic details about the University Library.

### Answer key

1. pound fee
  2. University card
  3. daily
  4. Friday/Fridays
  5. 6 books
  6. 1 week
  7. computers/the computers
  8. non-lending/non-lending section
  9. Arts
  10. Basement
-

## TEST 5: FORM COMPLETION



Trải nghiệm làm bài tập này tại website: [Tai đây](#)

### Audio and questions

Link audio:

<https://uonaacwmwvobj.vcdn.cloud/PRIVATE/MEDIA/a56079c8-456e-4673-a97c-7e9355c97877.mp3>

### Transcript

EMPLOYEE: Hello, Picturerep. Can I help you?

WOMAN: Oh, hi. I saw your advertisement about copying pictures to disk and I'd like a bit more information about what you do.

EMPLOYEE: Sure. What would you like to know?

WOMAN: Well, I've got a box full of old family photos that's been up in the attic for years, some of them must be 50 or 60 years old, and I'd like to get them converted to digital format.

EMPLOYEE: Sure, we can do that for you.

WOMAN: Right. And what about size? The photos are all sorts of sizes are there any restrictions?

EMPLOYEE: Well the maximum size of photo we can do with our normal service is 30 centimetres. And each picture must be at least 4 centimetres, that's the minimum we can cope with.

WOMAN: That should be fine. And some of them are in a frame - should I take them out before I send them?

EMPLOYEE: Yes please, we can't copy them otherwise. And also the photos must all be separate, they mustn't be stuck into an album.

WOMAN: OK, that's not a problem. So can you give me an idea of how much this will cost? I've got about 360 photos I think.

EMPLOYEE: We charge £195 for 300 to 400 photos for the basic service.

WOMAN: OK. And does that include the disk?

EMPLOYEE: Yes, one disk - but you can get extra ones for £5 each.

WOMAN: That's good. So do I need to pay when I send you the photos?

EMPLOYEE: No, we won't need anything until we've actually copied the pictures. Then we'll let you know how much it is, and once we've received the payment, we'll send the parcel off to you.

WOMAN: Right.

EMPLOYEE: Is there anything else you'd like to ask about our services?

WOMAN: Yes. I've roughly sorted out the photos into groups, according to what they're about - so can you keep them in those groups when you copy them?

EMPLOYEE: Sure. We'll save each group in a different folder on the disk and if you like, you can suggest a name for each folder.

WOMAN: So I could have one called 'Grandparents' for instance?

EMPLOYEE: Exactly.

WOMAN: And do you do anything besides scan the photos? Like, can you make any Improvements?

EMPLOYEE: Yes, in the standard service each photo is checked, and we can sometimes touch up the colour a bit, or improve the contrast - that can make a big difference.

WOMAN: OK. And some of the photos are actually quite fragile - they won't get damaged in the process, will they?

EMPLOYEE: No, if any look particularly fragile, we'd do them by hand. We do realise how precious these old photos can be.

WOMAN: Sure.

EMPLOYEE: And another thing is we can make changes to a photo if you want - so if you want to remove an object from a photo, or maybe alter the background, we can do that.

WOMAN: Really? I might be interested in that. I'll have a look through the photos and see. Oh, and talking of fixing photos - I've got a few that aren't properly in focus. Can you do anything to make that better?

EMPLOYEE: No, I'm afraid that's one thing we can't do.

WOMAN: OK.

EMPLOYEE: Any other information I can give you?

WOMAN: Er ... oh, how long will it all take?

EMPLOYEE: We aim to get the copying done in ten days.

WOMAN: Fine. Right, well I'll get the photos packed up in a box and post them off to you.

EMPLOYEE: Right. If you've got a strong cardboard box, that's best. We've found that plastic ones sometimes break in the post.

WOMAN: OK. Right, thanks for your help. Bye.

EMPLOYEE: Bye.

### Answer key

1. frame
  2. 195
  3. payment
  4. Grandparents
  5. color/colour
  6. hand
  7. background
  8. focus
  9. ten/10 days
  10. plastic
-

## TEST 6: SENTENCE COMPLETION



Trải nghiệm làm bài tập này tại website: [Tai đây](#)

### Audio and questions

Link Audio:

<https://uonaacwmwvobj.vcdn.cloud/PRIVATE/MEDIA/e177217d-65a8-4ca4-8583-9efd540e59c4.mp3>

#### Question 1 - 2

Complete the sentences below.

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

1. The story illustrates that dogs are \_\_\_\_\_ animals.
2. The people of the town built a \_\_\_\_\_ of a dog.

#### Question 3 - 10

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

TYPE OF WORKING DOG	ESSENTIAL CHARACTERISTICS FOR THE JOB	ADDITIONAL INFORMATION
Sheep dogs	Smart, obedient	Herd sheep and 3 _____ them
Guide dogs	Confident and 4 _____	Training paid for by 5 _____
6 _____ dogs	Tough and courageous	Dogs and trainers available through 7 _____
Detector dogs	Need to really 8 _____	In Sydney they catch 9 _____ a month
Transport dogs	Happy working 10 _____	International treaty bans huskies from Antarctica

### Transcript

Thanks, Joanne. Well yes, dogs with jobs is the subject of today's programme. Dogs have earned themselves a reputation over the centuries for being extremely loyal. And here's a little story which illustrates just how loyal they are. Just outside the country town of Gundagai, is a statue built to commemorate a dog - a dog which sat waiting for his owner to return to the spot where he'd left him.

Well ... the story, which was immortalised in a song, has it that the poor dog died waiting for his master 'five miles from Gundagai, which is where they built the statue. Now that's what I call loyalty!

Well, because of their loyalty and also their ability to learn practical skills dogs can be trained to do a number of very valuable jobs. Perhaps the most well known of working dogs is the border collie sheep dog. Sheep dogs which work in unison with their masters need to be smart and obedient with a natural ability to herd sheep. Some farmers say that their dogs are so smart that they not only herd sheep, they can count them, too!

Another much-loved working dog is the guide dog, trained to work with the blind. Guide dogs, usually Labradors, need to be confident enough to lead their owner through traffic and crowds but they must also be of a gentle nature. It costs a great deal of money to train a dog for this very valuable work but the Guide Dog Associations in the UK, America and Australia receive no government assistance so all the money comes from donations.

Another common breed of work dog is the German shepherd. German shepherds make excellent guard dogs and are also very appropriate as search and rescue dogs working in disaster zones after earthquakes and avalanches. These dogs must be tough and

courageous to cope with the arduous conditions of their work. And so that they can be sent anywhere in the world to assist in disaster relief operations, effective dogs and their trainers are now listed on an international database.

When you arrive at an airport here in Australia, you may be greeted in the baggage hall by a detector dog, wearing a little red coat bearing the words 'Quarantine'. These dogs are trained to sniff out fresh fruit as well as meat and even live animals hidden in people's bags. In order to be effective, a good detector dog must have an enormous food drive - in other words they must really love their food.

At Sydney airport where there are ten detector dogs working full time, they stop about 80 people a month trying to bring illegal goods into the country. And according to their trainers, they very rarely get it wrong! Another famous working dog is the husky.

Huskies, which originally came from Siberia, have been used for decades as a means of transport on snow, particularly in Antarctica where they have played an important role. Huskies are well adapted to harsh conditions and they enjoy working in a team.

But the huskies have all left Antarctica now because the International Treaty prohibits their use in the territory as they are not native animals. Many people were sad to see the dogs leave Antarctica as they had been vital to the early expeditions and earned their place in history along with the explorers.

### Answer key

1. loyal
  2. statue
  3. count/possibly count
  4. gentle/gentle nature
  5. donations/donors
  6. search and rescue
  7. database/international database
  8. love their food/love food/love eating
  9. 80 people/eighty people
  10. in a team
-

## TEST 7: SHORT ANSWER



Trải nghiệm làm bài tập này tại website: [Tai đây](#)

### Audio and questions

Link Audio:

<https://uonaacwmwvobj.vcdn.cloud/PUBLIC/MEDIA/b487ac0f-02d1-4d23-829b-755ed9c29ca3.mp3>

#### Question 1 - 2

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

Which **TWO** facts are given about the school's extended hours childcare service?

- A. It started recently.
- B. More children attend after school than before school.
- C. An average of 50 children attend in the mornings.
- D. A child cannot attend both the before and after school sessions.
- E. The maximum number of children who can attend is 70.

#### Question 3 - 5

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

**3.** How much does childcare cost for a complete afternoon session per child?

- A. £3.50
- B. £5.70
- C. £7.20



4. What does the manager say about food?

- A. Children with allergies should bring their own food.
- B. Children may bring healthy snacks with them.
- C. Children are given a proper meal at 5 p.m

5. What is different about arrangements in the school holidays?

- A. Children from other schools can attend.
- B. Older children can attend.
- C. A greater number of children can attend.

### Question 6 - 10

What information is given about each of the following activities on offer?

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

#### *List of Findings*

- A. has limited availability
- B. is no longer available
- C. is for over 8s only
- D. requires help from parents
- E. involves an additional fee
- F. is a new activity
- G. was requested by children

6. \_\_\_\_\_ Spanish

7. \_\_\_\_\_ Music

8. \_\_\_\_\_ Painting

9. \_\_\_\_\_ Yoga

10. \_\_\_\_\_ Cooking

### Transcript

Good afternoon. My name's Mrs Carter and I run the before and after school extended hours childcare service.

I hope you've had a chance to have a good look around the school and talk to staff and pupils.

I know that many of you are interested in using our childcare service when your child joins the school, and perhaps you already know something about it, but for those that don't, I'll go through the main details now.

We offer childcare for children from the ages of four to eleven both before and after school.

I know that many parents who work find this service invaluable.

You can leave your child with us safe in the knowledge that they will be extremely well cared for.

We are insured to provide care for up to 70 children, although we rarely have this many attending at any one session.

I think we generally expect around 50-60 children for the afternoon sessions and about half that number for the breakfast sessions.

Although we currently do have 70 children registered with us, not all of these attend every day.

It's ten years since we began offering an extended hours service and we've come a long way during that time.

When we first opened, we only had about 20 children attending regularly.

We try to keep our costs as low as we can and we think we provide very good value for money.

For the afternoon sessions, which run from 3.30 until 6 p.m., it's £7.20.

But if you prefer, you can pay for one hour only, which costs £3.50, or two hours which costs £5.70.

The cost of the childcare includes food and snacks.

They'll be given breakfast in the morning and in the afternoon, a healthy snack as soon as they finish school.

At 5 p.m. children are given something more substantial, such as pasta or a casserole.

Please inform us of any allergies that your child might have and we'll make sure they're offered a suitable alternative.

As you may know, the childcare service runs through the school holidays from 8 a.m. to 6 p.m.

We offer a really varied and exciting programme to keep the children entertained - We don't want them to feel as if they are still at school!

It will also feel different because they'll get the chance to make new friends with children from other schools - spaces are available for them because a lot of our term-time children don't always attend during the holiday.

In the past, parents have asked if children over the age of 11 are allowed to come with their younger brothers and sisters - but I'm afraid we're unable to do this because of the type of insurance we have.

So now let me tell you about some of the activities that your child can do during the after-school sessions.

As well as being able to use the playground equipment, computers and the library, there is usually at least one 'special' activity that children can do each day.

For example, Spanish.

We have a specialist teacher coming in every Thursday to give a basic introduction to the language through games and songs.

She does two sessions: one for the over 8s and one for the younger children.

This is the only activity which we have to make an extra charge for - but it's well worth it.

Once a week the children have the opportunity to do some music.

We're very lucky that one of our staff is a member of a folk band.

On Mondays, she teaches singing and percussion to groups of children.

We do rely on parental support for this, so if any of you sing or play an instrument and would be prepared to help out at these sessions, we'd be delighted.

Painting continues to be one of the most popular activities.

To begin with we weren't keen on offering this because of the extra mess involved, but children kept asking if they could do some art and so we finally gave in.

Art is great for helping the children to relax after working hard at school all day.

Yoga is something that we've been meaning to introduce for some time but haven't been able to find anyone available to teach it - until now that is.

So we'll see how this goes.

Hopefully, children will benefit in all sorts of ways from this.

Cooking is another popular activity.

They make a different sort of cake, or pizza or bread each week.

Although the younger children love doing it, we found that the mess was just too much, so we've decided to restrict this to the over 8s, as they are better able to clean up after themselves.

### Answer key

1. B
2. E
3. C
4. C
5. A
6. E
7. G
8. F
9. C

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## TEST 8: PICK FROM A LIST



Trải nghiệm làm bài tập này tại website: [Tại đây](#)

### Audio and questions

Link Audio:

<https://uonaacwmwvobj.vcdn.cloud/PRIVATE/MEDIA/fead46fb-2ff1-459d-ab9a-1673f27c41ca.mp3>

### Question 1 - 4

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

Which TWO parts of the introductory stage to their art projects do Jess and Tom agree were useful?

- A. The Bird Park visit
- B. The workshop sessions
- C. The Natural History Museum visit
- D. The projects done in previous years
- E. The handouts with research sources

In which TWO ways do both Jess and Tom decide to change their proposals?

- A. by giving a rationale for their action plans
- B. by being less specific about the outcome
- C. by adding a video diary presentation
- D. by providing a timeline and a mind map
- E. by making their notes more evaluative

**Question 5 - 10**

Which personal meaning do the students decide to give to each of the following pictures?

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

**List of Findings**

- A. a childhood memory
- B. hope for the future
- C. fast movement
- D. a potential threat
- E. the power of colour
- F. the continuity of life
- G. protection of nature
- H. a confused attitude to nature

- 5. \_\_\_\_\_ Falcon (Landseer)
- 6. \_\_\_\_\_ Fish hawk (Audubon)
- 7. \_\_\_\_\_ Kingfisher (van Gogh)
- 8. \_\_\_\_\_ Portrait of William Wells
- 9. \_\_\_\_\_ Vairumati (Gauguin)
- 10. \_\_\_\_\_ Portrait of Giovanni de Medici

## Transcript

JESS: How are you getting on with your art project, Tom?

TOM: OK. Like, they gave us the theme of birds to base our project on, and I'm not really all that interested in wildlife. But I'm starting to get into it. I've pretty well finished the introductory stage.

JESS: So have I. When they gave us all those handouts with details of books and websites to look at, I was really put off, but the more I read, the more interested I got.

TOM: Me too. I found I could research so many different aspects of birds in art - colour, movement, texture. So I was looking forward to the Bird Park visit.

JESS: What a letdown! It poured with rain and we hardly saw a single bird. Much less use than the trip to the Natural History Museum.

TOM: Yeah, I liked all the stuff about evolution there. The workshop sessions with Dr Fletcher were good too, especially the brainstorming sessions.

JESS: I missed those because I was ill. I wish we could've seen the projects last year's students did.

TOM: Mm. I suppose they want us to do our own thing, not copy.

JESS: Have you drafted your proposal yet?

TOM: Yes, but I haven't handed it in. I need to amend some parts. I've realised the notes from my research are almost all just descriptions, I haven't actually evaluated anything. So I'll have to fix that.

JESS: Oh, I didn't know we had to do that. I'll have to look at that too. Did you do a timeline for the project?

TOM: Yes, and a mind map.

JESS: Yeah, so did I. I quite enjoyed that. But it was hard having to explain the basis for my decisions in my action plan.

TOM: What?

JESS: You know, give a rationale.

TOM: I didn't realise we had to do that. OK, I can add it now. And I've done the video diary presentation, and worked out what I want my outcome to be in the project.

JESS: Someone told me it's best not to be too precise about your actual outcome at this stage, so you have more scope to explore your ideas later on. So I'm going to go back to my proposal to make it a bit more vague.

TOM: Really? OK, I'll change that too then.

TOM: One part of the project I'm unsure about is where we choose some paintings of birds and say what they mean to us. Like, I chose a painting of a falcon by Landseer. I like it because the bird's standing there with his head turned to one side, but he seems to be staring straight at you. But I can't just say it's a bit scary, can I?

JESS: You could talk about the possible danger suggested by the bird's look.

TOM: Oh, OK.

JESS: There's a picture of a fish hawk by Audubon I like. It's swooping over the water with a fish in its talons, and with great black wings which take up most of the picture.

TOM: So you could discuss it in relation to predators and food chains?

JESS: Well actually I think I'll concentrate on the impression of rapid motion it gives.

TOM: Right.

JESS: Do you know that picture of a kingfisher by van Gogh - it's perching on a reed growing near a stream.

TOM: Yes it's got these beautiful blue and red and black shades.

JESS: Mm hm. I've actually chosen it because I saw a real kingfisher once when I was little. I was out walking with my grandfather, and I've never forgotten it.

TOM: So we can use a personal link?

JESS: Sure.

TOM: OK. There's a portrait called William Wells, I can't remember the artist but it's a middle-aged man who's just shot a bird. And his expression, and the way he's holding the bird in his hand suggests he's not sure about what he's done. To me it's about how ambiguous people are in the way they exploit the natural world.

JESS: Interesting. There's Gauguin's picture Vairumati. He did it in Tahiti. It's a woman with a white bird behind her that is eating a lizard, and what I'm interested in is what idea this bird refers to. Apparently, it's a reference to the never-ending cycle of existence.

TOM: Wow. I chose a portrait of a little boy. Giovanni de Medici. He's holding a tiny bird in one fist. I like the way he's holding it carefully so he doesn't hurt it.

JESS: Ah right.

### Answer key

1. E
2. C
3. E
4. B
5. D
6. C
7. A
8. H
9. F
10. G

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**Chúc các bạn thi tốt!**