



考试指导

系列丛书之练习类

202

**Useful Exercises for** 

# IELTS

International Edition
BY GARRY ADAMS & TERRY PECK

**Practice Exercises for IELTS Listening / Reading / Writing** 

外文出版社



# Useful Exercises for IELTS

#### **International Edition**

By Garry Adams & Terry Peck



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#### 关于本书

本书为原版雅思考试指导教材,为最新推出的雅思考试指导丛书。作者 Terry Peck 和 Garry Adams 均有丰富的雅思辅导项目的实施和设计经验,其中 Terry Peck 多年来一直任澳大利亚悉尼的雅思考官,深谙雅思考试的出题规则和考试技巧并掌握最新的雅思考试动向。同以前教材相比,本教材具有正宗 — 原汁原味来自英语为母语的考官之手、最新 — 口语题型已作最新修改,永远与雅思考试保持同步和更实用 — 题目的针对性较强的特点。自 2001年4月起,加拿大 C&C 寰球有限公司享有此教材在中国的独家版权,作者将根据最新雅思考试要求,授权本公司对本教材作及时和准确的内容更新,以保持本教材在国内雅思考试辅导教材中的优势地位。实践证明:众多采用此教材进行雅思考试准备的考生的成绩一般都能达到 5 分以上。因此,我们希望此版最新教材将能使更多的考生获益,帮助他们取得预期的效果。



2001年7月

#### ABOUT THE CHINESE EDITION

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#### ABOUT THE AUTHORS

Terry Peck and Garry Adams have extensive IELTS teaching experience, both being involved in the implementation and design of a number of IELTS coaching programmes. Terry Peck was an IELTS examiner for many years in Sydney, Australia.

#### BY THE AUTHORS:

'101 Helpful Hints for IELTS - International Edition' Academic Module - Practice Book & Cassette ISBN # 0 9587604 6 2 Tape Ref # 101T

'101 Helpful Hints for IELTS - International Edition' General Training Module - Practice Book & Cassette ISBN # 0 9587604 9 7 Tape Ref # 101T

'202 Useful Exercises for IELTS - International Edition'
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#### **PREFACE**

The 202 exercises contained in this practice workbook are designed to complement the information and practice tests contained in the authors' study books and guides to the IELTS examination, especially '101 Helpful Hints for IELTS' (Academic Module and General Training Module versions). However, it is not essential to refer to those books to complete the exercises.

All of the 202 exercises involve the various skills required to take the IELTS test, and most, but not all, of the questions asked in these exercises are of the type found in the actual test. For instance, questions that require grammatical knowledge are asked indirectly in the IELTS test itself, but are sometimes put to the student directly in this practice workbook (see the Grammar sections).

The book was written with 3 main purposes in mind. Carefully working through the 202 exercises should:

- ... provide varied practice to extend the skills referred to in the authors' study books and guides;
- ... highlight a student's probable weaknesses in 7 important areas of skill in English, -listening, reading, writing, punctuation, spelling, grammar and vocabulary;
- ... increase a student's general knowledge in 5 areas of current topical interest, namely, 'Communication and the Arts', 'The Environment', 'Technology', 'Politics in Britain', and 'Youth and Education'.

Also, speaking practice is included in this workbook to extend the value of certain exercises, but for a complete treatment refer to the authors' forthcoming production '303 The Speaking Room'.

May we take this opportunity to wish good luck to all students intending to take the IELTS examination soon.

January 2001



#### **KEY TO ICONS**

0 0	ListeningExercises	?!	Punctuation Exercises
	Reading Exercises	*	SpellingExercises
21	WritingExercises	*	Grammar Exercises
<b>®</b>	IELTS Quiz	*	Vocabulary Exercises
$\odot$	Speaking Practice		

### LISTENING EXERCISES 1.1 - 1.9

1.1							he es	sential	details of	what you hear:
		efer to the ta		-						
	a.									
	b.	•								
	c.									
	d.									
	e.									
	f.									
	g.	The Festival	•••••				••••••			
	h.		•••••							
	i.									
	j.		•••••							
1 2	NI	IMREDS	AN	DIETT	TEDC	· (Dof	on to t	ha tana	comint for a	onfirmation.)
								_		
A									•••••	v
	VI.		VII.		VIII.		•••••	1X		X
В	i.			ii		ii	i	•••••	iv	
	v.			vi		V	ii		viii.	
	ix.			x						
С	i.			ii		iii			iv	
				vi						
				x		,				
D										V
	vi.		vii.	,	viii.			ix		X
1.3	Gl	ENERAL	IN	FORMA'	TION	l: List	en to l	Radio It	rems 1 & 2	and complete the
1.0		art with the b								_
	15 44 117/102.1	What?		Where?	Whe		Wh		How?	Why?
	ale consti									
	dio m 1									
Itt	111 1									
	dio m 2									

202 U	sef	ul Exe	rcise	s for				
1.4	G	APF	TL	L: Listen to Radio Item 1 agai	in a	nd complete the gaps in the summary		
	of	the pa	assaş	ge below with the correct word	or j	ohrase you hear:		
	Violent video (1)							
1.5				LE CHOICE QUESTIC swer the following questions:	N	S: Listen to Radio Item 2 a second		
	i.	'zine	s can	be read:	iii.	The 'zine called 'Fill Me In' is sold in:		
				vord-processor		a) supermarkets		
		b) o c) in		omic		<ul><li>b) alternative bookshops</li><li>c) second-hand bookshops</li></ul>		
		d) n	one (	of the above	d)	all of the above		
	ii.		-	ublished:		The publishing team's office is:		
				sues of the 'zine ssues	a)	at home b) in the Design College		
		c) fo				c) in an alternative bookshop		
		d) n	one	of the above	d)	in the front room of a bookshop		
1.6	Sl	PEC	IFI	C INFORMATION: Lis	sten	again to the radio items:		
			i.	Who believes violent video games	incı	ease child violence?		
RAD			ii.	In the first section of the talk, vio		video games are also described as being _'.		
	iii.		iii.	How are the video games that app	eal	to female players described?		
			iv.	What may software companies be	gui	ty of in the way they market games?		
			v.	What are the onscreen rewards for	vio	lence in video games?		
			i.	Ordinary magazines fortunes 'ebb	and	flow'. What do you think this means?		
RAD			ii.			er desk-topped magazine clone'. The ing modelled exactly on the original'.		
			iii.	How many 'zines has Jean already	sol	d?		
			iv.	Where did Jean meet the other men	mbe	rs of her publishing team?		

v. What does Jean say is the reason for the success of her 'zine?

**1.7 PREDICTION AND PREPARATION:** In the Listening Sub-test you are given very little time to look at the questions before the tape begins. However, you must use what time you are given wisely. Try to predict as much as you can about the content of a section you are about to hear, and circle key words and phrases that you should listen for.

Look at the questions in Exercises 1.8 and 1.9 and circle the keywords and phrases to listen for. Take no longer than 30 seconds.

Try to predict what you will hear on the tape. Ask yourself:

- who is probably talking and to whom?
- what is the precise topic that the person is likely to be talking about?

#### **1.8 TRUE / FALSE / NOT GIVEN:** Listen to Lecture 1 on the tape:

a.	No-one actually knows how one's first language is learnt.	T	F	NG
b.	There are very few facts known about how language is learnt.	T	F	NG
c.	Subliminal language learning can only take place overnight.	T	$\mathbf{F}$	NG
d.	You do not need to listen closely to the words on the tape.	T	$\mathbf{F}$	NG
e.	You learnt your first language quickly because you were exposed daily to new words.	T	F	NG
f.	Watching TV or playing the radio in a foreign language is useless.	T	$\mathbf{F}$	NG
g.	The words on the subliminal tape must be spoken softly and slowly.	$\mathbf{T}$	F	NG
h.	You should restrict the number of new words when starting to learn a language.	T	F	NG
i.	Reading a foreign newspaper is never a waste of time.	T	$\mathbf{F}$	NG
j.	The author thinks that learning a new language in six weeks is possible.	T	F	NG

#### **1.9 SHORT-ANSWER QUESTIONS:** Refer to Lecture 1 on the tape.

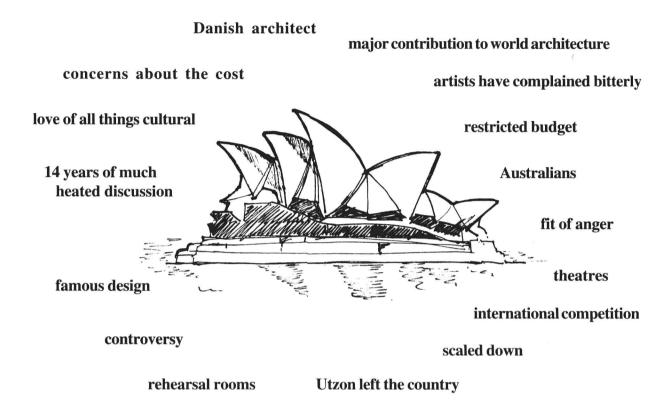
Note that the answers below have a MAXIMUM NUMBER OF FOUR WORDS:

1.	w no nave many theories to explain language learning?
ii.	Name two suggested times for playing subliminal learning tapes:  1
	2
iii.	What do babies react to in the mother's womb?
iv.	A vocabulary of how many words is required to learn basic English?
v.	What important difference is there between people who speak other languages?
	(ANSWERS ON PAGE 111)



#### **READING EXERCISES 1.1 - 1.11**

(2) **1.1 PREDICTION:** Look at the illustration below and the words and phrases taken from the Reading Passage on the next page. With a partner if possible, try to predict exactly what is being discussed:



② 1.2 PRE-READING QUESTIONS: Before reading the text on the following page, work with a partner and ask and answer the questions below. Base your answers on your possible knowledge of the topic:

	answers on your possible knowledge of the topic:
	Can you name at least 6 different forms of art that make up what is known as 'the arts'?
	What role do you think the arts play in a modern society?
	What art forms are popular in your country and culture? (painting? sculpture?) Why?
	Where are the performing arts performed in your city? Have you seen any shows there?
	Do you know who officially opened the Sydney Opera House in 1975?
	How much did the Opera House cost to build? £5 million? £15 million? £50 million?
	Next, reorder the words in the mystery questions below:
1.	describe How House you Sydney the the of would shape Opera ?
2.	the chosen when design was House the and of Opera How?

1.3	<b>SKIMMING:</b>	Read the text once	for the gist	(overall idea)	and then in	detail:
-----	------------------	--------------------	--------------	----------------	-------------	---------

- It is almost impossible to write of the Arts in Australia without mentioning the building that first put the country firmly on the world cultural map the Sydney Opera House. Completed in 1973 after 14 years of much heated discussion and at a cost of almost £60 million, it is not only the most well-known Australian building in the world but perhaps the most famous design of any modern building anywhere.
  - Its distinctive and highly original shape has been likened to everything from the sails of a sailing ship to broken eggshells, but few would argue with the claim that the Opera House is a major contribution to world architecture. Set amidst the graceful splendour of Sydney Harbour, presiding like a queen over the bustle and brashness of a modern city striving to forge a financial reputation in a tough commercial world, it is a reminder to all Australians of their deep and abiding love of all things cultural.

10

15

- The Opera House was designed not by an Australian but by a celebrated Danish architect, Jorn Utzon, whose design won an international competition in the late 1950s. However, it was not, in fact, completed to his original specifications. Plans for much of the intended interior design of the building have only recently been discovered. Sadly, the State Government of the day interfered with Utzon's plans because of concerns about the escalating cost, though this was hardly surprising the building was originally expected to cost only £5.5 million. Utzon left the country before completing the project and in a fit of anger vowed never to return. The project was eventually paid for by a State-run lottery.
- The size of the interior of the building was scaled down appreciably by a team of architects whose job it was to finish construction within a restricted budget. Rehearsal rooms and other facilities for the various theatres within the complex were either made considerably smaller or cut out altogether, and some artists have complained bitterly about them ever since. But despite the controversy that surrounded its birth, the Opera House has risen above the petty squabbling and is now rightfully hailed as a modern architectural masterpiece. The Queen officially opened the building in 1975 and since then, within its curved and twisted walls, audiences of all nationalities have been quick to acclaim the many world-class performances of stars from the Australian opera, ballet and theatre.

# **1.4 WORD DEFINITIONS:** Find the single words in paragraphs 1 and 2 which mean the following:

i.	pleasing, attractive		v.	characteristic						
ii.	angry		vi.	(to) advance steadily						
iii.	excitedactivity		vii.	tryinghard						
iv.	permanent, lasting		viii.	rashness						
Nex	Next, find the words in paragraphs 3 and 4 which mean the following:									
i.	meant		vi.	considerably						
ii.	meddled with		vii.	(to) promise						
iii.	made smaller		viii.	unimportant						
iv.	limited		ix.	(to) applaud loudly						
v.	known as		х.	money plan						

#### 1.5 TEXT ANALYSIS:

	i.	Which	is the be	est title for the	passage in Exe	ercise	1.3?					
		a) Ut	zon Quits	s Australia		c)	History	of a Que	en			
		b) Ar	Archited	ctural Disaste	r d)	A	Dane in	n Our Live	es			
	ii. What is the main point of the second paragraph?											
		a)		ribe the House visuall	у	c)		state wher era House		ted		
		b)		he of the buildin	g	d)	to s	ay why ding was l	ouilt			
	iii.	Which	is (are) t	the topic sent	ence(s) of the th	nird pa	aragrapł	1?				
		a) Se	ntence nu	umber one		c)	The las	t sentence	:			
		b) Se	ntence nı	umber two		d)	Senten	ces numb	er one a	nd tv	VO	
	iv.	To wh	at do the	following pro	onouns in the pa	assage	refer?					
		a) it	(line	e 10)		c)	this	(line 17)				
		b) the	eir (line	2 11)		d)	them	(line 23)				
	Of of no (6) of	ficially a Danis t be con modern	opened sh (4)	in (2)called for financial s of (7)	ne of the most, its eye-ca .tutzon. Unfor reasons. Non and argum l-class perform from th	tching tunate ethele ent, a nances	g and (3 ely, his constant to the ely, his constant to the ely, th	)design for building volumes (8)ularly giv	shape the (5). was fina as	was ally r s a (9	the read )	dream . could y after
		archite	ecture	1973	famous	que	en	controve	ersy	£5.5	5 mi	llion
		interio	r	artists	modern	hail		acclaime	d	ext	erio	r
		origina	ally	14	petty	arc	hitect	1975		reh	ear	sals
		maste	rpiece	distinctive	star	cur	ve	£60 milli	on	the	195	50s
1.7	th	e pass	age in	Exercise	ES WITH States 1.3, and see propriate patte	pag	e 126	for advi				
	i.		knownde	esign -	(para. 1)					1		3)
	ii.	angry		-	.,					1	2	3)
	iii.	locat	ed amids	t →	(para. 2)		(Pa	attern Typ	e:	1	2	3)

#### PART I - COMMUNICATION AND THE ARTS

iv.	competitive world	<b>→</b> .	(para. 2)	(Pattern Type:	1	2	<b>3</b> )
v.	originaldesigns	$\rightarrow$	(para. 3)	( Pattern Type:	1	2	<b>3</b> )
vi.	restricted budget	$\rightarrow$	(para. 4)	( Pattern Type:	1	2	3)
vii.	pettyquarrelling	-	(para. 4)	(Pattern Type:	1	2	3)

# **1.8 MATCHING SENTENCE HALVES:** Refer to the text in Exercise 1.3 and match the halves of the given sentences together:

a.	The Sydney Opera House	+	
b.	The city of Sydney is	+	
c.	Plans for the interior of the building	+	
d.	The interior of the building was unfortunately never	+	
e.	It seems that some artists are only	+	
f.	The cost of the project	+	
g. h.	interesting to audiences from all over the world have recently been implemented.		
i.	built like a queen on Sydney Harbour.	٠	
j.	completed by Jorn Utzon.		
k.	was the most well-known building in Australia.		
1.	was not completed in accordance with the architect's origina	l pla	ns.

- m. ... described as trying hard to survive in the business world.n. ... were lost for many years.
- o. ... interested in complaining about the facilities.
- p. ... was eventually met from the proceeds of gambling.

#### 1.9 TRUE / FALSE / NOT GIVEN: Refer to the text in Exercise 1.3.

a.	The building is possibly the most famous of its type in the world.	T	F	NG
b.	The Opera House drew world attention to the Arts in Australia.	T	F	NG
c.	Utzon designed the roof to look like the sails of a sailing ship.	T	F	NG
d.	A few people claim that it is a major architectural work.	T	F	NG
e.	According to the author, Sydney is a quiet and graceful city.	T	F	NG
f.	The cost of construction went more than £50 million over budget.	T	$\mathbf{F}$	NG
g.	Utzon never returned to Australia to see the completed building.	T	$\mathbf{F}$	NG
h.	There is only one theatre within the complex.	T	F	NG
i.	The Government was concerned about some artists' complaints.	T	F	NG
j.	Australian artists give better performances in the Opera House.	T	F	NG

#### **1.10 SHORT-ANSWER QUESTIONS:** Refer to the text in Exercise 1.3.

- - 2. .....
- ii. Why is it almost impossible to talk of the Arts in Australia without mentioning the Opera House?

.....

iii. What did the government hold to ensure a world-class design for the building? (MAXIMUM OF TWO WORDS)

.....

iv. What does the author say is not surprising?

.....

\*

- v. What were cut out or scaled down from the original interior design?
- vi. How are the walls of the Opera House described? (MAXIMUM OF TWO WORDS)

#### 1.11 CROSSWORD: Refer to the Part 1 Listening Passages and the Reading

Passage (and questions) for most answers.

# 

#### Across:

- 1. related to the Arts or the mind (adj)
- 6. region (n)
- 7. not any (adj)
- 8. unimportant, small (adj)
- 9. circular (adj)
- 11. present plural form of 'to be' (n)
- 13. not trusting of something (adj)
- 14. (to) apply colours to a drawing (v)
- 15. an important person in the arts (n)
- 17. (to) flow back like the tide (v)
- 19. opposite of 'practice' (n)
- 20. shown on your watch (n)
- 21. period of time (n)
- 23. many (adj)
- 26. (to) meddle (v)
- 27. lessened (adj)
- 28. dramatic performance artform (n)

#### Down:

- 1. dispute often about a topical issue (n)
- 2. person who studies languages (n)
- 3. (to) allow (v)
- 4. (to) tell (v)
- 5. region between certain limits (n)
- 10. science of building structures (n)
- 12. gambling with numbered tickets (n)
- 16. among (prep)
- 18. short for 'goodbye' (n)
- 22. quick (adj)
- 23. only, no more nor better than (adj)
- 24. past form of 'lead' (v)
- 25. length measurement (n)

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#### WRITING EXERCISES 1.1 - 1.7

#### **1.1 SENTENCE INSERTION:** Practice for Writing Task 1:

First, insert the statistical information from the table below in the twenty numbered blank spaces in the model answer and in the 'missing' sentences labelled 'a' to 'e'. Then insert the missing sentences into the model answer.

The table below summarises some data collected by a college bookshop for the month of February 2000.

Write a report describing the sales figures of various types of publications, based on the information shown in the table.

	Non- Book Club Members			Book Club	
	College Staff	College Students	Members of Public	Members	Total
Fiction	44	31	-	76	151
Non-Fiction	29	194	122	942	1287
Magazines	332	1249	82	33	1696
Total	405	1474	204	1051	3134

#### **WRITING TASK 1 - Model Answer:**

	The table shows the sales figures of fiction books, non-fiction books, and magazines in a college bookshop for February (1) (i)  The non-Book Club member figures comprise sales to college staff, college students, and members of the public. (ii) College students bought (2) magazines, (3) non-fiction and (4) fiction books.	
	(iii)	
para.3	(iv)	
para.4	The total number of publications sold for the month was (8) ( (9) to college students, (10) to staff, (11) to the public, and (12) to Book Club members).  (v)	
a.	College staff bought (14) magazines, (15) fiction and (16) non-fiction books.	
b.	More magazines were sold to college students than to any other group of customers.	
c.	The figures are divided into two groups: sales to non-Book Club members and to Book Club members.	
d.	Of this figure, (17) items were fiction books and (18) were non-fiction.	
e.	Book Club members bought more fiction ((19)) and non-fiction books ((20)) nan other customers.	