

CONTENTS

| | |
|--|----|
| Introduction | 04 |
| Practice Test 1 | 13 |
| Practice Test 2 | 29 |
| Practice Test 3 | 43 |
| Practice Test 4 | 57 |
| General Training: Reading and Writing Test A | 72 |
| General Training: Reading and Writing Test B | 81 |
| Sample Answer Sheets | 90 |
| Listening and Reading Answer Keys | 96 |

There are four sections in each section of the General Training test. Each section does not have a time limit, but you will need to answer all the questions in each section within the time available. You can spend as much time as you like on each section, but you must answer all the questions in each section within the time available. If you do not answer all the questions in each section within the time available, you will not receive full marks for that section.

Test Format:
Listening: Listening section consists of 40 listening questions. You will hear one recording of each question. You will have 10 minutes to answer all the questions in the listening section.

Speaking: Speaking section consists of 40 speaking questions. You will have 10 minutes to answer all the questions in the speaking section.

Reading: Reading section consists of 40 reading questions. You will have 10 minutes to answer all the questions in the reading section. You will have 10 minutes to answer all the questions in the reading section.

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Introduction

TO THE STUDENT

About the book

This book has been written for candidates preparing for the revised version of the International English Language Testing System, known as IELTS. This is a test designed to assess the English language skills of non-English speaking students seeking to study in an English speaking country.

Aims of the book

- to prepare you for the test by familiarising you with the types of texts and tasks that you will meet in the IELTS test, and the level and style of language used in the test.
- to help you prepare for your studies at university or college by introducing you to the types of communication tasks which you are likely to meet in English speaking study environment.

Content of the book

The book contains four complete sample IELTS tests, each comprising Listening and Speaking modules and Academic Reading and Writing modules. In addition there is one set of the General Training Reading and Writing modules. (NB all candidates do the same Listening and Speaking modules.) To accompany the tests there is an answer key at the back of the book and you should refer to this after you have attempted each of the practice tests.

Benefits of studying for IELTS

By studying for IELTS you will not only be preparing for the test but also for your future as a student in an English speaking environment. The test is designed to assess your ability to understand and produce written and spoken language in an educational context. The book makes reference to the ways in which university study is organised in many English speaking countries and the types of academic tasks you will be expected to perform.

These include:

- Reading and understanding written academic or training language
- Writing assignments in an appropriate style for university study or within a training context
- Listening to and comprehending spoken language in both lecture format as well as formal and informal conversational style
- Speaking to colleagues and lecturers on general and given topics in formal and informal situations

Description of the test

There are two versions of the IELTS test:

| Academic Module | General Training Module |
|---|--|
| for students seeking entry to a university or institution of higher education offering degree and diploma courses | for students seeking entry to a secondary school or to vocational training courses |

Note: All candidates must take a test for each of the four skills: listening, reading, writing and speaking. All candidates take the same Listening and Speaking modules but may choose between the Academic or General Training versions of the Reading and Writing sections of the test. You should seek advice from a teacher or a student adviser if you are in any doubt about whether to sit for the Academic modules or the General Training modules. The two do not carry the same weight and are not interchangeable.

Test format

Listening 4 sections, around 40 questions 30 minutes + transfer time

Academic Reading 3 sections, around 40 questions 60 minutes OR **General Training Reading** 3 sections, around 40 questions 60 minutes

Academic Writing 2 tasks 60 minutes OR **General Training Writing** 2 tasks 60 minutes

Speaking 10 to 15 minutes

Total test time 2 hours 45 minutes

WHAT DOES THE TEST CONSIST OF?

The Listening Module

| Requirements | Situation types | Question types |
|---|---|--|
| <p>You must listen to four separate sections and answer questions as you listen. You will hear the tape <i>once only</i>.</p> <p>There will be between 38 and 42 questions. The test will take about 30 minutes. There will be time to read the questions during the test and time to transfer your answers on to the answer sheet at the end of the test.</p> <p>The level of difficulty of the texts and tasks increases through the paper.</p> | <p>The first two sections are based on social situations. There will be a conversation between two speakers and then a monologue.</p> <p>The second two sections are related to an educational or training context. There will be a conversation with up to four speakers and a lecture or talk of general academic interest.</p> | <p>You will meet a variety of question types which may include:</p> <ul style="list-style-type: none">• multiple choice• short answer questions• sentence completion• notes/summary/flow chart/table completion• labelling a diagram which has numbered parts• matching |

Academic Reading Module

| Requirements | Types of material | Question types |
|--|--|--|
| <p>You must read three reading passages with a total of 1 500 to 2 500 words.</p> <p>There will be between 38 and 42 questions. You will have 60 minutes to answer all the questions.</p> <p>The level of difficulty of the texts and tasks increases through the paper.</p> | <p>Magazines, journals, textbooks and newspapers.</p> <p>Topics are not discipline specific but all are in a style appropriate and accessible to candidates entering postgraduate and undergraduate courses.</p> | <p>You will meet a variety of question types which may include:</p> <ul style="list-style-type: none">• multiple choice• short answer questions• sentence completion• notes/summary/flow chart/table completion• choosing from a bank of headings• identification of writer's views or attitudes (Yes/No/ Not given)• classification• matching lists• matching phrases |

| Requirements | Task types |
|---|--|
| <p>You must complete two writing tasks. You will have 60 minutes to complete both tasks.</p> <p>You should spend about 20 minutes on Task 1 and write at least 150 words.</p> | <p><i>Task 1</i></p> <p>You will have to look at a diagram, a table or short piece of text and then present the information in your own words.</p> <p>Your writing will be assessed on your ability to:</p> <ul style="list-style-type: none">• organise, present and compare data• describe the stages of a process• describe an object or event• explain how something works <p>You will also be judged on your ability to:</p> <ul style="list-style-type: none">• answer the question without straying from the topic• write in a way which allows your reader to follow your ideas• use English grammar and syntax accurately• use appropriate language in terms of register, style and content |
| <p>You should spend about 40 minutes on Task 2 and write at least 250 words.</p> | <p><i>Task 2</i></p> <p>You will have to present an argument or discuss a problem.</p> <p>Your writing will be assessed on your ability to:</p> <ul style="list-style-type: none">• present the solution to a problem• present and justify an opinion• compare and contrast evidence and opinions• evaluate and challenge ideas, evidence or an argument <p>You will also be judged on your ability to:</p> <ul style="list-style-type: none">• communicate an idea to the reader in an appropriate style• address the problem without straying from the topic• use English grammar and syntax accurately• use appropriate language in terms of register, style and content |

General Training Reading Module

| Requirements | Types of material | Question types |
|--|--|--|
| <p>You must answer questions on three sections of increasing difficulty with a total of 1,500 to 2,500 words.</p> <p>There will be between 38 and 42 questions. You will have 60 minutes to answer all the questions.</p> <p>The level of difficulty of the texts and tasks increases through the paper.</p> | <p>Notices, advertisements, booklets, newspapers, leaflets, timetables, books and magazine articles.</p> <p><i>Section 1</i> Social survival — retrieving factual information</p> <p><i>Section 2</i> Training survival — language in a training context</p> <p><i>Section 3</i> General reading — extended prose with emphasis on descriptive and instructive texts of general interest</p> | <p>You will meet a variety of question types, which may include:</p> <ul style="list-style-type: none">• multiple choice• short answer questions• sentence completion• notes/summary/flow chart/table completion• choosing from a bank of headings• identification of writer's views or attitudes (Yes/No/Not given)• classification• matching lists• matching phrases |

General Training Writing Module

| Requirements | Task types |
|---|---|
| <p>You must complete two writing tasks. You will have 60 minutes to complete both tasks.</p> <p>You should spend about 20 minutes on Task 1 and write at least 150 words.</p> | <p><i>Task 1</i></p> <p>You will have to write a short letter in response to a given problem or situation.</p> <p>Your writing will be assessed on your ability to:</p> <ul style="list-style-type: none">• engage in personal correspondence• elicit and provide general factual information• express needs, wants, likes and dislikes• express opinions <p>You will also be judged on your ability to:</p> <ul style="list-style-type: none">• answer the question without straying from the topic• write in a way which allows your reader to follow your ideas• use English grammar and syntax accurately• use appropriate language in terms of register, style and content <p><i>Task 2</i></p> <p>You will have to present an argument or discuss a problem.</p> <p>Your writing will be assessed on your ability to:</p> <ul style="list-style-type: none">• provide general factual information• outline a problem and present a solution• present and justify an opinion <p>You will also be judged on your ability to:</p> <ul style="list-style-type: none">• communicate an idea to the reader in an appropriate style• address the problem without straying from the topic• use English grammar and syntax accurately• use appropriate language in terms of register, style and content |
| <p>You should spend about 40 minutes on Task 2 and write at least 250 words.</p> | |

The Speaking Module

| Requirements | Assessment criteria |
|--|--|
| <p>You will have to talk to an examiner for about 15 minutes. The interview will be recorded. It is in 5 parts:</p> <p>1 Introduction — Basic introductions</p> <p>2 Extended discourse — You will talk at some length about general topics of relevance or interest which will involve explanation and description.</p> <p>3 Elicitation — You will be given a cue card which describes a situation or problem. You must ask the examiner questions to obtain information.</p> <p>4 Speculation and attitudes — You will be asked to talk about your plans or proposed course of study. You should demonstrate your ability to speculate or defend a point of view.</p> <p>5 Conclusion — The interview comes to an end.</p> | <p>You will be assessed on the following criteria:</p> <ul style="list-style-type: none">• ability to communicate effectively• ability to use appropriate vocabulary and structures• ability to ask questions• ability to take initiative in a conversation• general fluency• structural accuracy• intelligibility |

How is IELTS scored?

IELTS provides a profile of your ability to use English. In other words your IELTS result will consist of a score in each of the four skills (listening, reading, writing, speaking) which is then averaged to give the Overall Band Score or final mark. Performance is rated in each skill on a scale of 9 to 1. The nine overall Bands and their descriptive statements are as follows:

9 Expert user

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

8 Very good user

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

7 Good user

Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

6 Competent user

Has generally effective command of the language despite inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

5 Modest user

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

4 Limited user

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

3 Extremely limited user

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

2 Intermittent user

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

1 Non user

Essentially has no ability to use the language beyond possibly a few isolated words.

0 Did not attempt the test

No assessable information provided.

What is the pass mark?

There is no fixed pass mark in IELTS. The institution you want to enter will decide whether your score is appropriate for the demands of the course of study or training you want to undertake. However, as a general rule, scores below Band 5 in any one skill are considered too low for academic

study; scores above Band 6 are deemed to be adequate to good. Overall Band scores of 5 or 6 are borderline and may not be acceptable at many institutions. If you are getting only about half of the questions in these sample tests correct, then you are probably not quite ready to take the IELTS test. Again you should seek advice from a teacher about your level of English. Remember you must allow a duration of at least 3 months between each attempt at the test.

For further information about the test, see the IELTS Handbook available from all test centres and also from UCLES (University of Cambridge Local Examinations Syndicate), from IDP Education Australia and from British Council Centres.

HOW TO USE THIS BOOK

The tests in this book are similar in length, format and content to the real test, but success in these tests will not guarantee success in the real test. It often seems easier to work on practice materials than to sit the tests themselves because you are not under the same pressure.

Timing

In order to maximise your use of these tests, you should make a note of the time it takes you to answer each of the sections. As you progress through the book, be stricter with yourself about the time you allow yourself to complete the sections.

Answer sheets

When you sit for the real IELTS test, you will have answer sheets on which to write your answers. A sample of these is given at the end of this book. To help you prepare for the test, we suggest that you write your answers on separate sheets of paper, rather than in the book itself.

ACADEMIC PRACTICE TEST 1

LISTENING

SECTION 1. QUESTIONS 1-10

Questions 1—5

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

| City Library | |
|----------------|-------------------------------|
| Head Librarian | Example: <i>Mrs. Phillips</i> |
| Hours | 1 _____ to 4:30 |
| Books | 2 _____ |
| Ground floor | Adult collection |
| Second floor | 3 _____ |
| Third floor | |
| Book carts | |
| Brown cart | books to re-shelve |
| Black cart | books to 4 _____ |
| White cart | books to 5 _____ |

Questions 6-10

Complete the library schedule below.

Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

| Activity | Location | Day and Time |
|----------------|-----------------|---------------------|
| Story Time | Children's Room | 6 _____ at 11:00 |
| 7 _____ | Reference Room | Saturday at 8 _____ |
| Lecture Series | 9 _____ Room | Friday at 10 _____ |

SECTION 2. QUESTIONS 11-20

Questions 11-15

Choose FIVE letters, A—I. Which FIVE activities are available at Golden Lake Resort?

- | | |
|---------------|--------------------|
| A swimming | F golf |
| B boating | G horseback riding |
| C waterskiing | H hiking |
| D fishing | I arts and crafts |
| E tennis | |

Questions 16-20

Complete the schedule below. Write NO MORE THAN ONE WORD for each answer.

| Night | Activity |
|-----------|---------------|
| Sunday | 16_____ |
| Monday | Dessert Night |
| Tuesday | 17_____ Night |
| Wednesday | 18_____ |
| Thursday | 19_____ |
| Friday | Talent Show |
| Saturday | 20_____ |

SECTION 3. QUESTIONS 21-30

Questions 21-23

Choose THREE letters, A-F. Which THREE things are the students required to submit to their professor?

- A a written summary
- B maps
- C a case study
- D charts and graphs
- E a list of resources used
- F a video

Questions 24 and 25

Answer the questions below. Write NO MORE THAN THREE WORDS for each answer.

24 What two sources of information will the students use when preparing their presentation?

25 What will the students show during their presentation?

Questions 26-30

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

26 Only rescue birds that are

- A all alone.
- B obviously hurt.
- C sitting on the ground.

27 Protect yourself by wearing

- A gloves.
- B a hat.
- C protective glasses.

28 Put the bird in a

- A cage.
- B box.
- C bag.

29 Keep the bird calm by

- A petting it.
- B talking to it.
- C leaving it alone.

30 When transporting the bird,

- A speak quietly.
- B play music.
- C drive very slowly.

SECTION 4. QUESTIONS 31-40

Questions 31-33

Complete the information about the Great Barrier Reef.

Write NO MORE THAN TWO WORDS for each answer.

The Great Barrier Reef is made up of 3,000 31_____ and 600 32_____. Over 400 kinds of 33_____ can be found there.

Questions 34-38

Choose FIVE letters, A—I. Which FIVE of these kinds of animals inhabiting the Great Barrier Reef are mentioned?

- | | |
|-------------|---------------|
| A sharks | F dolphins |
| B starfish | G sea turtles |
| C seahorses | H crocodiles |
| D clams | I frogs |
| E whales | |

Questions 39 and 40

Answer the questions below. Write NO MORE THAN THREE WORDS for each answer.

39 What causes coral bleaching?

40 What has been one response to this problem?

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-14, which are based on Reading Passage 1 below.

The Value of a College Degree

The escalating cost of higher education is causing many to question the value of continuing education beyond high school. Many wonder whether the high cost of tuition, the opportunity cost of choosing college over full-time employment, and the accumulation of thousands of dollars of debt is, in the long run, worth the investment. The risk is especially large for low-income families who have a difficult time making ends meet without the additional burden of college tuition and fees.

In order to determine whether higher education is worth the investment, it is useful to examine what is known about the value of higher education and the rates of return on investment to both the individual and to society.

THE ECONOMIC VALUE OF HIGHER EDUCATION

There is considerable support for the notion that the rate of return on investment in higher education is high enough to warrant the financial burden associated with pursuing a college degree. Though the earnings differential between college and high school graduates varies over time, college graduates, on average, earn more than high school graduates. According to the Census Bureau, over an adult's working life, high school graduates earn an average of \$1.2 million; associate's degree holders earn about \$1.6 million; and bachelor's degree holders earn about \$2.1 million (Day and Newburger, 2002).

These sizeable differences in lifetime earnings put the costs of college study in realistic perspective. Most students today—about 80 percent of all students—enroll either in public four-year colleges or in public two-year colleges. According to the U.S. Department of Education report, Think College Early, a full-time student at a public four-year college pays an average of \$8,655 for in-state tuition, room, and board (U.S. Department of Education, 2002). A fulltime student in a public two-year college pays an average of \$1,359 per year in tuition (U.S. Department of Education, 2002).

These statistics support the contention that, though the cost of higher education is significant, given the earnings disparity that exists between those who earn a bachelor's degree and those who do not, the individual rate of return on investment in higher education is sufficiently high to warrant the cost.

OTHER BENEFITS OF HIGHER EDUCATION

College graduates also enjoy benefits beyond increased income. A 1998 report published by the Institute for Higher Education Policy reviews the individual benefits that college graduates enjoy, including higher levels of saving, increased personal/professional mobility, improved quality of life for their offspring, better consumer decision making, and more hobbies and leisure activities (Institute for Higher Education Policy, 1998). According to a report published by the Carnegie Foundation, nonmonetary individual benefits of higher education include the tendency for postsecondary students to become more open-minded, more cultured, more rational, more consistent, and less authoritarian; these benefits are also passed along to succeeding generations (Rowley and Hurtado, 2002). Additionally, college attendance has been shown to "decrease prejudice, enhance knowledge of world affairs and enhance social status" while

increasing economic and job security for those who earn bachelor's degrees (Ibid.). Research has also consistently shown a positive correlation between completion of higher education and good health, not only for oneself, but also for one's children. In fact, "parental schooling levels (after controlling for differences in earnings) are positively correlated with the health status of their children" and Increased schooling (and higher relative income) are correlated with lower mortality rates for given age brackets" (Cohn and Geske, 1992).

THE SOCIAL VALUE OF HIGHER EDUCATION

A number of studies have shown a high correlation between higher education and cultural and family values, and economic growth. According to Elchanan Cohn and Terry Geske (1992), there is the tendency for more highly educated women to spend more time with their children; these women tend to use this time to better prepare their children for the future. Cohn and Geske (1992) report that "college graduates appear to have a more optimistic view of their past and future personal progress."

Public benefits of attending college include increased tax revenues, greater workplace productivity, increased consumption, increased workforce flexibility, and decreased reliance on government financial support (Institute for Higher Education Policy, 1998)....

CONCLUSION

While it is clear that investment in a college degree, especially for those students in the lowest income brackets, is a financial burden, the long-term benefits to individuals as well as to society at large, appear to far outweigh the costs.

Questions 1-4

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

In boxes 1-4 on your Answer Sheet, write

TRUE if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

NOT GIVEN if there is no information about this in the passage.

- 1 The cost of a college education has remained steady for several years.
- 2 Some people have to borrow large amounts of money to pay for college.
- 3 About 80 percent of college students study at public colleges.
- 4 Public colleges cost less than private colleges.

Questions 5-9

Complete the fact sheet below.

Choose no more than three words from the passage for each answer.

Write your answers in boxes 5-9 on your Answer Sheet.

Financial Costs and Benefits of Higher Education

- The average high school graduate makes a little more than one million dollars in (5) _____
- The average person with an associate's degree earns (6) _____
- The average (7) _____ makes over two million dollars.
- The average student at a four year college spends (8) \$ _____ a year on classes, housing, and food.
- The average student at a two-year college spends \$1,359 on (9) _____

Questions 10-13

The list below shows some benefits which college graduates may enjoy more of as compared to noncollege graduates.

Which four of these benefits are mentioned in the article?

Write the appropriate letters A-G in boxes 10-13 on your Answer Sheet.

- A They own bigger houses.
- B They are more optimistic about their lives.
- C They save more money.
- D They enjoy more recreational activities.
- E They have healthier children.
- F They travel more frequently.
- G They make more purchases.

READING PASSAGE 2

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

Less Television, Less Violence and Aggression

Cutting back on television, videos, and video games reduces acts of aggression among schoolchildren, according to a study by Dr. Thomas Robinson and others from the Stanford University School of Medicine. The study, published in the January 2001 issue of the *Archives of Pediatric and Adolescent Medicine*, found that third- and fourth-grade students who took part in a curriculum to reduce their TV, video, and video game use engaged in fewer acts of verbal and physical aggression than their peers. The study took place in two similar San Jose, California, elementary schools. Students in one

school underwent an 18-lesson, 6-month program designed to limit their media usage, while the others did not. Both groups of students had similar reports of aggressive behavior at the beginning of the study. After the six-month program, however, the two groups had very real differences. The students who cut back on their TV time engaged in six fewer acts of verbal aggression per hour and rated 2.4 percent fewer of their classmates as aggressive after the program.

Physical acts of violence, parental reports of aggressive behavior, and perceptions of a mean and scary world also decreased, but the authors suggest further study to solidify these results.

Although many studies have shown that children who watch a lot of TV are more likely to act violently, this report further verifies that television, videos, and video games actually cause the violent behavior, and it is among the first to evaluate a solution to the problem. Teachers at the intervention school included the program in their existing curriculum. Early lessons encouraged students to keep track of and report on the time they spent watching TV or videos, or playing Video games, to motivate them to limit those activities on their own. The initial lessons were followed by TV-Turnoff, an organization that encourages less TV viewing. For ten days, students were challenged to go without television, videos, or video games. After that, teachers encouraged the students to stay within a media allowance of seven hours per week. Almost all students participated in the Turnoff, and most stayed under their budget for the following weeks. Additional lessons encouraged children to use their time more selectively, and many of the final lessons had students themselves advocate reducing screen activities.

This study is by no means the first to find a link between television and violence. Virtually all of 3,500 research studies on the subject in the past 40 years have shown the same relationship, according to the American Academy of Pediatrics. Among the most noteworthy studies is Dr. Leonard D. Eron's, which found that exposure to television violence in childhood is the strongest predictor of aggressive behavior later in life—stronger even than violent behavior as children. The more violent television the subjects watched at age eight, the more serious was their aggressive behavior even 22 years later. Another study by Dr. Brandon S. Centerwall found that murder rates climb after the introduction of television. In the United States and Canada, murder rates doubled 10 to 15 years after the introduction of television, after the first TV generation grew up.

Centerwall tested this pattern in South Africa, where television broadcasts were banned until 1975. Murder rates in South Africa remained relatively steady from the mid-1940s through the mid- 1970s. By 1987, however, the murder rate had increased 130 percent from its 1974 level. The murder rates in the United States and Canada had leveled' off in the meantime. Centerwall's study implies that the medium of television, not just the content, promotes violence and the current study by Dr. Robinson supports that conclusion. The Turnoff did not specifically target violent television, nor did the following allowance period. Reducing television in general reduces aggressive behavior. Even television that is not "violent" is more violent than real life and may lead viewers to believe that violence is funny, inconsequential, and a viable solution to problems. Also, watching television of any content robs us of the time to interact with real people. Watching too much TV may inhibit the skills and patience we need to get along with others without resorting to aggression. TV, as a medium, promotes aggression and violence. The best solution is to turn it off.

Questions 14-20

Complete the summary using words from the box below.

Write your answers in boxes 14-20 on your Answer Sheet.

A study that was published in January 2001 found that when children (14) _____ less, they behaved less (15) _____. Students in a California elementary school participated in the study, which lasted (16) _____. By the end of the study, the children's behavior had changed. For example, the children's (17) _____ reported that the children were acting less violently than before. During the study, the children kept a record of the (18) _____ they watched TV. Then, for ten days, they (19) _____. Near the end of the study, the students began to suggest watching (20) _____.

| | |
|------------|---------------------|
| parents | eighteen days |
| teachers | classmates |
| six months | nonviolent programs |
| violently | time of day |
| watched TV | number of hours |
| scared | avoided TV |
| less TV | favorite programs |

Questions 21-24

Do the following statements agree with the information in Reading Passage 2?

In boxes 21-24 write

TRUE if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

NOT GIVEN if there is no information about this in the passage.

- 21 Only one study has found a connection between TV and violent behavior.
- 22 There were more murders in Canada after people began watching TV.
- 23 The United States has more violence on TV than other countries.
- 24 TV was introduced in South Africa in the 1940s.

Questions 25 and 26

For each question, choose the correct letter A-D and write it in boxes 25 and 26 on your Answer Sheet.

25 According to the passage,

- A only children are affected by violence on TV.
- B only violent TV programs cause violent behavior.
- C children who watch too much TV get poor grades in school. .
- D watching a lot of TV may keep us from learning important social skills.

26 The authors of this passage believe that

- A some violent TV programs are funny.
- B the best plan is to stop watching TV completely.
- C it's better to watch TV with other people than on your own.
- D seven hours a week of TV watching is acceptable.

READING PASSAGE 3

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

Questions 27–30

Reading Passage 3 has four sections (A–D). Choose the most suitable heading for each section from the list of headings below.

Write the appropriate numbers (i–vii) in boxes 27–30 on your Answer Sheet. There are more headings than sections, so you will not use all of them.

27 Section A

28 Section B

29 Section C

30 Section D

List of Headings

i Top Ocean Predators

ii Toxic Exposure

iii Declining Fish Populations

iv Pleasure Boating in the San Juan Islands

v Underwater Noise

vi Smog in Large Cities

vii Impact of Boat Traffic

Issues Affecting the Southern Resident Orcas

A

Orcas, also known as killer whales, are opportunistic feeders, which means they will take a variety of different prey species. J, K, and L pods (specific groups of orcas found in the region) are almost exclusively fish eaters. Some studies show that up to 90 percent of their diet is salmon, with Chinook salmon being far and away their favorite. During the last 50 years, hundreds of wild runs of salmon have become extinct due to habitat loss and overfishing of wild stocks. Many of the extinct salmon stocks are the winter runs of chinook and coho. Although the surviving stocks have probably been sufficient to sustain the resident pods, many of the runs that have been lost were undoubtedly traditional resources favored by the resident orcas. This may be affecting the whales' nutrition in the winter and may require them to change their patterns of movement in order to search for food.

Other studies with tagged whales have shown that they regularly dive up to 800 feet in this area.

Researchers tend to think that during these deep dives the whales may be feeding on bottomfish. Bottomfish species in this area would include halibut, rockfish, lingcod, and greenling. Scientists estimate that today's lingcod population in northern Puget Sound and the Strait of Georgia is only 2 percent of what it was in 1950. The average size of rockfish in the recreational catch has also declined by several inches since the 1970s, which is indicative of overfishing. In some locations, certain rockfish species have disappeared entirely. So even if bottomfish are not a major food resource for the whales, the present low numbers of available fish increases the pressure on orcas and all marine animals to find food. (For more information on bottomfish see the San Juan County Bottomfish Recovery Program.)

B

Toxic substances accumulate in higher concentrations as they move up the food chain. Because orcas are the top predator in the ocean and are at the top of several different food chains in the environment, they tend to be more affected by pollutants than other sea creatures. Examinations of stranded killer whales have shown some extremely high levels of lead, mercury, and polychlorinated hydrocarbons. Abandoned marine toxic waste dumps and present levels of industrial and human refuse pollution of the inland waters probably presents the most serious threat to the continued existence of this orca population. Unfortunately, the total remedy to this huge problem would be broad societal changes on many fronts. But because of the fact that orcas are so popular, they may be the best species to use as a focal point in bringing about the many changes that need to be made in order to protect the marine environment as a whole from further toxic poisoning.

C

The waters around the San Juan Islands are extremely busy due to international commercial shipping, fishing, whale watching, and pleasure boating. On a busy weekend day in the summer, it is not uncommon to see numerous boats in the vicinity of the whales as they travel through the area. The potential impacts from all this vessel traffic with regard to the whales and other marine animals in the area could be tremendous.

The surfacing and breathing space of marine birds and mammals is a critical aspect of their habitat, which the animals must consciously deal with on a moment-to-moment basis throughout their lifetimes. With all the boating activity in the vicinity, there are three ways in which surface impacts are most likely to affect marine animals: (a) collision, (b) collision avoidance, and (c) exhaust emissions in breathing pockets.

The first two impacts are very obvious and don't just apply to vessels with motors. Kayakers even present a problem here because they're so quiet. Marine animals, busy hunting and feeding under the surface of the water, may not be aware that there is a kayak above them and actually hit the bottom of it as they surface to breathe.

The third impact is one most people don't even think of. When there are numerous boats in the area, especially idling boats, there are a lot of exhaust fumes being spewed out on the surface of the water. When the whale comes up to take a nice big breath of "fresh" air, it instead gets a nice big breath of exhaust fumes. It's hard to say how greatly this affects the animals, but think how breathing polluted air affects us (i.e., smog in large cities like Los Angeles, breathing the foul air while sitting in traffic jams, etc.).

D

Similar to surface impacts, a primary source of acoustic pollution for this population of orcas would also be derived from the cumulative underwater noise of vessel traffic. For cetaceans, the underwater sound environment is perhaps the most critical component of their sensory and behavioral lives. Orcas communicate with each other over short and long distances with a variety of clicks, chirps, squeaks, and whistles, along with using echolocation to locate prey and to navigate. They may also rely on passive listening as a primary sensory source. The long-term impacts from noise pollution would not likely show up as noticeable behavioral changes in habitat use, but rather as sensory damage or gradual reduction in population health. A new study at The Whale Museum called the SeaSound Remote Sensing Network has begun studying underwater acoustics and its relationship to orca communication.

Questions 31-32

For each question, choose the appropriate letter A-D and write it in boxes 31 and 32 on your Answer Sheet.

31 Killer whales (orcas) in the J, K, and L pods prefer to eat

- A halibut.
- B a type of salmon.
- C a variety of animals.
- D fish living at the bottom of the sea.

32 Some groups of salmon have become extinct because

- A they have lost places to live.
- B whales have eaten them.
- C they don't get good nutrition.
- D the winters in the area are too cold.

Questions 33-40

Complete the chart below.

Choose NO MORE THAN THREE WORDS for each answer.

Write your answers in boxes 33-40 on your Answer Sheet.

| Cause | Effect |
|---|---|
| Scientists believe some whales feed (33)_____. | These whales dive very deep. |
| Scientists believe that the area is being over fished. | Rockfish caught today is (34)_____ than rockfish caught in the past. |
| Orcas are at the top of the ocean food chain. | (35)_____ affects orcas more than it does other sea animals. |
| Orcas are a (36)_____ species. | We can use orcas to make society aware of the problem of marine pollution. |
| People enjoy boating, fishing, and whale watching in the San Juan Islands. | On weekends there are (37)_____ near the whales. |
| Kayaks are (38)_____. | Marine animals hit them when they come up for air. |
| A lot of boats keep their motors running. | Whales breathe (39)_____. |
| Boats are noisy. | Whales have difficulty (40)_____. |

WRITING

WRITING TASK 1

You should spend no more than 20 minutes on this task.

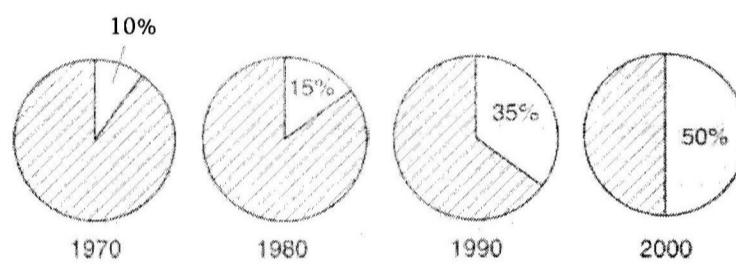
The charts below show the percentage of their food budget the average family spent on restaurant meals in different years. The graph shows the number of meals eaten in fast food restaurants and sit-down restaurants.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant. You should write at least 150 words.

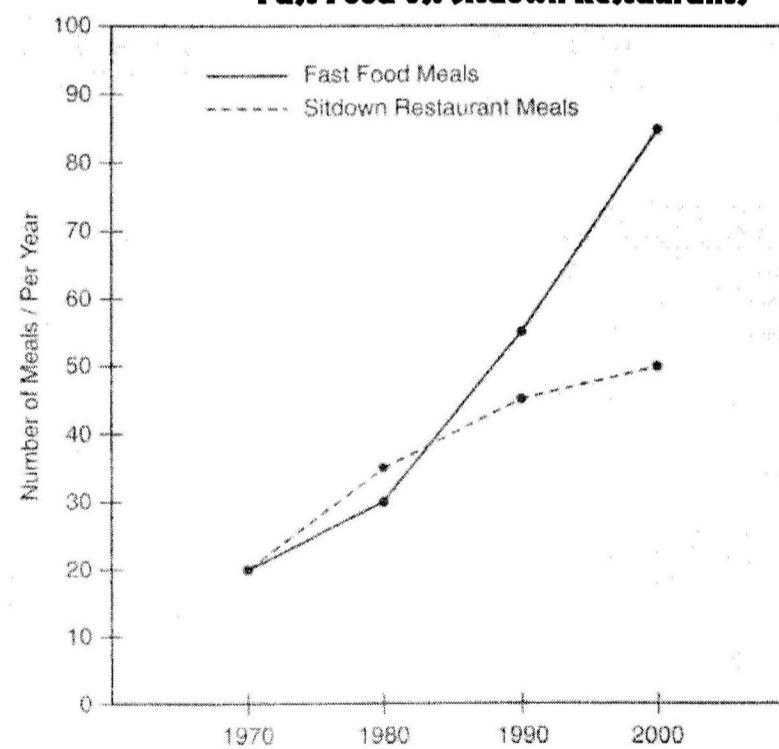
Percentage of Food Budget Spent on Restaurant Meals:



Home Cooking



Fast Food vs. Sitdown Restaurants:



WRITING TASK 2

You should spend no more than 40 minutes on this task. Write about the following topic.

By punishing murderers with the death penalty, society is also guilty of committing murder. Therefore, life in prison is a better punishment for murderers.

To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience. You should write at least 250 words.

SPEAKING

Part 1

The examiner asks the candidate about him/her home work or studies and other familiar topics.

What kind of food do you enjoy eating?

What are some kinds of food you never eat? Why?

Do you generally prefer to eat at home or at a restaurant? Why?

What are some reasons that people eat at restaurants?

Describe a popular food in your country. Why do people like this food?

Part 2

Describe a teacher from your past that you remember.

You should say :

what class the teacher taught you and how old you were

what the teacher's special qualities and characteristics were

why you remember this teacher

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

Part 3

What kind of person makes a good teacher?

Why do people choose to become teachers?

Do you think education will change in the future? How?

How does technology affect education?

ACADEMIC PRACTICE TEST 2

LISTENING

SECTION 1. QUESTIONS 1-10

Questions 1 -4

Complete the form below.

Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

| | |
|--------------------------|--|
| Example: <i>Global</i> | Bicycle Tours |
| Tour name: | <i>River Valley tour</i> Tour month: 1_____ |
| Customer Name: | 2_____ <i>Schmidt</i> |
| Address: | <i>P. O. Box 3</i> _____ |
| Bicycle rental required? | <u>Yes</u> <input checked="" type="checkbox"/> <u>No</u> |
| Dietary restrictions: | 4_____ |

Questions 5 -7

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

5 What size deposit does the caller have to pay?

- A 5 percent
- B 30 percent
- C 50 percent

6 When does the deposit have to be paid?

- A Two weeks from now
- B Four weeks from now
- C Six weeks from now

7 How will the luggage be carried?

- A By bus
- B By bicycle
- C By van