

IELTS General Training Practice Test

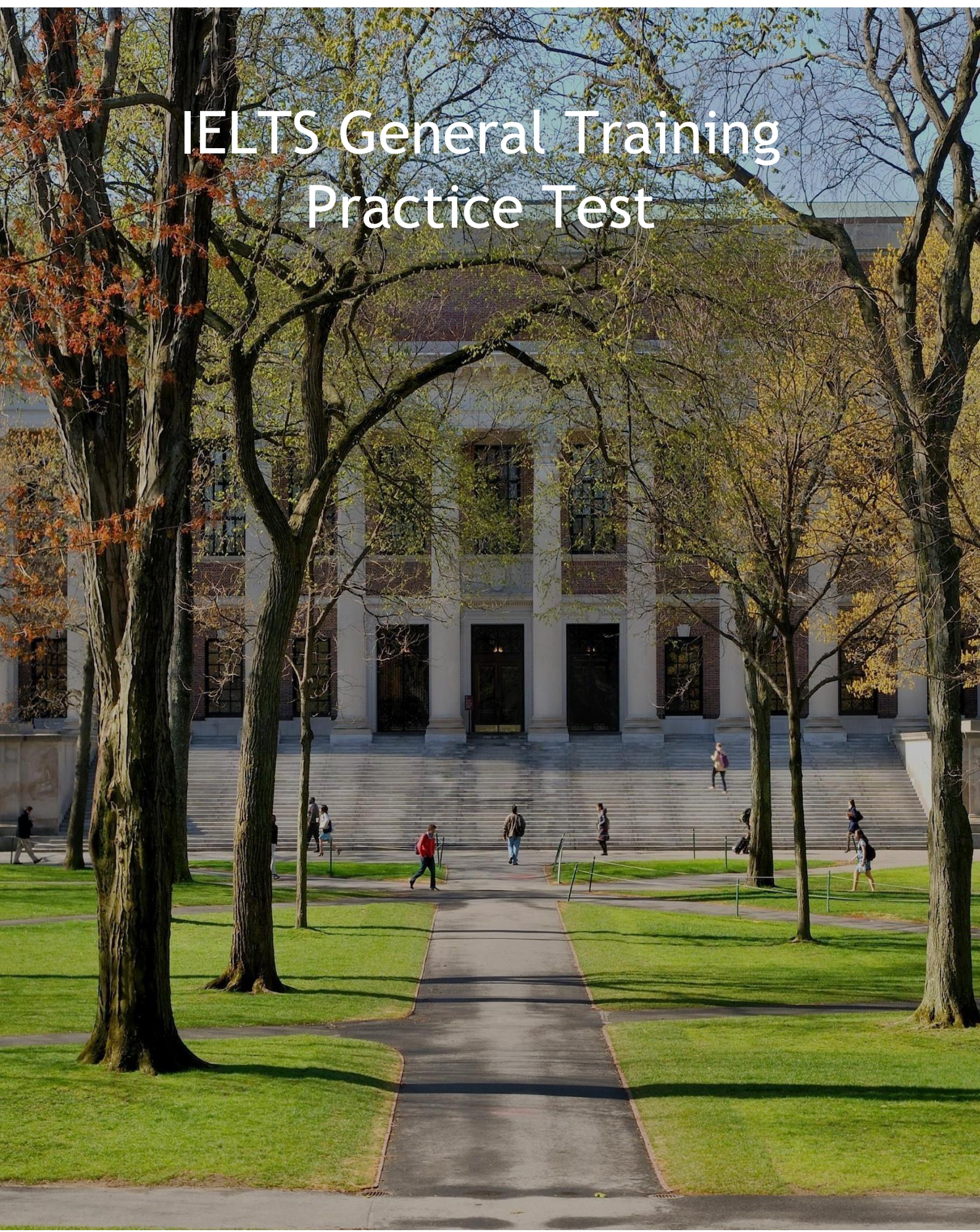


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Introduction

The international English language testing system (IELTS) is the world's most popular English language proficiency test for higher education and global migration, with over 2 million tests taken in the last year.

IELTS assesses all of your English skills — reading, writing, listening and speaking, and is designed to reflect how you will use English at study, at work, and at play, in your new life abroad.

The IELTS test is developed by some of the world's leading experts in language assessment. It has an excellent international reputation, and is accepted by over 9,000 organisations worldwide, including schools, universities, employers, immigration authorities and professional bodies.

There are two versions of the test: IELTS Academic and IELTS General Training.

IELTS General Training is designed for those who are going to English speaking countries for secondary education, work experience or training programs. The test measures English language proficiency in a practical, everyday context. The tasks and tests reflect both workplace and social situations.

The following sections contain practice tests for each of the four language components the IELTS General Training tests: Listening, Reading, Writing and Speaking.

In the package you have just downloaded we have already included the compressed audio files you need to complete the Listening Test, as well as examples of answers for the Speaking Test.

Candidate Number

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

Listening Test

PRACTICE TEST 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 10 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in this question paper.

INFORMATION FOR CANDIDATES

There are **four** parts to the test.

You will hear each part **once** only.

There are **40** questions.

Each question carries one mark.

For each part of the test, there will be time for you to look through the questions and time for you to check your answers.

SECTION 1 Questions 1–10

Questions 1–6

Complete the table below.

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

Delano's Restaurant

Opening hours	<ul style="list-style-type: none"> Monday to Thursday – 5:00 to 10:00 pm Friday to Sunday – 5:00 to <u>midnight</u>
---------------	---

Reservation Form

Full name for reservation	<ul style="list-style-type: none"> 1 Contact phone number: 2
Reservation details	<ul style="list-style-type: none"> Date: Friday, February 7 Time: 8:00 pm No. of people: 9 adults, plus two 3
Special event?	<ul style="list-style-type: none"> 4
Special requirements	<ul style="list-style-type: none"> Do not serve: 5 6 seating needed

Questions 7 and 8

Choose **TWO** letters **A–E**.

Which **TWO** starters does the woman choose?

- A White bean salad
- B Tomato and basil salad
- C Stuffed mushrooms
- D Salmon fritters
- E Bread and pesto

Questions 9 and 10

Choose **TWO** letters **A–E**.

Which **TWO** special requests does the woman make?

- A Make a cake
- B Prepare decorations
- C Sing a song
- D Play special music
- E Give a present

SECTION 2 **Questions 11–20**

Questions 11–14

Answer the questions below.

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

11 What will the speaker talk about at the end of the presentation?

.....

12 What will employees get if they don't follow the safety rules?

.....

13 Where are the incident report forms stored?

.....

14 Who signs the timesheet for a part-time employee?

.....

Questions 15–20

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

- 15** Which of the following does the speaker **NOT** talk about as bad behaviour?
- A** Playing around near the machines
 - B** Being rude to co-workers
 - C** Gossiping about the manager
- 16** Office staff need to wear a white company shirt and ...
- A** black jeans
 - B** black pants or skirt
 - C** trousers with logo
- 17** In the workshop, staff must wear gloves ...
- A** for certain jobs
 - B** in certain areas
 - C** at all times
- 18** If the fire alarm sounds, staff ...
- A** may not take anything with them
 - B** may take their keys and phone with them
 - C** must exit through the main glass doors
- 19** The next fire drill will be held ...
- A** in January
 - B** in 6 months
 - C** in June

- 20** The next part of the talk will be about ...
- A** how to ask questions at work
 - B** how to report a dangerous situation
 - C** duties for Reception staff

SECTION 3 Questions 21–30

Questions 21–24

Match the responsibility to the person.

*Write the correct letter, **A–G**, next to each person.*

Responsibilities:

- | | |
|----------|------------------------------------|
| A | keeps past test data |
| B | helps with test design |
| C | keeps attendance records |
| D | has information for new students |
| E | helps with textbooks and equipment |
| F | notes any changes to the syllabus |
| G | organises students into classes |

People:

21 Maureen

22 Paul

23 Jason

24 Kelly

Questions 25–30

Complete the Semester Schedule below.

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

Semester Schedule

Week 1	Monday: Give students the 25
Week 4	short personal 26
Week 6	First 27 due
Week 12	Thursday: Exam Friday: 28
Week 13	Teachers mark assessments in the 29
Week 14	Students get their 30

SECTION 4 Questions 31–40

Questions 31– 34

Fill in the table below.

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

Driverless Car Levels

Level	Name	Characteristics of Cars
0	Driver only	Driver controls the pedals and 31 Already incorporate a lot of software
1	Assisted	Help with parking, electronic 32
2	Partial Automation	Can stay in one lane and at a steady distance from the car in front Need careful driver monitoring
3	33 Automation	Will usually not need driver input; car may sometimes request help from the driver
4	High automation	Will only be able to operate in 34
5	Full automation	No driver needed, no pedals or steering wheel

Questions 35–38

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

- 35** Which option is **NOT** stated to be a problem for existing robot car models?
- A** Operating without a detailed map
 - B** Dealing with unknown changes en route
 - C** Driving in very hot conditions
- 36** Which of the following is **NOT** true?
- A** In 2012, US and UK people liked autonomous cars more than Germans did.
 - B** In 2015, more Germans liked than didn't like autonomous cars.
 - C** In 2015, about a third of the people surveyed liked autonomous cars.
- 37** What percentage of car crashes happen because of driver error?
- A** 90%
 - B** 33%
 - C** 99%
- 38** What will the main problem be for driverless cars in the transition period?
- A** Driving on high-speed motorways
 - B** Not hitting driver-controlled cars
 - C** Deciding what to do in a crash situation

Questions 39 and 40

Choose *TWO* letters, **A–E**.

Which of the following are advantages of driverless cars? They will probably ...

- A** reduce traffic jams
- B** decrease driving speeds
- C** improve road quality
- D** make journeys quicker
- E** use smaller vehicles

Section 1

You will hear a conversation between the manager and a customer in a restaurant. First you have some time to look at questions 1 to 6.

You will see that there is an example that has been done for you. On this occasion only, the conversation relating to this example will be played first.

MAN: Good afternoon, Delano's Restaurant. How can I help you?
WOMAN: Hi, can you tell me how late you're open at weekends?
MAN: Yes of course. On the weekends, including Friday night, we're open till **midnight** ...

The man says that the restaurant is open until midnight, so midnight has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 to 6.

MAN: Good afternoon, Delano's Restaurant. How can I help you?
WOMAN: Hi, can you tell me how late you're open at weekends?
MAN: Yes of course. On the weekends, including Friday night, we're open till **midnight** ...
WOMAN: OK, that's great. Do you take reservations?
MAN: Of course. Let me just get a reservation form ... So first of all, can I have your name please?
WOMAN: Sure, my family name is Mateo.
MAN: That's **M-A-T-E-O**?
WOMAN: Yes.
MAN: And your first name?
WOMAN: It's Kirsten.
MAN: Ah ... Was that Kristen?
WOMAN: No, I'll spell it for you! **K-I-R-S-T-E-N**.
MAN: Ah, sorry about that.

- WOMAN: No problem, I'm quite used to it.
- MAN: OK, I'll just run through all the details about the booking with you, but before I do that, I'd better get your contact number now, just in case I forget to do it later. Is that OK?
- WOMAN: Sure. It's area code **7-3-4**, and the number is **6-double-7, 8-triple-1**.
- MAN: OK, so when would you like to book?
- WOMAN: Next Friday.
- MAN: As in, the 7th, correct?
- WOMAN: Yes, at 8:00 pm, if you have room for us.
- MAN: Let's see ... How many people are you booking for?
- WOMAN: We've got, let's see ... three couples, my brother too ... and my parents of course ... So that's nine adults. And is it alright to bring **infants**?
- MAN: Yes, that's no problem, we have special seats for them.
- WOMAN: Actually, we'll have two coming. But don't worry, they're well behaved and they'll probably sleep the whole time. They won't need seats.
- MAN: Fine. Just bear in mind that it might be quite noisy in the restaurant at that time.
- WOMAN: Oh, that's cool. We just want the whole family to be there together for the dinner.
- MAN: Is it a special occasion?
- WOMAN: Yes, it's my parents' **wedding anniversary**. Thirty-five years together!
- MAN: That's fantastic. OK, so to make sure that everyone has a great time on this special day, I'd like to discuss our food options now, so that we can be prepared.
- WOMAN: OK, great. I've heard great things about your menu.
- MAN: Yes, you definitely won't be disappointed! Now, is there anyone in the group who has special dietary requirements?

- WOMAN: Oh yes, both my sister and brother have an allergy to **nuts**. Um ... we usually just avoid them altogether. We like to try each other's dishes, and it makes it easier.
- MAN: Right, that's important. I'll just make a note of that ...
- WOMAN: Oh, don't worry; they'll remind you for sure. Oh! One more thing I almost forgot to mention. My father's recovering from surgery, and for the time being he's in a **wheelchair**. Are there any stairs or anything that could make it difficult for him?
- MAN: Good question. We do have stairs outside, but we also have a ramp. It shouldn't be a problem at all. We'll make a special place for him at the table ...

.....
Before you hear the rest of the conversation, you have some time to look at questions 7 to 10.

Now listen and answer questions 7 to 10.

- MAN: If you want, you can place your orders now, while you're on the phone.
- WOMAN: Well, I think everyone will want to make their own choices, but it might be nice to have a few starters prepared in advance.
- MAN: May I suggest some of our salads? We have a great white bean salad and another with basil and tomatoes.
- WOMAN: Well, they sound good, but ...
- MAN: Or, how about our famous **stuffed mushrooms**?
- WOMAN: Yes, those sound good, could we have them? And maybe something with bread – do you make your own bread at the restaurant?
- MAN: Yes our bread is fantastic, fresh from the oven. We serve that with our homemade pesto, if you think you'd like that.

- WOMAN: Hmm ... what else is there?
- MAN: Well, for something a bit different, you could try our **salmon fritters**, they always get good reviews!
- WOMAN: Yeah, they sound nice. OK, those two will do, and everyone can decide if they want salads or bread when they get there.
- MAN: Wonderful, I'll just write that down ... right, so is there anything else that we can do to make the celebration more memorable? We often do special cakes for these kinds of occasions.
- WOMAN: Well, dad isn't supposed to eat much sugar, so what about **decorations**? Could you set up some balloons or something like that?
- MAN: Absolutely, we've done that kind of thing before.
- WOMAN: And ... I don't suppose you have live music? We could request that the band sings their favourite song.
- MAN: Unfortunately they only play on Saturdays and Sundays. But we can try to make the music **special** – I'll tell you what. If you can create a CD of their favourite music, we can **play** it during part of the dinner ...
- WOMAN: Yes, that'd be fantastic, they'll love it! And we'll have a special gift, as well. Thanks, that all sounds wonderful

Narrator:

That is the end of section 1. You now have half a minute to check your answers.

Now turn to section 2.

Section 2

You will hear the Human Resources manager talking to new employees about the rules in the workplace. First you have some time to look at questions 11 to 14.

Listen carefully and answer questions 11 to 14.

SPEAKER:

Hello and welcome —I'm going to give you a brief induction to working with us at Compass Construction. First, I'll be covering basic health and safety requirements ... next, information about timesheets and pay, and some guidelines around workplace behaviour and dress codes. Finally, I'll finish by explaining our **emergency procedures**.

Right – Health and Safety ... as your employer, we have an obligation to take all reasonable steps to ensure your safety at work. This is our responsibility by law and we take it very seriously. But, you also have responsibility for your own safety. That means you're required to follow safety requirements, and keep yourself and others safe. Employees who fail to do so will receive **formal warnings**.

So – what happens in the unlikely event that you or someone else *is* hurt, or almost hurt, at work? Report it. A serious accident – report it. Stub your toe? Report it. We also require employees to report near misses ... a near miss being a fancy way of saying an accident waiting to happen – almost slipping on a wet floor, for example. It's important to report near misses because if you don't, someone could get hurt next time round. So ... the incident report forms are kept **at Reception** – Linda will show you how these need to be filled in and filed.

Ah ... if you're unable to attend work for any reason, we ask that you give us at least 4 hours' notice before your shift begins, but of course the more notice we get, the better!

Now, you'll be working with us on a part-time basis, so you'll have to fill out a timesheet each week. You need to complete this daily, then at the end of the week ask your **supervisor** to sign it, and email a copy to your manager by 5 pm on Friday.

Before you hear the rest of the talk, you have some time to look at questions 15 to 20.

Now listen and answer questions 15 to 20.

Right, next: accepted standards of behaviour. It may seem obvious – but work isn't the place for silly behaviour. In our industry, we **can't have people fooling around**, especially with **the equipment and machinery** we have here on site – it's too easy for something to go wrong. There's also no place **for swearing, bullying or harassment** at work, so if you're at all concerned at any time, please talk directly to your manager about this.

Finally, what to do if there's a disaster of some sort – um ... sorry, no ... dress codes first. Like all our office employees, you need to wear the standard white shirt with the company logo – you'll be provided with two of these. You wear **your own trousers or skirt**, which must be black, tidy and smart – no jeans, and always black.

In your role, you'll mostly be on Reception. However, you may occasionally be asked to do something that requires you to go into the workshop area. In that case, you'll need to be decked out in proper PPE – Personal Protective Equipment: steel-capped boots, a vest and, **depending on what you're doing, gloves** and a hard hat. The **gloves are needed for any task that requires contact with dangerous chemicals**, for instance. All the PPE is kept in the room before the workshop which we passed through earlier.

Right, now, finally, if there's a fire or other disaster and the fire alarm sounds, you need to leave immediately. Don't try to go out the glass doors because they're automatic and may not be operating. The fire exit is through the door to the right of the main glass doors. When you exit, **leave everything behind including your bag, keys and phone**. People often fumble around wasting precious time, when there just isn't time for that. So it's a company policy to **take yourself to safety and nothing else**. Once you exit the building, you need to make your way to the nearest assembly point, which from Reception is just over there, in front of the big oak tree in the car park. We have drills every 6 months, so that will give you a chance to ... ah, go through the drill. The last one was in January, I think, so the next one'll be in a couple of weeks – **early June**, I believe.

So that's my presentation. I know there's a lot to take in but look – if there's something you don't understand, just ask – everyone expects new people to ask questions, so don't be shy – ask away. Right, I'll take a few questions now – and then I'm going to hand you over to

Steve, who'll give you an overview of the company's hazard management plan. Although you're working on Reception, which should be relatively free of hazards, you need to know **the process for identifying something that could cause harm** – that is, if you notice a hazard in the workshop or office areas. So...any questions on what we've covered so far?

NARRATOR:

That is the end of section 2. You now have half a minute to check your answers.

Now turn to section 3.

Section 3

You will hear a conversation between two teachers who are making plans for the new semester. First you have some time to look at questions 21 to 24.

Now listen carefully and answer questions 21 to 24

- MAN: Hi Hanna, how's it going? Are you finding your way around?
- WOMAN: Yes, slowly. It'll take a while before I've met everyone and I've got the hang of things.
- MAN: You'll be fine in a few days, it just takes time. So for today, let's just go over the basics. Now you've already got the syllabus for the semester?
- WOMAN: Yes, I got that from ... I think her name is Maureen? The coordinator for the department?
- MAN: Yes, and remember that the syllabus isn't set in stone – we can make alterations to suit our students, but you'll have to tell her about any **alterations** we make so she can **put it in the records**. For example, if we see that our students need more work with writing, we can add some supplementary material.
- WOMAN: OK ... fine. So what about assessment? Do we design our own tests?
- MAN: No, you don't need to worry about that. But we do need to design a written assignment task for them. When the time comes, you can find examples from past years in the secretary's office.

- WOMAN: Oh, the secretary – that's Paul, isn't it? I met him earlier today.
- MAN: No, Paul is our assistant classroom coordinator, and he can **give you a hand with finding the books and supplies**. The secretary is a young man named Jason, you may not have met him yet. He has a small office near the door, just over there. It's really too small, 'cos it's very crowded with stuff. Can you see all those filing cabinets?
- WOMAN: Oh, yes ... I was wondering about those ...
- MAN: That's his office – those cabinets contain all of our **previous papers, test results, student assessments** and things like that.
- WOMAN: I'll introduce myself when I see him later on.
- MAN: Yes, he's really nice. OK, so we have your attendance list here ... let's see ... good, it looks like you'll have a really nice group. William usually does the class lists, he's very good at it. I see you have about 10 new students, so you'll have to make sure that they **receive the orientation materials** and **know the basics about the school**, where things are, who to go to for help ...
- WOMAN: Yes, I was told that I should speak to ... um ... Kelly about that. Is that right?
- MAN: That's right, she's in charge of pastoral care, and she'll make sure you have everything you need to pass on to the new students. I think she'll give you a copy of some stuff for yourself too, like maps of the school, and a timetable ...

.....

Before you hear the rest of the conversation, you have some time to look at questions 25 to 30. Now listen and answer questions 25 to 30.

- MAN: The syllabus itself doesn't have firm dates for assessment and tests and homework, so I think it's a good idea to hash some of that out today, while we're both here.
- WOMAN: Yeah ... for sure. I imagine that we'll have to give the students some sort of introduction in the first week?
- MAN: Yes, you'll give them the **course overview** on the first day, and that includes information about what they will be doing when, and the due dates for all their assignments.

- WOMAN: OK ... so how many assignments are there?
- MAN: Two, though we also do some quizzes in class. But before the first assessment we always give the students a chance to ask questions and ask for help if they need it. So, in Week 4, we need to schedule brief one-to-one **progress meetings**.
- WOMAN: Do we do this in class time?
- MAN: Yep, it'll actually only take a morning – you spend about ten minutes with each student while the others are doing self-directed study. But we want to make sure that the first assignment is due a week or two afterwards. Ideally, they will have started that before the meeting.
- WOMAN: So what do you suggest? Week 5 for the first **research report** due date?
- MAN: Maybe Week 6 is better, right in the middle of the semester.
- WOMAN: OK ... So, do we meet them again individually once we've graded their assignments?
- MAN: Not exactly. We will meet with them again, but later in the semester, just to give them some feedback and suggestions for improvement, if needed. It's best done a bit later ... a few weeks before the final exam.
- WOMAN: Which is ... week 12, right?
- MAN: Yes. It's in the last week of the semester, but not on the Friday. It's usually on the Thursday. We usually try to keep the last day free for a **class activity**, to let the students unwind a bit after the exam.
- WOMAN: Sounds fun. The weather should be nice by then, too. Maybe a picnic outside?
- MAN: Yes, or we can even take them out to an event or an attraction. Last year we went to the aquarium just down the road.
- WOMAN: So ... how about the marking of the exam?
- MAN: Well, we usually take one day in the week following the final test, usually the Monday or Tuesday, to grade the exams. We all come in and grade the papers together in the **common room**. That way, if we have a question about a certain answer or grade, we can get advice from each other.
- WOMAN: That's a great idea, it'll really help me as I'm doing it for the first time.
- MAN: Yes, even people like me, who've been doing it for years, find it helpful.

WOMAN: I see here on the syllabus that the students can't access their results online until Week 15. That's three weeks after the exam. That's rather a long time to wait.

MAN: Well, it's actually the week before that when the students receive their **final marks**. But we don't enter them onto the computer until the following week, because we want to make sure they're correct ...

NARRATOR:

That is the end of section 3. You now have half a minute to check your answers.

Now turn to section 4.

Section 4

You will hear a talk on the topic of driverless cars. First you have some time to look at questions 31 to 40.

Now listen carefully and answer questions 31 to 40.

Hello everyone. Today's talk is about motor vehicle technology of the future, and in particular, about driverless cars. So, first ... what is a driverless car? This is not a simple question, and the British automotive industry has set 5 levels of driver control on the route to truly autonomous vehicles. Level 0, or driver only, cars are what most of us are operating right now. Um ... by that I mean we control the car, by operating the pedals and the **steering**, and if we lose concentration, or fall asleep, we're in big trouble.

However, our current level 0 cars already contain sophisticated mega computers. Did you know, there are over 70 small pieces of software in your car? They control the accelerator, the brakes and lots more. Yes, you have to press the pedals, but after that the software takes over to actually operate the vehicle.

OK, so now Level 1, or assisted, cars are already on the market. Um ... so, what's different about these cars? They tend to have computer-controlled assistance for parallel parking, or electronic **braking systems**.

Some companies are also making level 2, or partially automated, cars. They have functions like adaptive cruise control and lane keeping. They can change their speed to match the car in front of them, so they can operate in heavy traffic. However, drivers still need to monitor carefully and be ready to take over if necessary.

Now ... ah, note that higher levels are not yet available for commercial sale, but level 3, or **conditional** automation, vehicles will in theory be able to perform highway driving without the need for input from you, the driver! Well, not totally ... they might need to ask the driver to take over in difficult situations, giving sufficient notice so that he or she's ready to resume control. So, you can't go to sleep!

So ... what's the next step in this gradual process of developing automated vehicles? Yes, Level 4, or high automation, vehicles ... these cars may not have pedals or a steering wheel at all, can you imagine that? They will be restricted to **city environments**, but in other ways are not so different from level 5 cars, which will be fully automated in all situations.

In this science fiction future, the driver may get into a vehicle, program it, and then sip coffee, sleep or check the internet while the car propels him safely to his destination.

Ah ... well, of course, there's intense competition among the automotive industry to be the first to produce and test a workable robotically-controlled car. But ... um ... these cars are nowhere near ready for open road driving. They can only operate on roads that have been extensively computer mapped, and they're very inflexible at dealing with anything unexpected, like new stop signs for example. Let's see ... other technological issues for some models include problems with operating in **some weather conditions, such as rain and snow**.

However, many insiders agree that these problems will eventually be solved, and that the biggest hurdle is getting the driving public to accept the idea. UK and US surveys in 2012 showed that somewhere between 37 to 49 per cent of people would be comfortable owning one of these cars. However, at this time, **only 22 per cent of Germans were positive, and**

24 per cent were hostile about the idea. A more recent international survey in 2015 indicated that 33 per cent would like to own an autonomous vehicle, but most respondents still wanted to be in control of their car.

Right, so ... another issue for the consumer is cost, though this could be offset to some extent because of lower insurance premiums. People may be nervous about autonomous cars, but, you know, the facts speak for themselves. Ah ... it's estimated that **90% of all car crashes are caused by drivers making mistakes**. Um ... in 2014, in the USA alone, nearly 33,000 people died in cars. Driverless cars could hugely reduce that number. Some people estimate a 99% reduction in car accidents, but that would require 100% of cars to be robot controlled.

So what about the transition period? After all, whenever it begins, this change can't happen overnight. For many years, both human and computer controlled vehicles will share our roads. Motorway driving is relatively predictable, but as we know, most cars are driven in complex situations in crowded cities. Even human drivers struggle to make split-second decisions in these situations. How can a driverless car be programmed to deal with crazy driving?

But ... what is the biggest dilemma? It's an ethical one. **How can we program a driverless car to make a choice in cases where an accident is inevitable?** Should the car be programmed to choose the lowest number of injuries, or to protect its driver first? This issue is not trivial, and it could cause a big delay in the introduction of the new technology.

Nevertheless, this change will surely come; the potential advantages are just too great. As well as slashing the road toll, the cars will potentially **minimise road congestion**, because robot cars will be able to travel much faster and closer together than we do on our current road networks. Um ... eventually, this will **reduce driving time** and thus increase our productivity. Fuel costs will fall, with more efficient consumption patterns. But, I suspect driving won't be as much fun!

NARRATOR:

That is the end of section 4. You now have half a minute to check your answers.

That is the end of the listening test. You now have 10 minutes to transfer your answers to the listening answer sheet.

Listening Answer Key

SECTION 1

1. Kirsten Mateo
2. 734 677 8111/ 734-677-8111 /
7346778111
3. infants
4. wedding anniversary / Wedding Anniversary
5. nuts
6. wheelchair / wheel chair
7. C } IN EITHER ORDER
8. D }
9. B } IN EITHER ORDER
10. D }

SECTION 2

11. emergency procedures
12. formal warnings
13. (at) Reception / reception
14. (their / the) supervisor
15. C
16. B
17. A
18. A
19. C
20. B

SECTION 3

- 21. F
- 22. E
- 23. A
- 24. D
- 25. course overview
- 26. progress meetings
- 27. research report
- 28. class activity
- 29. common room / Common Room
- 30. final marks

SECTION 4

- 31. (the) steering
- 32. braking systems
- 33. conditional
- 34. city environments
- 35. C
- 36. B
- 37. A
- 38. C
- 39. A } IN EITHER ORDER
- 40. D }

Candidate Number

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**General Training Reading Test****PRACTICE TEST**

1 hour

Time 1 hour**INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are **40** questions on this question paper.

Each question carries one mark.

SECTION 1

Questions 1–14

Read the text below and answer Questions 1–7.

The TAG Road Cycling Club

How to Join:

Go to our website, click on the “Club Membership” tab. We will send you a free membership helmet sticker to identify you as a club member.

Membership Categories:

Ride Membership – for all local rides, plus interclub events

Youth (riders under 19 years old) \$40 | *Senior* \$80 | *Master* \$60

Event Membership – required for regional or national championship competitive events

Youth (riders under 19 years old) \$50 | *Senior* \$90 | *Master* \$70

Note: Event Membership fees automatically include Ride Membership.

Recreational Membership – explore the city and environs, meet other cyclists, have fun! *All*

Recreational Members \$10

Ride and Event Members must consult the website for the annual calendar, which contains all details of training rides and competitive events.

Recreational Programme:

Recreational Riders' Programme				<i>For more info contact:</i>
A	Wednesday	6.15 pm (daylight saving months only)	Meet at the West End carpark. Suitable for mountain, trail and commuter bikes.	Marian – 020 492 4937
B	Saturday	9.00 am*	Meet at Greenways Garden Centre. Suitable for trail or mountain bike.	Andrea – 445 7432
C	Sunday	9.00 am (summer/autumn) 9.30 am (winter/spring)	Meet at Preston Sport & Recreation Centre. Suitable for mountain, trail and commuter bikes. Two levels – faster group and more leisurely group.	Henry – 356 9854

* **Note:** Subject to change or cancellation in strong winds. If in doubt, either phone the contact person or go to the website for up-to-the-minute information.

Questions 1–3

Answer the questions below.

*Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.*

Write your answers in boxes 1–3 on your answer sheet.

- 1 What do you receive when you join the TAG Cycling Club?
- 2 How much does a 17-year-old rider pay to join the club if he wants to enter races for his region?
- 3 Where can Ride Members find out the dates and times of races?

Questions 4–7

*Look at the three recreational riders' groups, **A**, **B** and **C**, described in the table on the previous page.*

For which group are the following statements true?

*Write the correct letter, **A**, **B** or **C**, in boxes 4–7 on your answer sheet.*

- 4 This group does not cater for commuter cycle riders.
- 5 This group does not meet all year round.
- 6 This group caters for riders of different abilities.
- 7 This group may ride at a different time if the weather is very bad.

Read the text below and answer Questions 8–14.

NOTICE TO RESIDENTS

We have recently had several complaints lodged with Building Management from both building tenants and neighbourhood residents and we ask that you please read this notice to ensure that we all comply with building and council rules.

Security Door: All residents have been issued with security cards that allow access through the main doors, which are locked after 9 o'clock every evening. We have been told that the main doors are being kept propped open some nights to allow guests to come and go without a card. This makes the building vulnerable to thieves. We request that, if you have guests, you ask them to contact you upon arrival via the intercom system. If you are unsure of how the system works, please contact building management.

Parking: While each apartment is allocated one parking space in the garage, we understand that some families have two vehicles. We ask that you please do not park in any place other than your designated spot, as all other parking places have been assigned to other residents. Should any habitual problems be reported, any illegally parked cars will be removed at the owners' expense. We have also noticed an increase in bicycle use amongst the residents. This is a trend that we would like to encourage. However, we wish to discourage cyclists from locking their bikes to the building's gate. We understand that currently there are few suitable places where bikes may be left and so we are in negotiation to appropriate a section of the garage as a bicycle area, complete with bike rack. We ask for your patience in this matter.

Pets: While the building welcomes responsible pet owners, we ask you to be more careful to ensure all paws are cleaned of mud before entering, especially on rainy days. We have had to get the carpet professionally cleaned twice already this year and one section replaced, an expense that is covered by your maintenance fees.

Noise: There have been several complaints made about noise levels in the building, particularly on weekends. We understand the need to unwind after a long week, but we remind all tenants that (by city ordinance) noise levels must be kept low after 10 pm on all days and any loud music is to be turned off by 9 pm. If you have experienced a recurring problem with noise, please let us know.

Thank you
Building
Management 04-
438-2443

Questions 8–14

Answer the questions below.

*Choose **NO MORE THAN THREE WORDS** from the text for each answer.*

Write your answers in boxes 8–14 on your answer sheet.

- 8 Who has been receiving complaints?
- 9 What should you use to open the door after 9 pm?
- 10 How should guests announce their presence?
- 11 Where are residents allowed to park?
- 12 Where will the planned bicycle parking area be?
- 13 What have pets damaged in the past?
- 14 What is not allowed after 9 pm?

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

Memo

To: All Staff
From: Mary Langdon
Date: 22 January 2016
Re: 360-Degree Feedback

I am writing to introduce a new way of managing performance evaluations. This year, we are going to implement a major change to our evaluation process, using the 360-Degree Feedback System. The purpose of this letter is to give you some preliminary information about this change, but please note that we will have a meeting for all staff two weeks before we begin in order to discuss any issues you might have about this new process.

As with the old evaluation process, the first stage is self-evaluation. The form will be the same – you will comment on whether or not you feel you achieved your annual targets and goals. The new process begins with stage two, where we will be asking you to provide feedback about two of your colleagues. At this stage, Debora Chen from Human Resources, who has been chosen as the administrator for this project, will provide each staff member with the names of two colleagues for the purpose of peer appraisal. You are not required to accept her suggestions; feel free to suggest alternatives if you feel different colleagues are more suitable. The idea is to provide feedback to those with whom you work closely on a day-to-day basis. You will be doing this through our recently installed online survey software, which has separate forms for both peer and manager feedback.

If you manage staff, at this point you will be contacted by Debora, who will give you a summary for your staff members, each of whom you will meet individually over the next few weeks to discuss the results. At these meetings, managers and staff will agree on performance goals for the following year, which will serve as the starting point for the next round of evaluations.

Please come to the staff meeting next week ready to discuss this new process.

Mary Langdon
General Manager

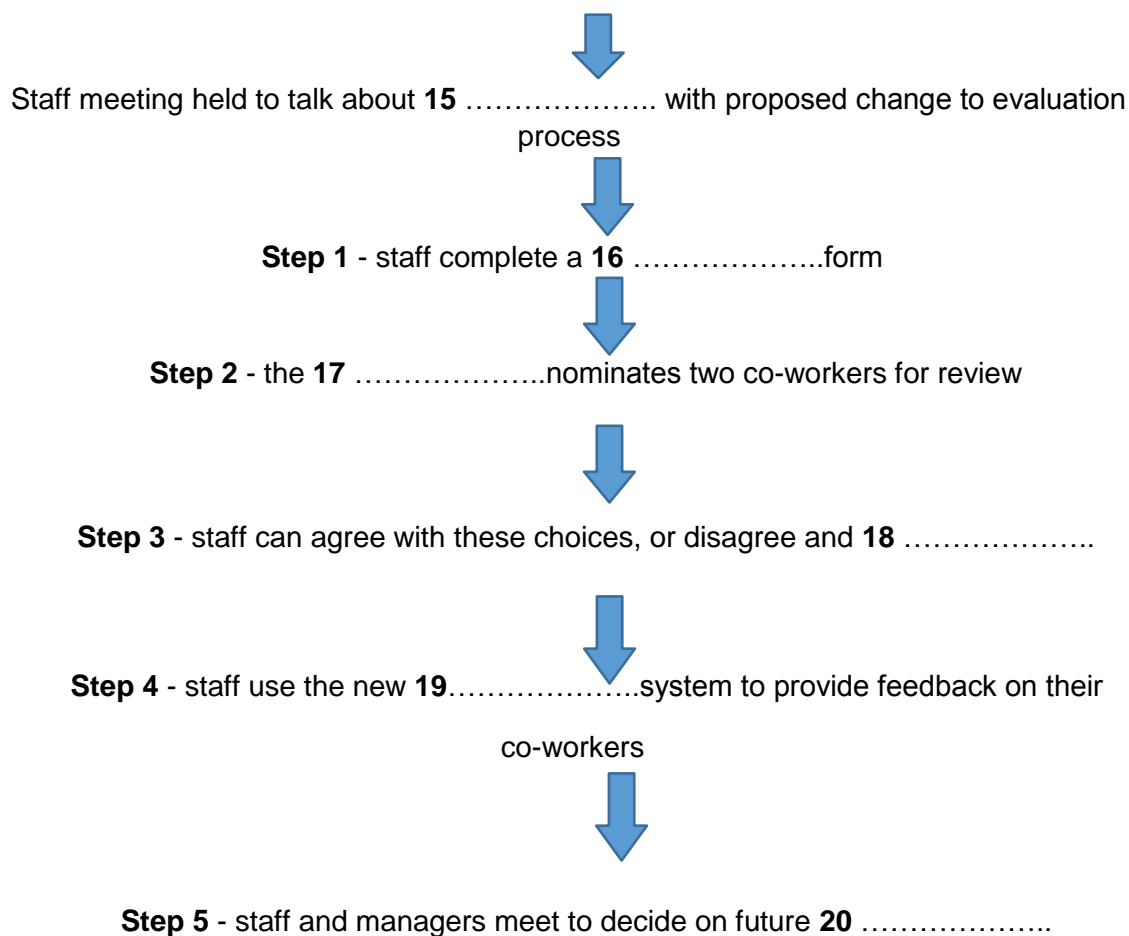
Questions 15–20

Complete the flow chart below.

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

Write your answers in boxes 15–20 on your answer sheet.

PERFORMANCE FEEDBACK PROCESS



Questions 21–27

The text on the next page has seven sections, **A–G**.

Choose the correct heading for each section from the list of headings below.

*Write the correct number, **i–x**, in boxes 21–27 on your answer sheet.*

	List of Headings
	i Introduce yourself
	ii Follow through with action
	iii Pay attention
	iv Present information
	v Don't use electronic devices
	vi Make notes
	vii Prepare thoroughly
	viii Make a contribution
	ix Arrive early
	x Show respect

21 Section **A**

22 Section **B**

23 Section **C**

24 Section **D**

25 Section **E**

26 Section **F**

27 Section **G**

MEETING ETIQUETTE

- A** Do not get ready for your part of the meeting *during* the meeting. If you have been asked to give a presentation, have your handouts, PowerPoint slides or other material organised ahead of time. Review the agenda prior to the meeting and ensure you understand the objectives of the meeting. Be ready for the discussion by doing any essential research beforehand. Meetings are usually held to convey information or to solve a problem so be sure to have pen and paper on hand for taking notes.
- B** Turn up before the scheduled meeting time if possible or on time, but never late. Those who were punctual will not appreciate the meeting being delayed or disrupted by your arrival. Being there in advance allows time for greetings and introductions, which will get you off to a good start with the other attendees.
- C** Listen carefully to the issues under discussion as well as questions and the answers. Avoid distractions and stay focused – taking notes can help, but resist the temptation to doodle on your notepaper.
- D** Participate in the meeting and ask relevant questions when appropriate but keep your questions brief and to the point. Think before you speak and do not interrupt others.
- E** A cell phone ringing during a meeting is the height of rudeness, as is text messaging. Even a vibrating phone is a distraction so turn it off and activate voicemail or forward messages to another phone. Keep your laptop closed unless you are using it to take meeting notes.
- F** Meetings are usually in a professional setting, so dress and behave appropriately. Arrive at the meeting well rested (yawning or other displays of tiredness or boredom are an insult to the organiser and others) and never leave before the end without prior permission. Avoid becoming involved in a side conversation with a fellow attendee – this is rude, disruptive and inconsiderate. Your behaviour during meetings will be observed by your superiors and may have a positive or negative impact, so be tactful, courteous and prudent.
- G** Keep commitments. If a task is assigned to you at the meeting, complete it promptly and efficiently. If you have made a promise to do something, show how reliable you are by carrying out the assignment straightaway and to the best of your ability.

SECTION 3 Questions 28– 40

Read the text below and answer Questions 28–40.

What they're doing to our bread!

Most people agree that wholemeal bread is better for us than white bread but, with increasing levels of gluten sensitivity, a few consumers steer clear of wheat bread altogether. However, for the majority of us who enjoy a slice of toast in the morning and don't seem to suffer any ill effects, is there any real cause for concern?

The problem lies in how commercial flour and bread production has changed over time. Bread technology has advanced to a point where bread still looks like bread, but has lost a degree of the integrity it had in a pre- industrialised era. In the 1950s and 60s, the wheat industry was transformed in what was known as the Green

Revolution. Different varieties of wheat were produced, primarily to deliver higher yields which were also more resistant to harsh climatic conditions.

The new wheat strains, combined with the introduction of pesticides, significantly improved the annual harvest. However, the wheat that we now eat bears little resemblance to the ancient varieties reaped and eaten for thousands of years. Questions must be raised over the impact of the new wheat on our health. Is it wise to consume bread made from mutated wheat grown with chemicals, excessively refined and then pumped up with artificial additives?

A wheat grain is usually oval shaped with several layers of bran on the outside to protect the seed. This is generally not included in flour because of its colour and texture. At one end of the grain is the germ, which is also not wanted because of its high fat content, which reduces shelf life. Most of the interior is made up of the highly desired whitish endosperm, the main constituent of flour. There is a thin layer between the outer shell and the inside called aluerone which is a rich source of essential vitamins. Unfortunately, in the milling of white flour these are lost and are later replaced by synthetic vitamins.

The milling process breaks open the grain, which is then ground into flour by being repeatedly rolled and sieved. During this process, the flour that is generated is separated into up to 16 flour streams – the bran into one, the germ into another, and varying degrees of refined white flour into other streams. The grade of wheat flour is defined by the extraction rate. Very fine white flour, for example, is made from the inner third of the grain only, and is called a 33% extraction flour. Straight run flour, which has a 100% extraction rate, is a combination of all the flour streams – in other words, it is made up of flour from the entire wheat grain, including the bran, germ and endosperm.

Whole wheat flour naturally contains much higher quantities of fibre, B- vitamins and minerals than white flour, due to its bran and germ content. It is for this reason that wholemeal bread is perceived as 'good' and white bread as 'bad'. In

some countries, the extraction rate for white bread is less than 75%, whereas in others which use smaller- scale milling processes, this can rise to 78%. This means that higher levels of nutrients are retained and it does not need enriching with synthetic vitamins and minerals as occurs in countries where flour production processes are more industrialised. In the US, it is permitted to bleach flour with chlorine dioxide to make it whiter, but in other countries this bleaching is prohibited.

In some countries, bread manufacturers add hydrogenated fats to expand the volume, enhance the crumb texture and prevent staling. Perhaps a more controversial addition to bread is improver, also known as flour agent or dough conditioner. An improver is a mix of various acids and enzymes that strengthens the gluten and speeds up the dough development process. Improvers typically contain added gluten, which helps produce a fluffier, lighter loaf – and which is also associated with an increase in gluten intolerance. Emulsifiers are also typically added to improvers to control the size of gas bubbles in the dough, which allows it to hold more gas and therefore grow bigger, resulting in bread with a softer crumb and a reduced staling rate.

Fortunately for health-conscious bread lovers, in most countries there is an alternative to commercially-produced wheat bread. Consumers may choose to purchase bread from small scale, local bakeries that guarantee a higher quality product, although this is generally more expensive than the mass-produced alternatives. Many of these products have lower yeast content, and some use ancient varieties of grain such as spelt or khorasan. There are even benchtop stone mills now that allow eager home bakers to grind their own flour, ensuring maximum retention of nutrients from premium quality grain.

Questions 28–30

Answer the questions below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

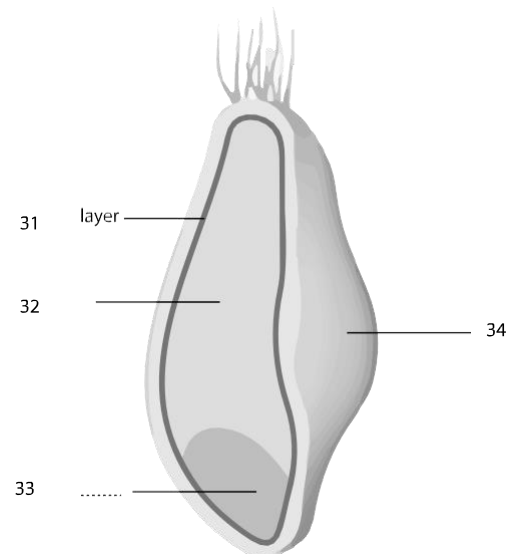
Write your answers in boxes 28–30 on your answer sheet.

- 28** What causes some people to avoid eating bread?
- 29** What was the first reason for introducing new types of wheat?
- 30** What also helped to increase the production of wheat?

Questions 31–34

Label the diagram below.

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



Questions 35–40

Complete the notes below.

Choose **NO MORE THAN THREE**

WORDS from the text for each answer.

Write your answers in boxes 35–40 on your answer sheet.

The milling of flour and production of bread

- wheat grain is ground, rolled, sifted
- various **35** produced: bran, germ, different grades of refined white flour
- very fine white flour = 33% extraction
- **36** = 100% extraction (uses the whole grain)
- whole wheat flour has more fibre, B-vitamins & minerals than white flour

The Wheat Grain

- large-scale production = <75% extraction
- smaller-scale production = up to 78% extraction
- greater extraction means not necessary to add **37** nutrients
- in US, flour may be bleached
- fat may be added to make larger loaves which last longer & to improve **38**
- improvers (with extra gluten) make lighter loaves
- **39** increase the amount of gas so dough expands
- local bakeries produce higher priced but better quality bread with
- **40** & ancient grains
- home bakers can use benchtop mills to produce wholesome bread

GENERAL TRAINING READING**Answer Key****Section 1, Questions 1–14**

- 1** (free) (membership) helmet sticker
- 2** \$50/fifty dollars/50 dollars
- 3** (the) website/(the) annual calendar
- 4** B
- 5** A
- 6** C
- 7** B
- 8** building management/Building Management
- 9** security card(s)
- 10** (the) intercom system
- 11** (your) designated (parking) spot/(your) allocated (parking) spot
- 12** (in) (the) garage
- 13** (the) carpet
- 14** (any) loud music

Section 2, Questions 15–27

- 15** (any) issues
- 16** self-evaluation
- 17** (project) (HR) administrator
- 18** suggest alternatives
- 19** online survey
- 20** performance goals
- 21** vii
- 22** ix
- 23** iii
- 24** viii
- 25** v
- 26** x
- 27** ii

Section 3, Questions 28–40

- 28** gluten sensitivity
- 29** (deliver) higher yields
- 30** (introduction of) pesticides
- 31** aluerone
- 32** endosperm
- 33** germ
- 34** bran
- 35** (flour) streams
- 36** straight run flour
- 37** synthetic
- 38** (the) crumb texture
- 39** emulsifiers
- 40** lower yeast content

Candidate Number

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

General Training Writing Test

PRACTICE TEST

1 hour

Time 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each task carefully.

Answer both of the tasks.

Write at least 150 words for Task 1.

Write at least 250 words for Task 2.

Write your answers in the answer booklet.

Write clearly in pen or pencil. You may make alterations, but make sure your work is easy to read.

At the end of the test, hand in both this question paper and your answer booklet.

INFORMATION FOR CANDIDATES

There are **two** tasks on this question paper.

Task 2 contributes twice as much as Task 1 to the Writing score.

WRITING TASK 1

You should spend about 20 minutes on this task.

You have just heard some good news about your friend.

Write a letter to your friend. In your letter

- *say how you heard the news*
- *arrange a time to visit your friend at his/her house*
- *explain what you will bring with you*

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Cutting down forests is a real environmental threat; yet, this is still happening at a great rate around the world.

Why do you think forests are being destroyed?

Are there any benefits from the destruction of forests?

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

Write at least 250 words.

WRITING TASK 1**Model response**

Dear Ellie,

Congratulations! Your little bundle of joy has arrived at last! I had heard from our friend Christie that you were two weeks' overdue so when your husband rang me last night to tell me the baby had been born, I was thrilled to get the news. A little girl – how wonderful!

I won't visit you in the hospital because I know you'll be very tired, but once you are back at home, I'll come and see you both. I think the weekend after next might be a good time – how about Sunday, late morning? Would that suit you?

I'd like to bring a little gift for the baby, perhaps a soft toy of some kind, maybe a teddy bear. The toy store in the shopping mall has a huge selection so I'm sure to find something nice and cuddly. I'll definitely come with some food, too. I'll bring lunch, of course, but also some food that you can put in the freezer and eat at a later date. It might save you having to cook a few meals – you'll be able to put your feet up instead!

Best wishes,

187 words

WRITING TASK 2**Model response**

Deforestation is harming the planet, but despite this fact, there does not seem to be any reduction in the rate at which trees are being destroyed. There are many reasons for cutting down trees, ranging from the commercial greed of large companies to the needs of subsistence farmers. This practice does have a few immediate benefits, but they are outweighed by its negative impact.

Rainforests are being destroyed for a variety of reasons. Firstly, much of the forest in Central and South America has been cleared to raise cattle for the North American beef market. In addition, logging for valuable timbers such as mahogany and teak, which are used to make expensive furniture, has been going on for centuries, as has clear felling for the production of charcoal. Forests are also cut down to make way for plantations to grow food crops such as bananas and sugar cane. In some countries, forests are removed in order to extract precious metals and minerals or to search for new oil deposits. In developing countries, some people need to cut down trees to provide fuel for their daily life, and this is also a significant source of deforestation.

There are certain benefits to be gained from the harvesting of forests. Primarily, this makes jobs available for local people. It also yields timber for building dwellings and it makes space for growing crops. In countries with struggling economies, timber can be exported for foreign revenue, which can then be used to provide services and infrastructure to improve the lives of citizens.

To sum up, forests are being cut down mostly to make profits for multi-national companies and to provide resources to the developed world. However, for some people, felling the forest is an age-old way of life for survival. While this practice may provide short-term gains, in the long term it is unsustainable.

309 words

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

Speaking Test

PRACTICE TEST

11-14 min

Time 11-14 min

ABOUT THE TEST

In the Speaking test, you will have a discussion with a certified examiner. It will be interactive and as close to a real-life situation as a test can get.

The Speaking test is the same for both IELTS Academic and IELTS General Training tests.

Part 1	You will answer questions about yourself and your family.
Part 2	You will speak about a topic.
Part 3	You will have a longer discussion about the topic introduced in Part 2.

HOW TO PRACTICE

This practice material is designed for two people working together. Find a study partner to help you practice. This might be a teacher or a friend.

Take the three parts of this practice test one after another without a break to make your practice as realistic as possible.

Remember, you need to speak fluently, clearly and accurately. It is important to say as much as you can and to be spontaneous. Do not prepare answers in advance.

Record yourself if you can so that you can go back and check your performance.

REVIEW YOUR SPEAKING TEST

Listen to your recordings and discuss your test with your study partner. Think about how you spoke. Were you fluent? Did your speech sound natural? Were you able to express yourself clearly?

Use the audio recordings and transcripts in each section to gain an insight into the test format. Note that these are not model answers, so do not try to imitate them.

There are no 'answers'. You and your study partner will need to assess how well you do.

SPEAKING PART 1

In part 1 of the Speaking test the examiner will introduce him or herself and ask general questions on familiar topics.

The examiner will ask you to confirm your identity.

He or she will then ask general questions on familiar topics such as home, family, work, studies and interests. Part 1 of the test will last 4-5 minutes.

HOW TO PRACTICE

You will need a study partner to practice the Speaking test.

Ask your study partner to interview you using the questions below. Record yourself if you can.



Speaking test part 1: questions

Let's talk about your home town or village:

- what kind of place is it?
- what's the most interesting part of your town/village?
- what kind of jobs do the people in your town/village do?
- would you say it's a good place to live? (why?)

Let's move on to talk about accommodation:

- tell me about the kind of accommodation you live in?
- how long have you lived there?
- what do you like about living there?
- what sort of accommodation would you most like to live in?

SPEAKING PART 2

In the IELTS speaking part 2 test you will be given a task card on a particular topic, and this will include key points that you should talk about.

This section of the Speaking test gives you the opportunity to speak for longer on a topic.

You will be given one minute to prepare to talk about the topic on the task card. A pencil and paper will be provided for you to make notes.

You will have to talk for 1-2 minutes, and then the examiner will ask you one or two questions on the same topic. Part 2 takes 3-4 minutes in total.

HOW TO PRACTICE

Ask your study partner to listen while you speak about the task card topic. You should talk for 1-2 minutes.

Your study partner should then ask you one or two questions on the same topic using the rounding off questions. Record yourself if you can.



Speaking test part 2: candidate task card

Describe something you own which is very important to you.

You should say:

- where you got it from
- how long you have had it
- what you use it for, and
- explain why it is important to you.

You will have to talk about the topic for 1 to 2 minutes.

You have one minute to think about what you're going to say.

You can make some notes to help you if you wish.

Rounding off questions

Tell me

- is it valuable in terms of money?
- would it be easy to replace?

SPEAKING PART 3

In part 3 of the Speaking test the examiner will ask further questions which are connected to the topics discussed in part 2.

This part of the test is designed to give you the opportunity to talk about more abstract issues and ideas. It is a two-way discussion with the examiner, and will last 4-5 minutes.

HOW TO PRACTICE

Ask your study partner to prompt your practice test discussion using the questions below. Try to speak as naturally and fluently as possible. Record your discussion if you can.



Let's consider first of all how people's values have changed.

- What kind of things give status to people in your country?
- Have things changed since your parents' time?

Finally, let's talk about the role of advertising.

- Do you think advertising influences what people buy?

ADVICE

You have now completed all three parts of the practice Speaking test.

How did you do?

Listen to your recording of your own practice test.

Which part of the test do you think you did best in? Are there any areas where you think that you need to do better?

Think about how you can improve your own Speaking test performance.

REVIEW THE EXAMPLES

Go back through the test and listen to the recordings and read the audio transcripts for each part. You can read the transcript of the audio to check any words that you did not understand.

These are designed to give you an understanding of the format of the test. They do not represent a candidate at a particular level of competency.

Do you think that this candidate performed well?

Think about how you can improve your own Speaking test.

TRANSCRIPT SPEAKING TEST 1

Examiner: Now, in this first part, I'd like to ask you some more questions about yourself, OK?

Let's talk about your home town or village. What kind of place is it?

Candidate: It's quite a small village, about 20km from Zurich. And it's very quiet. And we have only little ... two little shops because most of the people work in Zurich or are orientated to the city.

Examiner: What's the most interesting part of this place ... village?

Candidate: On the top of a hill we have a little castle which is very old and quite well known in Switzerland.

Examiner: What kind of jobs do people in the village do?

Candidate: We have some farmers in the village as well as people who work in Zurich as bankers or journalists or there are also teachers and some doctors, some medicines.

Examiner: Would you say it's a good place to live?

Candidate: Yes. Although it is very quiet, it is ... people are friendly and I would say it is a good place to live there, yes.

Examiner: Let's move on to talk about accommodation. Tell me about the kind of accommodation you live in ...

TRANSCRIPT SPEAKING TEST 2

Examiner: Alright? Remember you have one to two minutes for this, so don't worry if I stop you. I'll tell you when the time is up.

Candidate: OK

Examiner: Can you start speaking now, please?

Candidate: Yes. One of the most important things I have is my piano because I like playing the piano. I got it from my parents to my twelve birthday, so I have it for about nine years, and the reason why it is so important for me is that I can go into another world when I'm playing piano. I can forget what's around me and what ... I can forget my problems and this is sometimes quite good for a few minutes. Or I can play to relax or just, yes to ... to relax and to think of something completely different.

Examiner: Thank you. Would it be easy to replace this, this piano?

Candidate: Yes, I think it wouldn't be that big problem but I like my piano as it is because I have it from my parents, it's some kind unique for me.

TRANSCRIPT SPEAKING TEST 3

Examiner: We've been talking about things we own. I'd like to discuss with you one or two more general questions relating to this topic. First, let's consider values and the way they can change. In Switzerland, what kind of possessions do you think give status to people?

Candidate: The first thing which comes in my mind is the car. Yes, because lots of people like to have posh cars or expensive cars to show their status, their place in the society.

Examiner: Is that a new development?

Candidate: No, I think it isn't.

Examiner: People have thought like that for quite a long time?

Candidate: Yes. Another thing is probably the clothing. It starts already when you are young.

When the children go to school they want to have posh labels on their jumpers or good shoes.

Examiner: What do you think of this way of thinking that I need to have a car or certain clothes to show my status?

Candidate: Probably it's sometimes a replacement for something you don't have, so if your wife has left you or your girlfriend, you just buy some new, I don't know, new watches or new clothes to make you satisfied again.

Examiner: You don't think of it as a healthy way of thinking?

Candidate: It's probably not honest to yourself. You can understand what I mean?

Examiner: Yes. And do you think this will change? In the future, will cars and designer clothes be status symbols in the same way?

Candidate: I'm sure that clothes will be ... that the thing with the clothes will be the same. I'm not so sure about the cars because cars cause lots of environmental problems and probably in some years, a few years, this will change because it's not reasonable to drive a car anymore.

Examiner: Can you tell me a little bit more about that?