# Listening

## Listening Test Instructions

1. There are 8 parts in this test.
2. For each part you will hear the audio clip only once. Answer the questions based on what you remember from the audio clip.
3. When you mouse over an option, it will change colour. You must CLICK on the answer to choose it. When you click on the answer you want, it will be bolded and underlined. To change your answer, click on the answer you want to choose.
4. The time bar will show you how much time you have to complete each part. When you are ready for the next part of the Listening Test, click on "NEXT."
5. On the official test, once you leave a page, you cannot go back to it to change your answers. However, in this practice test, you can.
6. You have 46 minutes to complete the Listening Test.

# Listening Part 1: Identifying Similar Meanings

Listen to each short statement. You will only hear each statement once.

Choose the one sentence that is closest in meaning to each statement.



# Question 1 of 8

## Choose the sentence that is closest in meaning to the statement.

Mary didn’t try to take the test.

Mary was late for the test.

Mary was worried about the test.

Mary was not prepared for the test.



# Question 2 of 8

## Choose the sentence that is closest in meaning to the statement.

Bill wanted to go out for the day.

Bill wanted to go to a restaurant.

Bill wanted to eat at home.

Bill wanted to stay home all day.



# Question 3 of 8

## Choose the sentence that is closest in meaning to the statement.

John couldn’t find his keys.

In the end, John found his keys.

John found his keys thirty minutes ago.

John found his keys at home.



# Question 4 of 8

## Choose the sentence that is closest in meaning to the statement.

Sam didn’t hear the news.

Sam called when he heard the news.

Sam called before hearing the news.

Sam didn’t call when he heard the news.



# Question 5 of 8

## Choose the sentence that is closest in meaning to the statement.

I visited John in England.

I visited John before he left.

I didn’t visit John in England.

I didn’t visit John before he left.



# Question 6 of 8

## Choose the sentence that is closest in meaning to the statement.

Robert is being quite funny.

Robert is acting badly.

Robert is feeling upset.

Robert doesn’t have a child.

# 

# Question 7 of 8

## Choose the sentence that is closest in meaning to the statement.

Susan no longer works.

Susan continued working.

Susan will have a baby.

Susan wants to find work.



# Question 8 of 8

## Choose the sentence that is closest in meaning to the statement.

Mary is feeling sick.

Charlie said Mary was mad.

Mary is not a nice person.

Mary is caring for Charlie.

# Listening Part 2: Answering Short Questions

Listen to each question. You will only hear each question once.

Choose the best answer to each question.



# Question 1 of 8

## Choose the best answer.

I bought it at a market in Hong Kong.

In the end, I found it under my bed.

I thought it was in the closet.

I lent it to my friend last week.



# Question 2 of 8

## Choose the best answer.

I warned him not to come.

I think he’ll be driving.

He called me last night.

He’ll be leaving at around six.



# Question 3 of 8

## Choose the best answer.

I had to visit my grandmother.

I’ll go if I have time.

My friend is going skiing.

I learned to ski last year.



# Question 4 of 8

## Choose the best answer.

I haven’t forgotten about the party.

Yes, I’ll be there on time.

We should be there by seven.

We can stay until about ten.

# 

# Question 5 of 8

## Choose the best answer.

I was planning not to go.

We were both too busy to go.

He won’t have the time to attend.

We’ll definitely be going.



# Question 6 of 8

## Choose the best answer.

You’re right, we need more help.

It was impossible to carry.

Of course, no problem at all.

Thanks so much for your offer.

# 

# Question 7 of 8

## Choose the best answer.

He said John was a good worker.

I think John will like our new boss.

He said our new boss was quite friendly.

John hears everything about him.



# Question 8 of 8

## Choose the best answer.

Nothing. He decided to get a new one.

Oh, I’m so sorry that he broke it.

He didn’t mean to break it.

It was broken in an accident.

# Listening Part 3: Listening to Problem Solving

You will hear a conversation between a man and a woman in the Student Services office of a college. The man is a student, and the woman is a student services representative.

 Listen to the conversation. You will hear the conversation only once. It is about 1 to 1.5 minutes long.

# Question 1 of 8

## Choose the best answer.

He can’t gain access to his email.

He cannot enrol in his courses.

His laptop has a data overload.

His login password will not reset.

# Question 2 of 8

## Choose the best answer.

checking his login credentials

rebooting his laptop computer

changing his login password

updating his operating system

# Question 3 of 8

## Choose the best answer.

because the woman is too busy at the moment

because the woman needs to change something

so the woman can check his student number

so the computer system can finish updating

## Listen to the conversation. You will hear the conversation only once. It is about 1 to 1.5 minutes long.

# Question 4 of 8

## Choose the best answer.

He did not set up his account properly.

He reversed digits in his student number.

His name was spelled incorrectly.

His personal data was inaccurate.

# Question 5 of 8

## Choose the best answer.

month, day, year

year, month, day

Canadian format

UK format

## Listen to the conversation. You will hear the conversation only once. It is about 1 to 1.5 minutes long.

# Question 6 of 8

## Choose the best answer.

He needs to drop chemistry class.

He wants to check the waitlist.

He cannot log in to his computer.

He cannot register for his course.

# Question 7 of 8

## Choose the best answer.

He didn’t know there was a waitlist.

He didn’t know what the button was for.

He didn’t want to be third in line.

He didn’t want to take chemistry.

# Question 8 of 8

## Choose the best answer.

She wants him to get a high mark.

She hopes he gets into the course.

He seems generally disorganized.

He will be taking a difficult subject.

# Listening Part 4: Conversation One

1. You will hear a conversation followed by five questions.
2. Listen to each question. You will only hear the questions once.
3. Choose the best answer to each question.

### Instructions:

Listen to the conversation. You will only hear the conversation once. It is about 2 to 2.5 minutes long.

****

# Question 1 of 5

## Choose the best answer.

Because the man was stopped by police.

Because the man was late.

Because the man was unprepared.

Because the man missed the meeting.

# Question 2 of 5

## Choose the best answer.

A policeman was hurt in a traffic accident.

An armed man was blocking traffic.

The police stopped the bus driver.

There was a fire at the mall.

# Question 3 of 5

## Choose the best answer.

At the bus stop.

Near the man’s house.

Outside a local shopping centre.

Around the office.

# Question 4 of 5

## Choose the best answer.

She had already left home.

He didn’t have her home number.

He left his cellphone at home.

He doesn’t have a cellphone.

# Question 5 of 5

## Choose the best answer.

Because the man was late.

Because the woman postponed it.

Because others may be late as well.

Because the police require a delay.

# Listening Part 5: Conversation Two

1. You will hear a conversation followed by six questions.
2. Listen to each question. You will only hear the questions once.
3. Choose the best answer to each question.

Listen to the conversation. You will only hear the conversation once. It is about 2 minutes and 30 seconds long.



# Question 1 of 6

## Choose the best answer.

He works for the government.

He is a university researcher.

He works for a charity.

He is a political scientist.

# Question 2 of 6

## Choose the best answer.

He has observed frequent funding cuts.

He has observed ever more people needing help.

He has observed more people helping at Christmas.

He has observed more funding for school programs.

# Question 3 of 6

## Choose the best answer.

Lack of community support.

Low levels of education.

A slow economy.

The decline of family structure.

# Question 4 of 6

## Choose the best answer.

They are typically uneducated.

They are usually chronically unemployed.

They are divorced mothers who suffered abuse.

They are often employed in low-income jobs.

# Question 5 of 6

## Choose the best answer.

Hearing people’s distorted ideas about families in need.

Families who avoid work and remain unemployed.

Watching children suffer from hunger.

Not being able to help everyone who needs help.

# Question 6 of 6

## Choose the best answer.

More donations over the holidays.

Commitment to monthly donations.

Volunteers to wrap up toys during Christmas.

People to help stocking the shelves.

# Listening Part 6: News Item

Listening to a News Item

1. You will hear a news item once, then five questions will appear. It is about 1.5 minutes long.
2. Choose the best way to complete each sentence from the drop-down menu.

Listen to the following news item. You will only hear the news item once. It is about one and a half minutes long.



# Choose the best way to complete each statement.

## 1. The boy

couldn’t find his birthday present.

soared away while playing with balloons.

wanted to see the eagles near his house.

wanted to be a fireman when he grew up.

## 2. The boy was found

near the local fire station.

right behind his own house.

near the top of a tall tree.

in a town far away from home.

## 3. The boy felt

very scared.

panicked.

very happy.

really tense.

## 4. In the end,

his father took him to see bald eagles.

the boy displayed regret over his actions.

the firefighters returned the balloons to the boy.

his father destroyed all of the balloons.

## 5. The boy

was injured in the accident.

would love to repeat the adventure.

wants to move to Squamish.

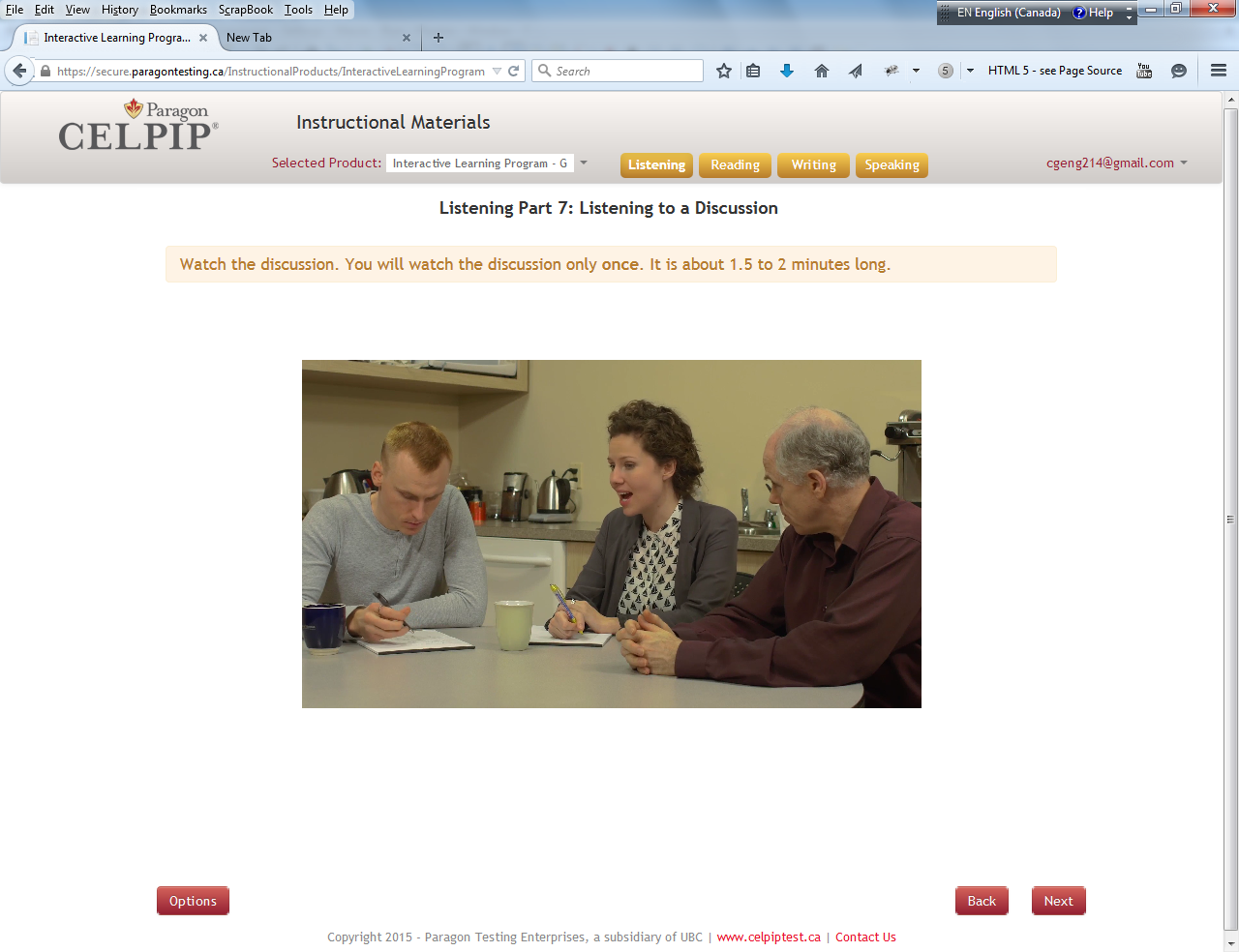
is now terrified of eagles.

# Listening Part 7: Listening to a Discussion

**Listening to a Discussion**

* + You will watch a 2-minute video. Then 8 questions will appear.
  + Choose the best way to answer each question.

You will watch a discussion between three co-workers in a business office. They are talking about their work schedules.



Watch the discussion. You will watch the discussion only once. It is about 1.5 to 2 minutes long.

# 1. What do all three speakers currently have in common? ▾

They all have part-time positions.

They all have permanent positions.

They are in the same department.

They are sharing one work station.

## 2. What will the three speakers ask the boss for? ▾

additional work stations

full-time positions

job sharing arrangements

statutory holiday pay

## 3. Why does the woman want a change? ▾

She needs to put in more hours of work.

She just returned from maternity leave.

She hopes to qualify for paid holidays.

She wants to work at two different jobs.

## 4. What does the man wearing a maroon shirt want? ▾

to finish work before 2:00 p.m.

to have a regular work timetable

to receive paid maternity leave

to work in another department

## 5. According to the speakers, what’s wrong with Mondays? ▾

An evening shift is impossible.

It’s hard to find a work station.

Hardly anyone is in the office.

The office might be closed.

## 6. Based on the information, which statement is most likely true? ▾

Betsy won’t come back from maternity leave.

The woman in the video is ready to begin a full-time acting career.

The grey-shirted man and the woman will sometimes work the same day.

The maroon-shirted man will refuse to work Wednesdays and Thursdays.

# Listening Part 8: Viewpoints

Listening to Viewpoints

1. On the next page, you will hear a report once. It is about 3 minutes long.
2. Six questions will then appear.
3. Choose the best way to complete each statement from the drop-down menu.

Listen to the following report. You will only hear the report once. It is about 3 minutes long.



# Choose the best way to complete each statement.

## 1. Revenue from gambling is often used to

a. decrease provincial income taxes.

b. support non-profit organizations.

c. pay for addiction treatment programs.

d. fund criminal prevention programs.

## 2. Critics argue that provincial governments

a. are profiting from people’s illnesses.

b. do not adequately fund community programs.

c. should spend profits on health services.

d. should increase the minimum age for gambling.

## 3. Supporters of legalized gambling argue that

a. gambling is an educational activity.

b. skiing is a riskier activity than gambling.

c. gambling is not usually an addictive activity.

d. a lottery is not really a gambling activity.

## 4. Defenders of legalizing gambling point out that

a. gambling distracts risk takers from even riskier activities.

b. debts accrued by gamblers are usually quite small.

c. people can become addicted to almost any activity.

d. governments are not responsible for gamblers.

## 5. Opponents of gambling

a. are requesting more financial benefits.

b. say that education programs won’t make a difference.

c. suspect the motives of gambling supporters.

d. argue that gambling addiction is very widespread.

## 6. A possible benefit of legalized gambling is that

a. people will be treated for gambling addiction easily.

b. people will be protected from criminal organizations.

c. the chances of losing money are greatly reduced.

d. the winnings are taxable in legal casinos.

# End of the Listening Test

1. End of the Listening Test.
2. Click here to view the Listening Transcripts. Transcripts will not be provided on the official test.
3. Click "NEXT" to continue.

# Reading

# Reading Test Instructions

1. There are four parts in this test. Each part has short instructions and a different number of questions.
2. For each part, you will see the reading text on the left side of the screen. Instructions and questions are on the right side of the screen.
3. You may sometimes need to move the scrollbar up and down to see everything.
4. When you click on the answer, it will be bolded. To change your answer, click again on the answer that you want to choose.
5. The time bar will show you how much time you have to complete each part. When you are ready for the next part, click on "NEXT."
6. On the official test, once you leave a page, you cannot go back to it to change your answers. However, in this practice test, you can.
7. You have 48 minutes to complete the Reading Test. Watch the timer in the top right corner to make sure that you complete the Reading Test before the time is up.

# Practice Test 1 - Reading Part 1: Reading Correspondence

## Read the following message.

*Dear City Manager Burks,   
  
I am writing on behalf of my neighbourhood council regarding a highway noise issue that we have been attempting to solve for the past two years. I have been informed that the last city manager recently retired and you have taken the position, so I will re-explain the situation.   
  
I live in the townhouse complex near Cascadia Park. Three years ago, the Cascadia Highway was built adjacent to the houses, and traffic noise became an issue for residents. The highway was constructed at the top of a hill next to the complex, so sound easily carries down the hill, where the houses are located. The problem does not subside during the night, keeping a large number of the residents awake.   
  
Last year, I wrote to the city about the disturbance, and they came up with the solution of planting a row of trees alongside the highway. Fifty cedar trees were planted, with the intention that they would grow large and block out traffic noise. However, we were surprised to discover that the trees were not planted at the top of the hill, but at the bottom, where rainwater runoff from the highway collects in a ditch. Consequently, when it started raining heavily in the fall, the young trees received too much water and almost all of them died.   
  
When our council informed the previous city manager of this, we suggested re-planting the trees at the top of the hill, where the soil is drier. However, after much discussion, I am writing to request a different solution. We think constructing a concrete barrier would be a better option, for a few reasons. Firstly, we would not have to wait a few years until the trees grew large enough to block the noise. Secondly, there is a path alongside the highway that local high school students use to walk to school. A concrete barrier would provide them with additional safety from passing cars.   
  
Of course, it is a matter of cost comparison. Would you be able to let us know if this is a reasonable solution and whether it is within the budget allocated for solving this problem?   
  
Thank you very much,   
  
Charles Lake*

# Using the drop-down menu ( ), choose the best way to complete each statement according to the information given in the message.

## 1. Mr. Burks

will be the next city manager.

has just become city manager.

has recently retired.

wants to become city manager.

## 2. Charles Lake

represents his neighbours.

works for the city.

represents the city government.

is a new resident in the city.

## 3. Charles Lake is concerned about

the rainwater at the bottom of the hill.

the sound of cars coming from the road.

plans to build a new highway nearby.

the damage caused by the rainfall this year.

## 4. The city tried to solve the problem by

building a wall by the townhouses.

building the road at the top of the hill.

planting trees near the townhouses.

protecting children from the danger

## 5. The neighbourhood council would prefer that the city

plant trees by the highway.

build the highway farther away.

build a concrete wall by the highway.

plant trees closer to the townhouses.

## 6. The neighbourhood council

insists that the city fulfill their demand.

asks that the city consider their request.

expects a new city manager to be hired.

requests more information about the problem.

## Here is a response to the message. Complete the response by filling in the blanks. Select the best choice for each blank from the drop-down menu.

## Dear Mr. Lake, Thank you for your proposed solution to the 7.

rainwater

traffic noise

neighbourhood council

planned highway

## problem. First, I’d like to recognize that we take this issue seriously. Clearly, this problem affects your 8.

sleep

gardens

water flow

council

## Your neighbourhood council has proposed 9.

some trees

a new ditch

a concrete wall

a new road

## next to the highway. This solution is more costly than 10.

a new road

a concrete barrier

cedar trees

a new ditch

## and, in fact, provides little more protection to the children. This solution also looks ugly and may affect the resale value of your townhouses. I would strongly recommend the original solution. We will plant cedar trees, but this time 11.

at the top of the hill.

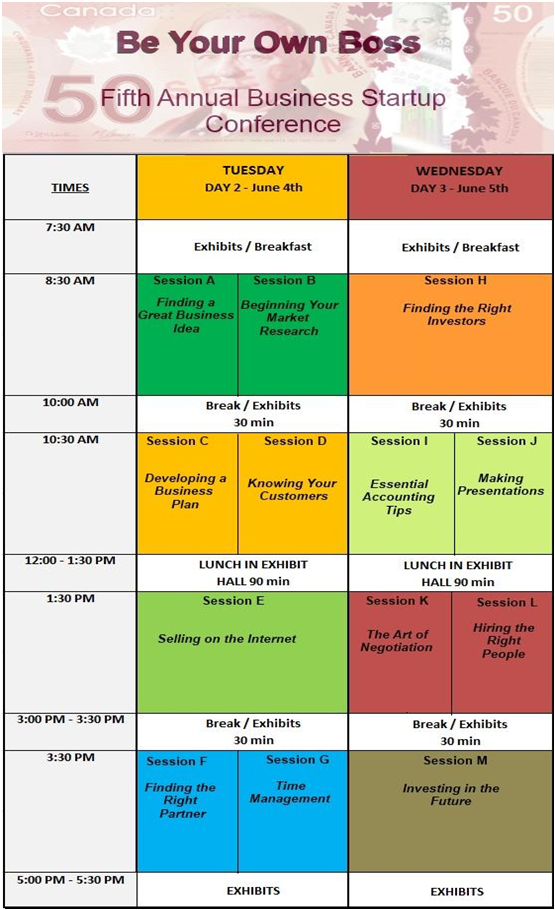
nearer the houses.

next to the barrier.

farther from the highway.

## Although this may take longer, it will be a better solution for everyone. Respectfully yours, Arnold Burks

# Practice Test 1 - Reading Part 2: Reading to Apply a Diagram



# Read the following email message about the diagram on the left. Complete the email by filling in the blanks. Select the best choice for each blank from the drop-down menu ( ).

## Subject: Be Your Own Boss To: Peter Singh <psingh@dreamgardens.bc.ca> From: Bill Price <bprice@sterlings.ca> Dear Mr. Singh, Thank you for registering for the Fifth Annual Business Startup Conference. On both days, the sessions 12.

commence at 8:30 a.m.

focus on marketing

conclude at 5:30 p.m.

will emphasize competition

## , but we begin with breakfast an hour earlier. We have a number of experts providing information sessions on specialist subjects. Between sessions, you can view exhibits put on by banks, marketing companies, and other business services. On each day, you can 13.

go to both sessions C and D

attend up to four sessions

choose at least six sessions

find a session on internet marketing

## Please note, however, that you will have to 14.

miss the session on time management

select the sessions you wish to attend

choose between sessions E, K, and L

attend all of the exhibits in the hall

## I understand that your main interest is learning how to establish a client base. For Tuesday, I recommend that you 15.

attend sessions A and F

select sessions D and E

avoid sessions B and D

skip sessions D and G

## . On Wednesday, our focus is more on investing; since you have already secured investment capital, 16.

Session L

Making Presentations

Session I

Finding the Right Investors

## may guide you in creating a reliable sales team. Please be sure to make your selections soon. Feel free to contact me with any questions. Regards, Bill Price

# Complete these statements by selecting the best choice.

## Bill Price 17.

is Mr. Singh’s colleague.

is Mr. Singh’s boss.

is a conference speaker.

is a conference organizer.

## Mr. Singh is probably 18.

a successful businessman.

starting a small business.

looking for a business loan.

a reporter on business stories.

## During all the inter-session breaks, 19.

refreshments and meals will be available.

companies will be promoting business services.

there will be presentations on business strategies.

consultants will be available to meet with participants.

# Practice Test 1 - Reading Part 3: Reading for Information

## Read the following passage about wind energy.

***A.*** *Wind energy is the world’s cleanest source of electricity. It’s renewable and produces no greenhouse gas emissions or waste products. Moreover, it requires no drilling, mining, or refining. Wind power is simply the conversion of wind to useful forms of energy. Such energy conversion can take many forms, such as turbines for electricity, pumps for water pumping or drainage, windmills for mechanical power, or sails to propel ships. The Canadian government has increasingly created incentives in the form of tax breaks to encourage people to use wind power as an alternative to fossil fuels. Utility companies are following suit and increasingly buying surplus electricity produced by small domestic wind turbines.****B.*** *Wind energy is harnessed in farms where several hundred individual wind turbines are connected to an electric power transmission network. Offshore wind farms are a viable alternative to fossil fuels for industrial power demands. These farms can harness more frequent and powerful winds than land-based installations. Moreover, they have less impact on the environment. Nevertheless, their construction and implementation can be costly, and access for maintenance can be challenging. Small onshore wind facilities are used to provide electricity to isolated locations.****C.*** *Wind energy is expanding rapidly at more than 25% per annum. Eighty-three countries now use wind energy commercially. Denmark generates more than a quarter of its electricity with wind power. The cost per unit of energy produced is similar to the cost for new coal and natural gas installations. The carbon footprint of wind energy is almost zero, that is, wind energy has almost no effect on global warming.****D.*** *Despite these indisputable benefits, wind energy represents only 2.5% of total worldwide electricity use. One reason is the dispersed nature of wind farms. In industrialized countries, power consumption is concentrated in small geographical areas. Harnessing power from the disparate sources of wind energy and channelling it into a massive urban area is complex and expensive. Moreover, wind farms are far from popular. Despite their known benefits, few people want a wind farm near their home, as wind farms spoil the natural scenery, deter tourism, and reduce the value of neighbouring properties.****E.*** *Not given in any of the above paragraphs.*

# Decide which paragraph, A to D, has the information given in each statement below. Select E if the information is not given in any of the paragraphs.

## 20. Wind power is part of Canada’s energy efficiency plan.

A

B

C

D

E

## 21. Wind power plants can be installed at sea.

A

B

C

D

E

## 22. Many find that windmills negatively affect the visual landscape.

A

B

C

D

E

## 23. Despite the benefits, wind power has yet to reach its potential.

A

B

C

D

E

## 24. Using wind energy to power cities is complex and costly.

A

B

C

D

E

## 25. Location affects the productivity of wind energy.

A

B

C

D

E

## 26. Wind power is versatile.

A

B

C

D

E

## 27. The price of producing wind power is comparable to the development of alternative energy sources.

A

B

C

D

E

## 28. There are disadvantages to domestic wind energy turbines.

A

B

C

D

E

# Practice Test 1 - Reading Part 4: Reading for Viewpoints

# Read the following article from political participation.

*Jennifer Beck, a social studies teacher at Graveley Secondary, believes there is a persistent gender imbalance in Canadian politics, which results in a democratic deficit in Canada. “A healthy democracy requires participation from all citizens,” Beck explains. “Yet research consistently demonstrates that women are more apathetic than men about what’s transpiring in the political arena. Motivating half the population to engage in politics can only make Canadian democracy more equitable for all citizens.”*

*Resolving this imbalance, Beck argues, is contingent on educational intervention. “Educators have the opportunity to shape the values of the next generation. Above all, we need to provide positive experiences with political engagement at a young age, especially for girls. We need to pique their interest in what it means to belong to a democracy. The role that teachers play is vital.”*

*Beck has recently started to augment her regular curriculum with politics in an engaging way. Her classes simulate government scenarios, where students confer about different topics, such as passing bills or raising social issues. She also founded a debate club, which is open to student participation school-wide, where political topics are researched and discussed.*

*Sasha Lundberg, a grade 12 student who took Beck’s class last year, says that although she learned a lot, she believes real democratic involvement should be more than getting kids interested in federal politics. “I know Ms. Beck’s motives are fuelled by her concern about a gender imbalance, but I don’t think it has much to do with gender at all. Most kids are apathetic towards politics because we feel powerless to make decisions,” Lundberg says. She argues that getting students interested in democracy requires giving them real contexts in which to act democratically, and not just in a mock setting. “We’re taught how to debate, but when we actually endeavour to debate about school policies, no one listens to what we think,” Lundberg continues. “If teachers want us to be engaged, they need to provide us with practical opportunities to see the benefits of our own political acts.”*

# Complete each statement by selecting the best option according to the informationon the article above.

## 29. Jennifer Beck is concerned with

the disinterest boys display in political issues in class.

differences between men and women’s engagement in politics.

the deficit of Canadian politics in social studies curriculum.

the misperception that women are less politically active.

## 30. Ms. Beck argues that

the curriculum should be augmented with political engagement classes for girls.

educators must teach boys to be more accepting of girls’ opinions.

school activities should reflect current issues in the political arena.

students should be allowed to vote for the classroom activities they want.

## 31. Ms. Beck’s students were given the opportunity to

observe real political proceedings as part of curriculum.

play out political matters as they would in real life.

watch political debates and attend conferences on social issues.

carry research on political matters that affect the school.

## 32. Sasha Lundberg thinks Ms. Beck’s strategy is

well-intended but ineffective.

on target and bound to succeed.

disconcerting for most students.

interesting but too demanding.

## 33. Lundberg believes the issue is that

gender inequality pervades all aspects of curriculum.

students views are not genuinely taken into account.

the debate topics are limited to school policies.

political acts cannot really happen inside the school.

# The following is a comment by a visitor to the website page. Complete the comment by choosing the best option to fill in each blank.

## I think Ms. Beck is absolutely right. Politics 34.

is a key part of the school curriculum

does not extend to educational institutions

is mostly dominated by just one gender

does not focus on minority groups

## and, in a diverse democracy such as Canada, this simply does not represent the interests of society. I agree that we need to help 35.

young women

minority groups

the underprivileged

high school students

## believe that they can make a difference and do things their parents could not do. 36.

Politics in class doesn’t help in

Role models can be key in

Teachers’ political agendas help in

School plays a central role in

## opening up possibilities and encouraging everyone to believe that they can make a difference in our society. At the same time, Ms. Lundberg may be right that 37.

focusing on economic issues

the focus on national politics

teaching politics in school

provoking discord with administrators

## is misguided. I tend to side with Ms. Lundberg when she says classes in politics should focus on 38.

international and economic concerns

issues that the students can influence

gender issues that affect most girls

the concerns of all minority groups

## After all, complacency almost invariably means being crushed by the competition.

# End of the Reading Test

1. End of the Reading Test.
2. Click "NEXT" to continue.

# Writing

## Writing Test Instructions

1. There are two tasks in the Writing Test.
2. Use the computer keyboard to write your response.
3. You can see how many words you have written by looking at the bottom of the writing area to see the word count.
4. You have 30 minutes to complete each task. Watch the timer in the top right corner to make sure that you complete each task before the time is up.
5. On the official test, if you do not finish Task 1 in 30 minutes, the screen will move to Task 2. You cannot go back to Task 1. However, in this practice test, in order to move forward in the test you must click on “NEXT.”
6. You have 60 minutes to complete the Writing Test.

# Writing Task 1: Writing an Email (30 minutes )

You recently returned from your honeymoon in Mexico. The staff at the resort really exceeded your expectations, providing you and your spouse with a number of complimentary services you didn’t anticipate. Write an email to the company in about 150-200 words to thank them. Your email should do the following things:

* Describe the services received, and how they exceeded your expectations.
* Explain how the services affected your experience.
* Express your gratitude for the services received.

## ****Write your response below.****

# Writing Task 2: Responding to Survey Questions ( 30 minutes )

**Activity Survey**

You work at a medium-sized company. In order to bring everyone together and boost employee motivation, the company has decided to organize a collective activity to foster team building. They are consulting the employees about two possible activity options.

## 1. Choose the option you prefer. Explain the reasons for your choice. Why do you prefer your choice? What problems are there with the other choice? Write about 150-200 words.

**Activity A:** A whitewater rafting adventure and overnight stay at Sunset Resort. This includes an exciting two-hour ride down the Coquihalla River with experienced guides; no prior experience is needed. In the evening there will be a buffet dinner at Sunset Resort.

**Activity B:** A gathering at the city park. Families are welcome. There will be team sports (soccer, baseball, etc.) in the morning, a barbecue lunch, and then live music and dancing in the afternoon.

## 2. Explain the reasons for your choice. Write about 150–200 words.

# End of the Writing Test

1. End of the Writing Test.
2. Click here to view the Performance Standards for Writing.
3. Click "NEXT" to continue.

# Speaking

## Speaking Test Instructions

1. There are nine tasks in the Speaking Test: one practice task and eight scored tasks. In this practice test, no score will be provided for any of the speaking tasks. However, you can refer to the Performance Standards for Speaking at the end of the Speaking Test.
2. The instructions and questions are in writing. You will not hear them.
3. For each task, there are two timed sections: Preparation Time and Recording Time. You will be able to see these times in the top right corner of the screen. For this practice test, you should use a timer to make sure that you complete each task within the given time.
4. The practice test will not record your answers. If you wish to record your own answers, record and save your responses using your computer microphone or your own recording device (cellphone, digital recorder, etc.).
5. On the official test, if you do not finish a task in the time provided, the screen will move to the next task. You cannot go back to the previous task. However, in this practice test, in order to move forward in the test you must click on “NEXT.”
6. Try to complete the Speaking Test in a maximum of 20 minutes, since this is how much time you have to do the official Speaking Test.

# Speaking Task 1: Giving Advice

## Max just got his first full-time job. He hasn’t decided whether to buy a car to drive downtown comfortably, or to use public transport and save some money. Give Max advice on whether he should buy a car or not.

prepare.png Preparation: **30 seconds**

record.png Recording: **90 seconds**

# Practice Test 1 - Speaking Task 2: Talking about a Personal Experience

## Talk about a time when you were very excited. Maybe you can talk about a time when you watched a sport, tried something new, or were about to do something special. What were you doing, and why was it so exciting?

prepare.png Preparation: **30 seconds**

record.png Recording: **60 seconds**

# Speaking Task 3: Describing a Scene

## Describe some things that are happening in the picture below as well as you can. The person with whom you are speaking cannot see the picture.



prepare.png Preparation: **30 seconds**

record.png Recording: **60 seconds**

# Speaking Task 4: Making Predictions

## Look at the same picture again. Talk about some things that might happen next. Any ideas are acceptable.

## InteractiveR2.png

prepare.png Preparation: **30 seconds**

record.png Recording: **60 seconds**

# Speaking Task 5: Comparing and Persuading

## TASK 5a: Comparing

Your family wants to get a pet. Choose which pet you would prefer from the two pictures below.

  
**Baby Rabbits for Sale**

Rabbits are quiet, cute, and friendly pets.

Rabbits need fresh vegetables to eat.

Rabbits love to run around.



**Adopt a Dog**

Beautiful dog needs a good home.

He is energetic, fun loving, and a good guard dog.

He is only two years old.

prepare.png Preparation: **60 seconds**

record.png Recording: **60 seconds**

## TASK 5b: Persuading

A family member wants to get the pet in the picture below (a pig), but you believe the pet you chose is much better. Persuade this family member to get the pet you chose.

## .



**Piglet looking for a good home!**

**Piglets are very loving pets.**

**They are smart and friendly.**

**Piglets can live in the house and even sleep in your bed!**

prepare.png Preparation: **60 seconds**

record.png Recording: **60 seconds**

# Speaking Task 6: Dealing with a Difficult Situation

## You and your friend, Sam, are hosting a party. You are very close friends with Richard and you would like to invite him to the party, but you know that Sam and Richard had a fight in the past and no longer talk to each other.

You work in a small gift store that sells affordable clocks. You know that some of the clocks are poorly made and break easily. Your boss tells you that you cannot give refunds, even on broken products.

Choose **one**:

EITHER  
**Talk to a customer whose clock is broken. Explain why you cannot give a refund.**

OR  
**Talk to your boss. Explain why your boss should give refunds to customers.**

prepare.png Preparation: **60 seconds**

record.png Recording: **60 seconds**

# Speaking Task 7: Expressing Opinions

## Answer the following question and give reasons for your answer.

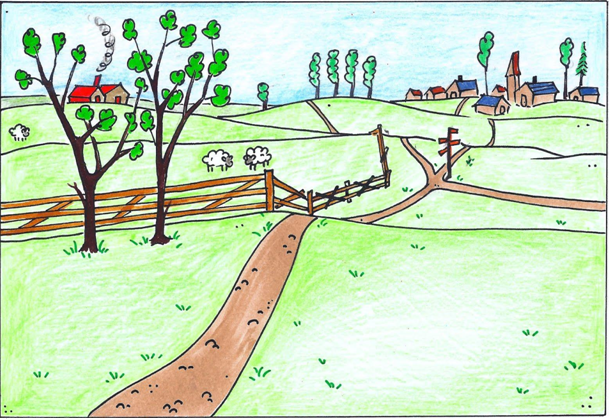
Question: Do you think people can have real friendships with people that they only know online, in other words, people that they have never met except through the internet?

prepare.png Preparation: **30 seconds**

record.png Recording: **90 seconds**

# Speaking Task 8: Describing an Unusual Situation

## You are visiting your friend’s house in the countryside but have gotten lost. Call your friend. In full and clear details, describe your surroundings and explain where you are. Then ask for directions.



prepare.png Preparation: **30 seconds**

record.png Recording: **60 seconds**

# End of the Speaking Test

1. End of the Speaking Test.
2. Click here to view the Performance Standards for Speaking.

# Appendix A Practice Test 1 - Listening Transcripts

**Listening Part 1: Identifying Similar Meanings**

Question 1. Mary wasn’t really ready for the test

Question 2. Having been out all day, Bill wanted to eat in last night.

Question 3. John only found his keys after looking for half an hour.

Question 4. If Sam had heard the news, he would have called you.

Question 5. I wish I’d visited John before he went to England.

Question 6. I wouldn’t pay attention to Robert’s childish behaviour.

Question 7. Susan didn’t stop working after she had a baby.

Question 8. Charlie told me that Mary wasn’t very well.

**Listening Part 2: Answering Short Questions**

[Question 1. Where did you find such an awesome coat?](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/c5a0d5af-9da4-4c35-9dbf-9593f210bd20?backBtnPressed=True#1)

[Question 2. How did you know he was coming?](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/c5a0d5af-9da4-4c35-9dbf-9593f210bd20?backBtnPressed=True#2)

[Question 3. Why don’t you go skiing with your friends this weekend?](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/c5a0d5af-9da4-4c35-9dbf-9593f210bd20?backBtnPressed=True#3)

[Question 4. Can you remember what time we should be at the party?](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/c5a0d5af-9da4-4c35-9dbf-9593f210bd20?backBtnPressed=True#4)

[Question 5. Were you and Justin at the meeting this morning?](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/c5a0d5af-9da4-4c35-9dbf-9593f210bd20?backBtnPressed=True#5)

[Question 6. Could you give me a hand with this sofa?](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/c5a0d5af-9da4-4c35-9dbf-9593f210bd20?backBtnPressed=True#6)

[Question 7. What did John say about our new boss?](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/c5a0d5af-9da4-4c35-9dbf-9593f210bd20?backBtnPressed=True#7)

[Question 8. What has he done about his broken phone?](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/c5a0d5af-9da4-4c35-9dbf-9593f210bd20?backBtnPressed=True#8)

**Listening Part 3: Listening to Problem Solving (Section 1)**

**WOMAN:** Hello. Sorry about the lineup in here. How can I help you?   
  
**MAN:** I’m a new student. I’ve been trying to access my online student account to enrol in classes, but it doesn’t work.   
  
**WOMAN:** Hmm. What happens when you try to sign in?   
  
**MAN:** Um, I received an email with my student number and password. When I enter that information on the home page and choose my date of birth from the drop-down menu, it says “invalid entry.” I reset my password, but I still can’t log in.   
  
**WOMAN:**Okay, here’s what might be the problem. Our computer system’s busy and overloaded right now, so student data has been really slow to update. Could you have a seat? Come back and talk to me in 5 minutes and we’ll check to see if anything’s changed.   
  
**MAN:** Sure, I’ll sit and chill with my laptop.

**Listening Part 3: Listening to Problem Solving (Section 2)**

**MAN:** Hi again. I still can’t log in.   
  
**WOMAN:** No, eh? Well, the system’s finished updating, so something else must be causing the problem. Let’s find out. What’s your student number?   
  
**MAN:** 301034222.   
  
**WOMAN:** Thanks. Your full name?   
  
**MAN:** Oliver Zhang. Z - h - a - n - g.   
  
**WOMAN:** Date of birth?   
  
**MAN:** February 3, 1985.   
  
**WOMAN:** So that’s 02 - 03 - 1985. Ah, I see the problem. Your birthdate was entered as “03 - 02 – 1985,” so the computer thinks you were born March 2nd! Someone must have accidentally reversed the day and the month when you registered by phone.   
  
**MAN:** What? Aren’t dates always recorded as “day, month, year”?   
  
**WOMAN:** Well, in the UK, generally yes, but America uses “month, day, year.” Here in Canada we use either format. But our college computer system accepts only the US format.   
  
**MAN:** Wow, confusing. Can you fix the mistake?   
  
**WOMAN:** I’ve switched the numbers. You should be able to log in now. Try it on your laptop.

**Listening to Problem Solving (Section 3)**

**WOMAN:** Oh! You’re back! Still having problems?   
  
**MAN:** Yeah. I was able to log into my online student account, but now I can’t enrol in one of my classes. My time slot to enrol was this morning, but I couldn’t sign in fast enough. Now a class that I really wanted to take is full.   
  
**WOMAN:** Okay, let me pull up your account again. Ah, Chemistry 101. Did you want to go on the waitlist?   
  
**MAN:** There’s a waitlist? That’s news to me.   
  
**WOMAN:** Yep, see that little button in the bottom right corner?   
  
**MAN:** Ohhh, I didn’t even see that on my screen. Can you put me on the waitlist?   
  
**WOMAN:** Done. You’re third in line. You have a really high chance of getting in because lots of students drop out after the first week. Good luck!

**Listening Part 4: Listening to a Daily Life Conversation**

**WOMAN:** Where have you been? Our meeting starts in five minutes. I was expecting you’d help me set up the room for the presentation.   
  
**MAN:** Sorry, Anne. You would not believe the morning I’ve had so far. I left home earlier than usual because I wanted to review our presentation one last time before the meeting. The bus just never showed up! I waited for forty-five minutes.   
  
**WOMAN:** Really? Buses in that area usually run on time. What happened?   
  
**MAN:** Well, I used my phone to go online and find out. It turns out there was a police incident near the Maxtown Mall. There was a man lying in the middle of the road and refusing to move. The police had stopped the traffic. Nothing was moving.   
  
**WOMAN:** You’d better be telling the truth. I’ve had to do everything myself here.   
  
**MAN:** It’s true. I think the man was a bit crazy and he had a knife. You can read about it online. It’s all over the news.   
  
**WOMAN:** I will. Why didn’t you call me?   
  
**MAN:** I thought I had your mobile phone number, but it turns out I only have your home phone number. I left a message.   
  
**WOMAN:** I see. Remind me to give you my cellphone number later. Let’s go and get everything set up.   
  
**MAN:** Yeah, let’s do that! My guess is that we’ll probably start the meeting a bit late anyway. Many more people might be stuck in traffic. I know John and Margaret live right in the mall area.   
  
**WOMAN:** That buys us some time.   
  
**MAN:** Sorry about my tardiness, Anne.   
  
**WOMAN:** No need to apologize. Let’s get this set up, then I can check the news and see what’s going on.

**Listening Part 5: Listening for Information**

**WOMAN:** Mr. Peterson, welcome to the show. You are the coordinator for an organization that supplies food for poor families. Clearly, poverty is a reality in our community. Could you give us a sense of how big the poverty problem is?   
  
**MAN:** Thanks for having me, Dianne. When I first started working for Helping Hand, ten years ago, we would help about eighty families on a regular basis. Today we have more than 250 families registered in our program. Without our help, they would not be able to feed their children for an entire month. We also have a waiting list of about one hundred families.   
  
**WOMAN:** Can you say what has caused such a dramatic increase?   
  
**MAN:** There are a number of factors in play here. The weak economy is probably the biggest issue. This has left many people with lower wages or unemployed. Some people have lost access to social assistance such as daycare and after-school programs, making it impossible for parents to work outside the home.   
  
**WOMAN:** What is the hardest part of the job you do?   
  
**MAN:** Perhaps the most difficult thing for me is the misunderstandings. Many people say that the families who use services such as ours are lazy. That couldn’t be further from the truth. Most families we serve have a single working parent—a parent who may have two or more minimum-wage jobs. These parents care about their children and their education, but simply can’t make ends meet. I’m glad our organization alleviates some of their problems.   
  
**WOMAN:** What can the community do to help your organization and these families in need?   
  
**MAN:** We need continuous, not occasional help. We receive a wave of donations around Thanksgiving and Christmas. Unfortunately, the following month our food shelves are bare. We need to give these families a sense of security. They need to know they can count on having our help every month. We also need volunteers to help with collecting donations.   
  
**WOMAN:** I’m sure our listeners will respond to your request, Mr. Peterson. Thank you so much for talking to us, and the best of luck with Helping Hand.

**Listening Part 6: Listening to a News Item**

A six-year-old boy, Edmond Springer, got a birthday surprise yesterday morning when he tied twenty helium balloons, intended for his party that evening, to his arms.   
  
Edmond’s father had the shock of his life when he walked onto the back porch and saw his son gently floating away fifteen feet above his head.   
  
“I panicked,” Mr. Springer said. “Edmond always said he wanted to fly one day, but I never thought he’d actually do something like this. He was having a great time, but obviously he hadn’t put much thought into how he would get down.”   
  
Mr. Springer rushed to call the fire department as his son floated through the air, shouting joyfully. Luckily, the wind blew the boy into a nearby forest, where the balloon strings got tangled in a large pine tree. When the fire truck arrived, they got another surprise; Edmond was sitting forty feet up a tree in an abandoned bald eagle’s nest.   
  
The Springers live in Squamish, British Columbia, which is well known for its large population of bald eagles. The young balloonist was unhurt and soon returned to his relieved father, proclaiming that he’d do it again in an instant. His father isn’t so sure, and has since popped all the balloons.

**Listening Part 7: Listening to a Discussion**

**WOMAN:** So, have you thought about it? I think job sharing could work if we can just agree on a schedule.   
  
**MAN 1:** Well, for sure, Michael and I want to work permanent part-time. Not that we mind filling in as temporary staff, but it would be nice to have a routine schedule. Betsy and Olga come back from maternity leave next month, so—as much as we like working here in your department—it looks like Michael and I will have to go work in another department, unless . . .   
  
**WOMAN:** Unless all goes to plan! With any luck the three of us will be sharing my job. I’ve been putting in 45 hours a week and turning down a lot of acting jobs. I could’ve said yes to them if I were part time.   
  
**MAN 2:** My ideal would be to work five mornings a week. Didn’t you say, Sam, that afternoons suit you better?   
  
**MAN 1:** Yeah, after 2:00 p.m. Ingrid, can you work evening shifts?   
  
**WOMAN:** Well, the thing is, starting this summer, there IS no more evening shift. The building will close at 6:00 p.m. So . . . to share my job and my work station three ways, each of us will need to come in two full days a week.   
  
**MAN 2:** That could work, Ingrid. So . . . why don’t I take Friday/Saturday. One of you could work Monday/Tuesday, and the other could work Wednesday/Thursday. What do you think, Sam?   
  
**MAN 1:** But wouldn’t Mondays be a problem? A lot of Mondays are statutory holidays. Family Day . . . Easter . . . Civic Holiday . . . Labour Day . . . Thanksgiving. That’d be a sweet deal for the Monday person and not fair for the other two.   
  
**WOMAN:** Actually, if we share my job, none of us will even qualify to be paid for a statutory holiday. For that, you need to have worked fifteen of the thirty calendar days before the holiday. And no one can work on statutory holidays. The building’s closed.   
  
**MAN 1:** So . . . whichever one of us works Mondays will sometimes have to take an unpaid Monday off, or else make up for it by working some other day instead.   
  
**MAN 2:** But we’ll be sharing Ingrid’s work station. It’ll be in use six days a week. How could the Monday person come in some other day? There’d be no place to sit.   
  
**MAN 1:** Except on weekends. Ingrid, didn’t you say that this place is half empty on Saturdays? If the Monday person doesn’t want to lose a day’s pay on a statutory holiday, he or she could come in on a Saturday instead.   
  
**WOMAN:** Sounds good. Michael, you said Friday/Saturday works for you. I’m fine with Monday/Tuesday. Sam, are you okay with Wednesday/Thursday? I’ll ask the boss if we can meet next week. I’m pretty sure he’ll approve this proposal.

**Listening Test Part 8: Listening to Viewpoints**

Until about fifty years ago, gambling was illegal in Canada. Since its legalization in 1969, however, gambling has become a large and lucrative industry.   
  
Gambling has provided a broad array of benefits to communities across Canada. In British Columbia, for example, the income from the provincial lottery supports thousands of non-profit organizations ranging from child care centres to sports clubs.   
  
Despite the benefits that gambling revenues have undoubtedly provided to our communities, there are many concerned citizens that would like to see gambling once more made illegal, or, at least tightly controlled. These citizens argue that gambling is an addiction, and addiction is an illness. The provinces are taking advantage of people who are unwell, and the repercussions can be immense. Addicted gamblers can find themselves in debt, can lose their homes, and can ruin their own families. Provincial governments across Canada, critics argue, should not be taking advantage of the misfortune of others, no matter what the benefits are.   
  
Supporters of legalized gambling are not convinced. Firstly, the vast majority of lottery players and casino customers, they point out, are not addicted. Rather, most people gamble as a form of entertainment. Secondly, it is almost impossible to stop a small number of people overindulging in any activity. Just as some people may overeat or take too many risks on ski slopes, there will be a few people who become obsessed with gambling. Thirdly, in almost every province, there are programs to educate gamblers about playing sensibly.   
  
Opponents of gambling remain skeptical. If gambling is a relatively harmless pastime, they ask, then why do provinces feel the need for education programs promoting safe gambling practices? Moreover, considering the profits generated and the benefits reaped by community organizations, the defenders of gambling may well be motivated by financial gain.   
  
A third point of view recognizes that gambling can be harmful to some people. Even so, if gambling were not legal, gamblers would gamble at even riskier illegal gambling organizations. Legalized gambling benefits communities and protects gamblers from becoming involved in illegal and potentially dangerous gambling activities. Finally, it is probably impossible to make gambling illegal anyway. People can easily access casinos online and it is not clear how a province could make online gambling illegal. If the provinces cannot stop gambling then, they might as well profit from it.

# APPENDIX B Listening Result

**Listening Part 1: Identifying Similar Meanings - Results**

|  |  |
| --- | --- |
| [Question 1](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/3cedd9f8-c89f-40fb-98c1-9c9cdebb12b1) | Mary was not prepared for the test. |
| [Question 2](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/b7d70b26-dddc-4fc7-9803-797489d330d0) | Bill wanted to eat at home. |
| [Question 3](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/7e7571d1-5b56-4c05-bbe6-5be1af2d767f) | In the end, John found his keys. |
| [Question 4](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/17fc3bae-cb70-4c92-9f72-354478e1cab5) | Sam didn’t hear the news. |
| [Question 5](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/5a90da47-5444-48bb-8894-16991aad0af6) | I didn’t visit John before he left. |
| [Question 6](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/f99132e7-1d87-4ff0-9abc-2c7dda4d647c) | Robert is acting badly. |
| [Question 7](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/89293884-f882-4c3d-9f29-793b05580110) | Susan continued working. |
| [Question 8](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/f5ed0f57-a66c-4c36-8b96-981c04cb1aa8) | Mary is feeling sick. |

**Listening Part 2: Answering Short Questions - Results**

|  |  |
| --- | --- |
| [Question 1](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/0043632b-ca9e-453a-a0a5-602c58db9c10) | I bought it at a market in Hong Kong. |
| [Question 2](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/1709eb8b-0202-4564-953f-a5bf0a1b3735) | He called me last night. |
| [Question 3](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/e046d02d-b2ea-460e-a33f-182c4402fc23) | I’ll go if I have time. |
| [Question 4](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/eaf6b377-53fc-49fc-b0fe-23012a4f062c) | We should be there by seven. |
| [Question 5](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/d81f4024-a779-4498-a6e6-6c9d27e79a42) | We were both too busy to go. |
| [Question 6](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/c0e290d6-7f9c-46d1-9392-4fd4142989b1) | Of course, no problem at all. |
| [Question 7](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/7be7696a-0a8c-4bb2-a914-b14f21738fb4) | He said our new boss was quite friendly. |
| [Question 8](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/1052b91f-d1fd-45c7-81fb-9e10838f002b) | Nothing. He decided to get a new one. |

**Listening Part 3: Listening to Problem Solving**

|  |  |
| --- | --- |
| [Question 1](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/3271ea3a-f7b6-4e3d-ac59-2e801269893f) | He cannot enrol in his courses. |
| [Question 2](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/bacf3b44-2e02-4552-bea2-963f8357480b) | changing his login password |
| [Question 3](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/d0a6eab5-c58c-4013-bfef-38f43625cc8f) | so the computer system can finish updating |
| [Question 4](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/bcef72b6-2554-4cd3-9cff-20a271d81b35) | His personal data was inaccurate. |
| [Question 5](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/afdbfd94-884b-4cc8-8e20-debca1e5fd97) | month, day, year |
| [Question 6](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/63e51977-180e-44f8-ae14-ce04915d571d) | He cannot register for his course. |
| [Question 7](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/9f5b1aa7-b6d9-4ece-be89-230710e845ef) | He didn’t know there was a waitlist. |
| [Question 8](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/2aea2856-4bce-43c6-94a5-4d9fd9f2629f) | She hopes he gets into the course. |

**Listening Part 4: Listening to a Daily Life Conversation - Results**

|  |  |
| --- | --- |
| [Question 1](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/78515e8d-6a74-4b9a-bc6d-4ffb3061e49e) | because the man was late |
| [Question 2](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/85571bb3-8809-4fdc-9971-68fddbd0c6f8) | An armed man was blocking traffic. |
| [Question 3](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/70c0409a-2d96-4303-bc75-e3a374dc4e1d) | outside a local shopping centre |
| [Question 4](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/fc400f23-d16b-4f9c-a20f-be89a678629e) | She had already left home. |
| [Question 5](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/e2ecf335-cfea-4526-a478-24e5d58a01b5) | because others may be late as well |

**Listening Part 5: Listening for Information - Results**

|  |  |
| --- | --- |
| [Question 1](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/54718fb4-3111-44ad-9713-52b0aeb7dfbc) | He works for a charity. |
| [Question 2](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/f22ac5f5-549c-4cd7-a2cc-8f4db9bdc59e) | He has observed ever more people needing help. |
| [Question 3](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/d4144a06-a82a-441e-9558-e22366aff67b) | a slow economy |
| [Question 4](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/76488364-3a67-4aeb-9118-04d76c9fa88d) | They are often employed in low-income jobs. |
| [Question 5](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/b7e84931-6d8b-44ff-99ee-7e9c4af354d0) | hearing people’s distorted ideas about families in need |
| [Question 6](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/542889d4-3076-404f-bf56-f157a5a031a5) | commitment to monthly donations |

**Listening Part 6: Listening to a News Item - Results**

|  |  |
| --- | --- |
| [Question 1](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/99844912-1159-4011-b1fe-3068892df259) | soared away while playing with balloons. |
| [Question 2](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/99844912-1159-4011-b1fe-3068892df259) | near the local fire station. |
| [Question 3](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/99844912-1159-4011-b1fe-3068892df259) | very happy. |
| [Question 4](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/99844912-1159-4011-b1fe-3068892df259) | his father destroyed all of the balloons. |
| [Question 5](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/99844912-1159-4011-b1fe-3068892df259) | would love to repeat the adventure. |

**Listening Part 7: Listening to a Discussion - Results**

|  |  |
| --- | --- |
| [Question 1](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/200d545e-f278-4551-8b88-e20e5abcbf2f) | They are in the same department. |
| [Question 2](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/200d545e-f278-4551-8b88-e20e5abcbf2f) | job sharing arrangements |
| [Question 3](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/200d545e-f278-4551-8b88-e20e5abcbf2f) | She wants to work at two different jobs. |
| [Question 4](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/200d545e-f278-4551-8b88-e20e5abcbf2f) | to have a regular work timetable |
| [Question 5](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/200d545e-f278-4551-8b88-e20e5abcbf2f) | The office might be closed. |
| [Question 6](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/200d545e-f278-4551-8b88-e20e5abcbf2f) | The grey-shirted man and the woman will sometimes work the same day. |
| [Question 7](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/200d545e-f278-4551-8b88-e20e5abcbf2f) | He will not need to work on Saturdays. |
| [Question 8](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/200d545e-f278-4551-8b88-e20e5abcbf2f) | It would require someone to work evenings. |

**Listening Part 8: Listening to Viewpoints**

|  |  |
| --- | --- |
| [Question 1](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/436942df-ae59-47d4-abc8-ec1d3c81c75e) | support non-profit organizations. |
| [Question 2](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/436942df-ae59-47d4-abc8-ec1d3c81c75e) | are profiting from people’s illnesses. |
| [Question 3](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/436942df-ae59-47d4-abc8-ec1d3c81c75e) | gambling is not usually an addictive activity. |
| [Question 4](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/436942df-ae59-47d4-abc8-ec1d3c81c75e) | people can become addicted to almost any activity. |
| [Question 5](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/436942df-ae59-47d4-abc8-ec1d3c81c75e) | suspect the motives of gambling supporters. |
| [Question 6](https://secure.paragontesting.ca/InstructionalProducts/InteractiveLearningProgram/ILP/Index/436942df-ae59-47d4-abc8-ec1d3c81c75e) | people will be protected from criminal organizations. |

# APPENDIX C Practice Test 1 - Reading Result

**Part 1 - Results**

|  |  |
| --- | --- |
| has just become city manager. | |
| represents his neighbours. |
| the sound of cars coming from the road. |
| planting trees near the townhouses. |
| build a concrete wall by the highway. |
| asks that the city consider their request. |
| traffic noise |
| sleep |
| a concrete wall |
| cedar trees |
| at the top of the hill. |

**Part 2 - Results**

|  |
| --- |
| commence at 8:30 a.m. |
| attend up to four sessions |
| select the sessions you wish to attend |
| select sessions D and E |
| Session L |
| is a conference organizer. |
| starting a small business. |
| companies will be promoting business services. |

**Part 3 - Results**

|  |  |  |
| --- | --- | --- |
| A |  |  |
| B |  |  |
| D |  |  |
| D |  |  |
| D |  |  |
| B |  |  |
| A |  |  |
| C |  |  |
| E |  |  |

**Part 4 – Results**

|  |  |  |
| --- | --- | --- |
| differences between men and women’s engagement in politics. |  |  |
| school activities should reflect current issues in the political arena. |  |  |
| play out political matters as they would in real life. |  |  |
| well-intended but ineffective. |  |  |
| students views are not genuinely taken into account. |  |  |
| is mostly dominated by just one gender |  |  |
| young women |  |  |
| School plays a central role in |  |  |
| the focus on national politics |  |  |
| issues that the students can influence |  |  |