# Practice Test 3 - Listening

## Listening Test Instructions

1. There are eight parts in this test. Each part has short instructions and a different number of questions.
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 click on the answer you want, it will be bolded. To change your answer, click again on the answer that 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.

# 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.

I put the luggage down at the entrance.

The suitcases are nowhere near the entrance.

The luggage won’t fit through the front door.

I picked up the suitcases when I went out the door.



# Question 2 of 8

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

I don’t feel like buying anything.

I buy things to make myself feel better.

I enjoy shopping at the new mall in my area.

I usually feel better if I avoid the shopping malls.



# Question 3 of 8

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

Anne has a pleasant personality.

Anne always likes to meet my friends.

Everyone who meets Anne is friendly.

All my friends are pleasant when they meet Anne.



# Question 4 of 8

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

Going to see a dentist regularly is expensive.

Visiting the dentist avoids having a dental plan.

Going often to the dentist can prevent problems.

Visiting the dentist can lead to serious problems.



# Question 5 of 8

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

The teacher is looking forward to this concert.

The teacher will not play the piano at the concert.

The teacher wants a piano player for the concert.

The teacher is looking for a piano for the concert.



# Question 6 of 8

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

Classes will start in 30 minutes.

I prefer to arrive 30 minutes early.

I want to leave for school in 30 minutes.

The class will be more than 30 minutes long.

# 

# Question 7 of 8

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

People of different shapes can exercise.

Exercising every day will make you happy.

People who exercise get better more quickly.

Daily exercise can improve the way you look.



# Question 8 of 8

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

Stop driving when you see a flashing yellow light.

Drive carefully when there is a flashing yellow light.

Wait for the flashing yellow light to change at the intersection.

Advance through the intersection when the flashing yellow light changes.

# 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 think the cost of food is quite high.

Italy does have the best cuisine in the world.

I think we are really going to like the food in Italy.

I enjoyed my travels in Italy, but I liked Switzerland more.



# Question 2 of 8

## Choose the best answer.

I’ve already seen it and it wasn’t terrifying.

I think the acting was great in this new movie.

I hope you don’t mind if we rent this scary movie.

I waited for you to find a spine-tingling movie to rent.



# Question 3 of 8

## Choose the best answer.

I’d really like to listen to some music now.

I think there’s a problem with the speakers.

I enjoy listening to music when I’m working.

I want the stereo to be working properly in time for the party.



# Question 4 of 8

## Choose the best answer.

You can’t afford to lend me any more money.

Thank you, it’s about time you returned the loan.

You must have forgotten that I paid you back already.

You said you would give me the money you owe me soon.

# 

# Question 5 of 8

## Choose the best answer.

I’ve decided to diet before my vacation.

I found it too hard to stop eating desserts.

I lost a lot of weight after I went on my trip.

I think your diet plan should include vegetables.



# Question 6 of 8

## Choose the best answer.

Actually, it’s not for sale.

I will pay the price if you’re selling it.

It will probably go on sale next week.

I’m buying a watch with my next paycheck.

# 

# Question 7 of 8

## Choose the best answer.

I’ve tried to quit for years.

I started when I was eighteen.

I stopped about 6 years ago.

I’ve been smoking for 10 years.



# Question 8 of 8

## Choose the best answer.

I had two slices yesterday.

I’d rather not have any cake.

I’m going to eat it once it’s sliced.

I would like to slice some cake now.

# Listening Part 3: Listening to Problem Solving

* You will hear a conversation in 3 sections. You will hear each section only once.
* After each section, you will hear 2 or 3 questions. You will hear the questions only once.
* Choose the best answer to each question.

You will hear a conversation between a woman and a man at a veterinary clinic. The woman is a veterinarian, and the man is a pet owner.

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

# Question 1 of 8

## Choose the best answer.

Tiger has been going outside.

Tiger’s not playful anymore.

Tiger has a lot of insect bites.

Tiger’s claws are too sharp.

# Question 2 of 8

## Choose the best answer.

Avoid picking Tiger up.

Clean Tiger’s fur.

Give Tiger medication.

Keep Tiger indoors.

## You will hear the second section of the conversation shortly.

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

# Question 3 of 8

## Choose the best answer.

The vet prescribed the wrong drug.

The drug made the problem worse.

The cat got only two skin treatments.

The man lost the cat’s medication.

# Question 4 of 8

## Choose the best answer.

He tends to be disorganized.

He has other pets at home.

He keeps his house clean.

He stays out late at night.

# Question 5 of 8

## Choose the best answer.

He didn’t follow the instructions.

He forgot to pay for his last visit.

Tiger scratched the vet.

Tiger got outside at night.

## You will hear the third section of the conversation shortly.

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.

Her skin problem needs follow-up.

She needs her claws trimmed.

Her eating habits have changed.

She seems to be getting heavier.

# Questi**o**n 7 of 8

## Choose the best answer.

confused

surprise

relief

worry

# Question 8 of 8

## Choose the best answer.

Find people who want to adopt cats.

Keep giving Tiger the flea medication.

Locate a vet who can do the surgery.

Stop letting Tiger eat too much food.

# Listening Part 4: Listening to a Daily Life Conversation

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.

### You will hear a conversation. The conversation is between two journalists. The man is telling the woman about a problem with an interview.

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.

Classmates

Husband and wife

Brother and sister

Friends

# Question 2 of 5

## Choose the best answer.

Afraid

Annoyed

Happy

Interested

# Question 3 of 5

## Choose the best answer.

Visit friends

Visit the thrift store

See a movie

Eat at a restaurant

# Question 4 of 5

## Choose the best answer.

Buying a new shirt

Giving away their belongings

Visiting the woman’s sister in London

What to wear for a party

# Question 5 of 5

## Choose the best answer.

He looks good in it.

It was on sale.

It’s fashionable.

It’s her favourite colour.

# Listening Part 4: Listening for Information

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.

You will hear a conversation. A woman is calling a garden store about her problems with garden pests.

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

# Question 1 of 6

## Choose the best answer.

in an apartment

in an office

in a lobby

in a coffee shop

# Question 2 of 6

## Choose the best answer.

a tenant of an apartment building

a local real estate agent

an apartment building manager

a renovation contractor

# Question 3 of 6

## Choose the best answer.

renovate it

sell it

lease it

buy it

# Question 4 of 6

## Choose the best answer.

One is much larger than the other.

The space is arranged differently.

One is more expensive than the other.

The lease is shorter for one apartment.

# Question 5 of 6

## Choose the best answer.

She’s often away.

She’s a student.

She works nearby.

She has a dog.

# Question 6 of 6

## Choose the best answer.

layout

elevation

move-in date

square footage

# Listening Part 5: 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.

You will hear a news item about a stolen wallet.

Listen to the following news item. You will only hear the news item once. It is about 1.5 minutes long.



# Choose the best way to complete each statement from the drop-down menu.

## 1. Willis

went for a walk near his home.

watched a magic show.

couldn’t find his dog.

got lost in an unfamiliar city.

## 2. He remembered that earlier he

was in a crowd.

spent all his money.

was on a busy street.

was biking in the park.

## 3. He used the tracking device to

ensure that he didn’t get lost.

find out where his wallet was.

train his dog to return home.

find the nearest police station.

## 4. The police quickly

found the wallet.

recorded the details.

contacted other stations.

used dogs to find the wallet.

## 5. Willis was delighted that the

precaution worked so well.

police were so efficient.

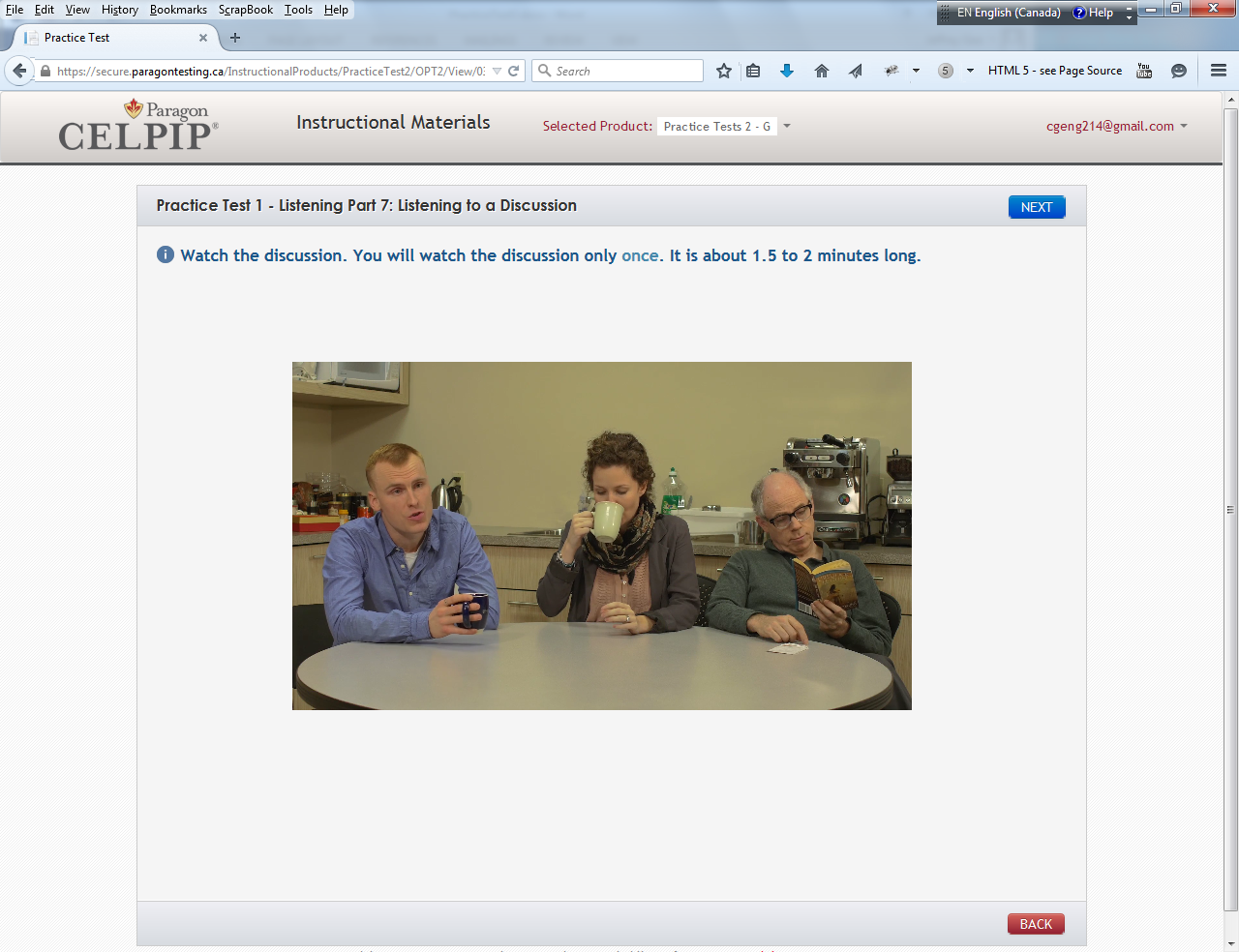
magician helped them.

police located the thief.

# Listening Part 7: 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 something unusual that is happening outside.



Watch the discussion. You will watch the discussion only once. It is about 1.5 to 2 minutes long. Choose the best way to complete each statement from the drop-down menu.

## 1. Why does the man in the blue shirt mention his co-worker’s car?

to acknowledge her car has new wheels

to compliment her on her new purchase

to imply she has spent too much money

to tease her about how shiny her car is

## 2. What is the woman’s main complaint?

She is bothered by toxic chemicals.

She isn’t able to get her car clean.

She hasn’t got a parking space.

She has to pay a fine to the city.

## 3. Which statement is true of the man in the blue shirt?

He gave a co-worker a nice gift.

He has an ash tree in his yard.

He knows some facts about aphids.

He likes eating sweet honeydew.

## 4. What is there a law against?

cutting down healthy trees

parking overnight on the street

spraying chemicals on plants

wasting tap water on city lawns

## 5. What is most likely true of the ash tree?

People don’t relax underneath it.

It needs more water to survive.

The city won’t bother to save it.

It may fall onto a nearby roof.

## 6. Why does the man wearing glasses talk about water?

to accept the other woman’s idea

to expand on the previous point

to suggest an alternate solution

to warn about a possible danger

## 7. What can we tell from the conversation?

The company has a city tree removal permit.

The man has insects in his ash tree at home.

The company wants to help the environment.

The man appreciates attractive automobiles.

## 8. What is the best subject line for the woman’s email?

cutting down a diseased ash tree

seeking advice on car paint job

requesting alternate parking spot

spraying trees near my vehicle

# Listening Part 8: Listen 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.

Instructions:

You will hear a report about the use of electronic textbooks within post-secondary institutions.

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 from the drop-down menu.

## 1. The professor in favour of e-textbooks wants to

relieve some of the financial pressure that students face.

cut corners in order to streamline administrative procedures.

request compensation for any extra work performed.

expose students to a variety of viewpoints.

## 2. The professor who is writing an e-textbook

is also writing senior level law course textbooks.

is working with several other professors.

has written print textbooks in the past.

will receive financial compensation for her work.

## 3. One professor believes that if professors wrote e-textbooks, then

students would appreciate the traditional textbooks more.

there would be concern about the additional work.

the compensation demanded by professors would be costly.

keeping the texts up-to-date would be time consuming.

## 4. The professor who prefers print textbooks believes that

the role of a professor is quite challenging.

publishing companies charge too much for textbooks.

discounts should be provided to students in need.

a professor’s job involves writing textbooks.

## 5. According to the lecture, publishing companies

are publishing more textbooks in electronic form.

provide discounts for bulk purchases of textbooks.

ensure up-to-date information by publishing new editions.

require a long period of time to publish a print text.

## 6. According to the history professor, students

may choose either print or electronic textbooks.

can download electronic textbook updates in class.

should apply for bursaries to cover textbook costs.

can choose not to purchase their textbooks.

# 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.

# Practice Test 2 - 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.

# Reading Part 1: Reading Correspondence

## Read the following message.

*Dear Mr. Meyer,*

*I am writing about the new driving restrictions your government department is suggesting for new drivers in the province. I definitely agree that certain restrictions are necessary to ensure road safety. However, I disagree with one major point.*

*Your department is proposing a “single passenger” restriction that allows a novice driver to have one passenger, unless the passengers are immediate family members. Your logic is simply that novice drivers are usually teenagers, and a car full of teenagers is distracting to the driver. You state that this rule has done much to reduce the incidence of crashes in other provinces.*

*There is simply no conclusive evidence to support this claim. In fact, there’s a major reason why the “one-passenger” rule might actually lead to more accidents on the road. Take for example a situation that happened last Saturday. My 16-year-old son, John, who recently got his novice driver’s license, needed to work on a school project with five of his classmates. They were making a short film for their history class, which required them to drive around the city visiting various museums. John has use of my van, which seats six people. Under the current law, he can drive his friends. He is a safe driver and no accidents happened. Under the proposed restriction, John would be legally allowed to drive only one passenger. His friends, who are also new drivers, would then have to take two other vehicles. Therefore, the “one-passenger” rule would actually triple the possibility of a crash by requiring the use of three cars, when only one was needed! Where’s the safety in that?*

*Because most novice drivers are teenagers, the proposal for the “one-passenger” rule will lead to more inexperienced teenage drivers being on the road at one time. Where two or three teenagers are following each other in separate cars, they may act foolishly by driving too fast or passing dangerously. I recognize the good intention behind your proposal, but I wonder if it will actually be effective.*

*Sincerely,   
  
James* Brandt

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

## 1. James Brandt is a

teenage driver.

driving instructor.

new driver’s parent.

novice driver.

## 2. The proposed rule will prohibit new drivers from carrying

more than one non-family passenger.

teenagers as passengers.

non-family members as passengers.

other new drivers as passengers.

## 3. According to James, the proposed rule

may reduce accidents by new drivers.

is based on a careful study of the facts.

is unfair for the parents of new drivers.

may increase the risk of accidents.

## 4. If the proposed rule becomes law, John

can’t drive his 5 classmates.

can drive a van with 5 passengers.

can drive without his parent’s knowledge.

can’t drive his family members.

## 5. John

acted irresponsibly with his passengers.

didn’t take any passengers.

knows his responsibilities as a driver.

was pressured to drive foolishly and dangerously.

## 6. James Brandt believes the proposed rule

might stop new drivers from practicing.

will put more new drivers on the road.

may prevent young people from getting around.

will make parents of new drivers more responsible.

## 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. Brandt, On behalf of Gerry Meyer, I would like to thank you for 7.

sharing your opinions.

supporting our policies.

explaining the rules to your son.

suggesting the “single passenger” rule.

## You argued that the “single passenger” restriction 8.

will stop young drivers from helping their families.

is a very good way to increase road safety.

may increase the risk of accident and injury.

will teach young drivers to be more responsible.

## We understand your concerns. In fact, we initially shared your concerns about this issue. However, research has shown us that our proposed rule will work. We found that the highest risk of accidents occurs when young drivers are driving 9.

in separate cars.

family members.

their parents.

several teenagers.

## In addition, research shows that parents often discourage their teenagers from driving with their friends, so the proposed rule actually 10.

disagrees with

supports

results from

contradicts

## majority opinion. Clearly, we both 11.

agree with the new proposal.

care about the safety of young drivers.

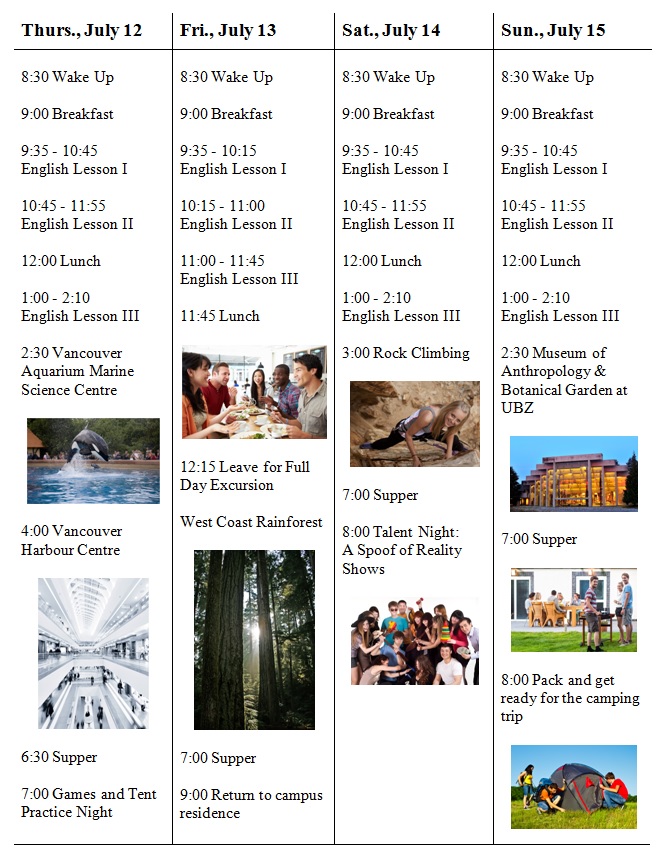
have concerns about the new proposal.

disagree with Mr. Brandt’s ideas.

## Respectfully yours,

## Mariel Singh

# 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: English as a Second Language Summer Camp To: Ray Carly <r.carly@ubz.ca> From: Aries Singler <a.singler@ubz.ca> Hi Ray, Sarah and I met this morning to finalize the Summer Camp schedule but we need your input before we make it official, and inform the teachers about their 1.

class times.

students’ names.

schedule changes.

work benefits.

## Last year, a couple of teachers had to rush through the material, do you think that 2.

allowing students to get more sleep in the morning

giving students opportunities to socialize outside campus

making the material more appealing for teachers

starting the day at 9 a.m. instead of 9:35 a.m.

## would resolve the problem? You will see that this year 3.

there is only one social activity per day.

all classes are concentrated before lunch.

there are no social activities in the morning.

students will not leave the campus everyday.

## I dedicated the afternoons for sightseeing instead. How do you feel about that? Also, neither of us knows whether we are providing all meals or just breakfast and supper like last year. We only know that the 4.

outings

lessons

books

accommodation

## are included in the tuition under social activities. Finally, we need to make a final decision about 5.

who’s chaperoning the students to

the transportation to and from

how long we’ll be staying at

the facilities we’ll have access to at

## the campsite after the ferry ride to Victoria Island. Sarah suggested we charter a bus to pick us up at the ferry station but I thought this year’s campsite was only accessible by boat. Please let us know, Aries

# Complete these statements by selecting the best choice.

## 6. Aries is emailing Ray

to make a complaint.

to ask for advice.

to request changes.

to relieve him of duties.

## 7. Last year’s camp

did not take students on a camping trip.

provided students with all meals.

focused exclusively on academic activities.

featured social activities in the morning.

## 8. Aries

needs Ray to authorize the proposal before presenting it to the teachers.

created the schedule for this year’s camp all by herself.

will be joining the students on the camping trip.

hasn’t made any changes to the previous schedule.

# Reading Part 3: Reading for Information

## Read the following passage.

***A.*** *Anyone who has ever lived in a city or suburb has likely encountered crows. Over 31 species can be found worldwide, with the exception of South America and Antarctica. Historically, these creatures were synonymous with death and the afterlife in many cultures. Nowadays, most people regard crows as a nuisance since they are loud and messy, especially in large groups. Recent research, however, has revealed that these birds are actually far more remarkable than previously thought. In fact, crow behavior has striking similarities to that of humans.****B.*** *Like people, crows are highly social creatures. Their lives revolve around the family. Crow families generally consist of two parents and anywhere from two to fifteen offspring, though the average family size is four. Most species of crows do not breed until approximately four years old, and only about half of their offspring survive the first year of life. During the phase prior to reproduction, young crows help their parents rear their siblings. Groups of crows, often referred to as a “murder,” also cooperate to guard their territory from predators.****C.*** *Although classified as songbirds, crows lack melodic voices. Their call is often perceived as a coarse “caw” to the human ear. Nonetheless, these creatures have an intricate communication system consisting of over 250 distinct cries that convey a variety of messages such as alarm, feeding, assembly, and fighting. Their language comprises two dialects, one for interacting with neighbouring crows and another quieter dialect reserved for relatives. Crows are also able to imitate the sounds of other species, including some elements of human speech. Because crows in different geographical areas may not use or comprehend the same calls, it makes deciphering the language difficult for researchers.****D.*** *Scientists have only recently begun studying crows and have been astonished by the extent of their intelligence. One study has revealed that crows can both use and make tools. This is a significant discovery as only two other species of animals can do so— elephants and chimpanzees. In another study, crows discovered and taught others how to get nuts from a vending machine by inserting coins that were scattered on the ground. Crows are also very adaptable creatures that thrive in cities. In Tokyo, where many people hang their laundry outside to dry, crows gather metal hangers to build nests since they are more readily available than the proper size twigs. Scientists now realize that crows have the intellectual capacity to plan, solve problems, and teach new behaviours to others.****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.

## 1. Crows have demonstrated construction skills that are rare among animals.

A

B

C

D

E

## 2. The life expectancy of crows is approximately 15 years.

A

B

C

D

E

## 3. Crows can copy the tones made by other beings.

A

B

C

D

E

## 4. Crows manage particularly well in urban environments.

A

B

C

D

E

## 5. Crows have demonstrated the ability to creatively overcome challenges.

A

B

C

D

E

## 6. Young crows assist in raising the offspring of neighbours.

A

B

C

D

E

## 7. At least one variety of crows exists in most continents.

A

B

C

D

E

## 8. Different voices are used by crows for different social connections.

A

B

C

D

E

## 9. Crows work collaboratively to protect each other from threats.

A

B

C

D

E

# Reading Part 4: Reading for Viewpoints

# Read the following article from a website.

*BC's Annual School Report released today has officials, teachers, parents, and students lined up on both sides of the debate over province-wide standardized testing of grade 4 and 7 students. No one was surprised to hear students slander the five-hour battery of reading, writing, and math exams, but most interviewed parents supported the yearly assessment, whose results are used to publicly rank schools based on students' overall scores. Sophie Bloom, mother of a Whitesands Elementary School kindergartener, applauds the test—and heeds the rankings. "As a taxpayer and parent, I expect access to this kind of information. I want my child at the top school. Whitesands doesn't measure up. I'm considering Oceanview."   
  
Oceanview School principal Christine Shelley admits she has mixed feelings about compelling teachers to administer the provincially mandated tests but agrees parents have every right to expect statistics on school outcomes, provided they don't use them to unfairly compare public and private schools. "Standardized tests hold teachers and schools appropriately answerable to their stakeholders. Without statistics on learning outcomes, how could we ensure schools are doing what they're publicly funded and mandated to do?"   
  
Adam Birch, who teaches Grade Four at Forestgrove Elementary, is skeptical of the assessments but grudgingly complies. "Standardized testing reinforces the social myth that if we're not competing, we're unproductive," says Birch. "It overlooks many forms of intelligence and mostly rewards test-taking ability. Many gifted students fail these tests. And the tests are like a snapshot; they tell us nothing about a student's improvement."   
  
At Valleyside Middle School, grade seven teacher Gilles Legault is on the brink of mutiny. "Every classroom hour I spend on ‘test prep' is one hour stolen from an actually beneficial learning activity." Legault, whose school outperformed both Oceanview and Forestgrove, concedes the tests provide relevant comparative data but thinks such comparisons merely confirm what we already know: schools in affluent neighborhoods do better. "For this common knowledge," Legault says, "standardized testing squanders 15 million dollars of provincial funds annually. Instead, why not hire more teachers, reduce class sizes, improve services?"*

# Complete each statement by selecting the best option according to the information on the website.

## 1. Birch says that standardized testing

makes schools less productive.

doesn’t measure student progress.

undermines healthy competition.

overlooks genuine intelligence.

## 2. Bloom would be most satisfied with

Forestgrove

Oceanview

Valleyside

Whitesands

## 3. Legault and Shelley agree standardized testing offers an opportunity to

gather statistical data.

improve study skills.

negotiate class sizes.

clarify school mandates.

## 4. Both teachers would be happier if the scope of standardized testing was

much broader.

more limited.

applied to public schools only.

used to intensify competition.

## 5. Overall, the article implies that standardized testing is

outdated.

jeopardized.

invaluable.

divisive.

# 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.

## While I have genuine sympathy for the teachers' opinions, I hope none chooses to 6.

defy

accept

mock

forget

## their boss's orders anytime soon. School teachers may be right in saying that standardized testing is 7.

outdated and inefficient,

gaining in popularity,

of limited value,

targeting private schools,

## but as long as they are collecting salaries, they need to follow the procedures set out in their job descriptions. After all, as was implied in the article, school teachers are civil servants answerable to 8.

public

provincial

powerful

community

## stakeholders. The issue of whether or not these stakeholders' agendas have children's best interests at heart was 9.

glossed over

touched on

brushed off

pointed out

## in Legault's comments. But that's a separate issue. The way to stop standardized testing in schools, if that's what is wanted, is to remove from power the 10.

provincial governments

boards of education

parent committees

school principals

## that mandate them.

# End of the Reading Test

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

# Practice Test 3 - 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

## Read the following information.

**Noisy Teenagers**   
  
You live in a house near a park. Recently, a lot of teenagers have been meeting in the park at night. They are very noisy.

## In about 150-200 words, write an email to your brother. Your email should do the following things:

* Provide information about where you live.
* Explain the problem and how it affects your life.
* Suggest a way to solve the problem.

# Writing Task 2: Responding to Survey Questions

## Read the following information.

**Field Trip Transportation**

Your children’s grade 5 class teacher likes to take the children on field trips to museums or parks. Sometimes the teacher takes the children on public buses. Some parents are unhappy. They say the school should always use school buses even though it is more expensive. You have been asked to respond to an opinion survey.

## Choose the option that 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.

**Option A**: Public Transit: I think it’s okay for children to travel on public transit.

**Option B**: School Buses: I would prefer children only travel on school buses.

# 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.

# Practice Test 3 - 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 Practice Task

## Talk about one of your best friends.

## 

prepare.png Preparation: **30 seconds**

record.png Recording: **60 seconds**

# Speaking Task 1: Giving Advice

## Your friend is moving away from home. He is interested in learning to cook. Advise your friend on how to prepare a simple meal.

prepare.png Preparation: **30 seconds**

record.png Recording: **90 seconds**

# Speaking Task 2: Talking about a Personal Experience

## Talk about a child that you have been close to. Maybe you can talk about your own child, a friend’s child, a nephew or niece, or any other child that you have known well.

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

## w1.png

## In this picture, what do you think will happen next?

prepare.png Preparation: **30 seconds**

record.png Recording: **60 seconds**

# Speaking Task 5: Comparing and Persuading

## Your boss has asked you to buy new cellphones for some staff in your company. Using the pictures and information, compare the two phones. You are choosing the phone that you think is best for work.

## If you do not choose an option, the computer will choose one for you. You do not need to speak for this task.

## 

 **DarkFruit Mobile Phone**   
  
- $10 per month with 1 year contract  
- unlimited texting  
- camera



**BlueFly Smart Phone**   
- $20 per month with 1 year contract  
- thousands of free apps through the BlueFly store  
- built-in GPS

prepare.png Preparation: **60 seconds**

## Your boss wants to buy the big black phone for everyone. Persuade your boss to buy the phone you like by comparing the two phones.

**Your Choice**



**DarkFruit Mobile Phone**   
  
- $10 per month with 1 year contract  
- unlimited texting  
- camera

**Your Boss's Choice**



**Crumble Mobile Phone**   
  
- free with 1 year contract  
- tough and waterproof  
- two ring tones

prepare.png Preparation: **60 seconds**

record.png Recording: **60 seconds**

# Speaking Task 6: Dealing with a Difficult Situation

## Your co-worker, John, has invited you to his birthday party. You agreed to go to his party weeks ago. However, you just found out that your cousin, Lily, is graduating university the same day. Your family is having a graduation party for her.

**Choose ONE:  
EITHER  
Explain to John why you cannot go to his birthday party.  
OR  
Explain to Lily why you cannot go to her graduation party.**

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 should be forced to retire (leave work) at age 65**?**

prepare.png Preparation: **30 seconds**

record.png Recording: **90 seconds**

# Speaking Task 8: Describing an Unusual Situation

## You recently bought a cup, but a problem occurred the first time you used it. Phone the store from which you bought the cup. Provide a full and clear description of the cup you bought. Explain the problem to the store assistant.



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 3 - Listening Transcripts

**Part 1: Identifying Similar Meanings**

1. I left the suitcases by the front door.
2. Whenever I am feeling unhappy, I like to go shopping.
3. Everyone who meets Anne says she is a friendly person.
4. Regular visits to the dentist help avoid serious dental problems.
5. The teacher is looking for someone to play the piano at the concert.
6. I want to get to school 30 minutes before classes start.
7. If you exercise every day, your body will get into better shape.
8. A flashing yellow at an intersection means proceed with caution.

**Part 2: Answering Short Questions**

1. Did you enjoy the food when you were in Italy?
2. Why don't you want to rent this scary movie?
3. Why isn't the stereo working properly?
4. When are you going to give me the money you owe me?
5. Weren't you planning on going on a diet before your vacation?
6. How much does this watch cost?
7. When did you quit smoking?
8. How many slices of cake are you going to eat?

**Part 3: Listening to Problem Solving**   
  
*You will hear a conversation between a woman and a man at a veterinary clinic. The woman is a veterinarian, and the man is a pet owner.*   
  
**Section 1:**

|  |  |
| --- | --- |
| MAN: | Hi, Dr. Anderson. This is my cat, Tiger. Tiger, meet Dr. Anderson. |
| WOMAN: | Hello, Tiger. Aren’t you a lovely cat. |
| MAN: | I’m really worried about her. She’s usually so playful, but this past week all she’s been doing is scratching herself. Her claws are sharp, and she’s hurting herself. Look, here. |
| WOMAN: | I see what you mean. Is Tiger an indoor or an outdoor cat? |
| MAN: | Mostly outdoors. I let her stay outside at night. |
| WOMAN: | These marks look like flea bites. If Tiger’s going outdoors, it’s almost certain that she’s picked up fleas. I’ll give you some medication to kill them. Apply it to her skin—right here—once a month for three months. |
| MAN: | Okay. Will the fleas get into my house? |
| WOMAN: | Well . . . fleas only live on animals. After Tiger receives the medication, they can’t live on her anymore, so they’ll die. But you should vacuum and clean every day to get rid of any flea eggs. If need be, I can always give you a product to apply to your rugs and furniture. |

**Now answer questions 1-2.**

1. What is the main problem with Tiger?
2. What advice did the veterinarian give the man?

**Section 2:**

|  |  |
| --- | --- |
| MAN: | We’re back! So I used the medication, but Tiger’s still been scratching a lot since her last appointment. At first, she started getting better, but now she’s getting worse. |
| WOMAN: | Hmm. [Pause] Ooh . . . yes, I see what you mean. That must hurt. Did you give her the medication once a month, for three months? |
| MAN: | Yes . . . [Pause] Well . . . okay, maybe I missed the last dose. It just slipped my mind. And I guess I only got around to vacuuming once. |
| WOMAN: | You really have to give her three doses of the medication over three months . . . and you need to vacuum every day. Here are another three doses. You can pay the receptionist. |
| MAN: | Okay, thanks. I promise I’ll be more on top of things this time. Sorry about that. |
| WOMAN: | Okay. And think about keeping her inside at night. |

**Now answer questions 3-5.**

1. Why did the man have to come back?
2. Which statement best describes Tiger’s owner?
3. Why did the owner apologize to the vet?

**Section 3:**

|  |  |
| --- | --- |
| WOMAN: | How’s Tiger today? Still scratching? [Pause] I see you trimmed her claws. |
| MAN: | No more fleas! But it’s weird . . . she’s gaining a lot of weight, even though she’s eating more or less the same amount as usual. |
| WOMAN: | Hmm. She hasn’t been spayed yet, has she? |
| MAN: | Right, no surgery yet. She’s too young to get pregnant. |
| WOMAN: | Where’d you hear that? Actually, cats can get pregnant even at six months of age. [Pause] From the way her abdomen feels, I’d say Tiger’s going to be a mother soon. |
| MAN: | You’re kidding! That’s the last thing I expected. |
| WOMAN: | If she’s going to keep going outdoors, you really need to get her spayed. It’s a simple operation; I can do it after she gives birth. In the meantime, you have some things to do. |

**Now answer questions 6-8.**

1. Why did the man bring Tiger back?
2. How did the man react to the vet’s new information?
3. What should the man do next?

**Part 4: Listening to a Daily Life Conversation**   
  
*You will hear a conversation about donating items to a thrift store.*

|  |  |
| --- | --- |
| MAN: | Julie, is that you? We’re going to be late to Susan and Anthony’s housewarming party! |
| WOMAN: | Yes, it’s me, who else would it be? I was just getting groceries on the way home. You sound upset. Is something wrong? |
| MAN: | I can’t find my favorite grey shirt, the one with the stripes. Did you put it somewhere? It’s not in the laundry or the closet. |
| WOMAN: | Uh oh… I think I donated that one to the thrift store last week. You said you didn’t wear it anymore! |
| MAN: | No, that was the solid grey one with the stained collar that I don’t wear anymore; the one with the stripes, I just bought recently, and it was on sale, too! |
| WOMAN: | I’m sorry! We should make an agreement to always check with each other before we give things away or sell them. Remember last fall when you sold my tennis rackets at the garage sale and didn’t tell me? |
| MAN: | Well, you never play tennis. You haven’t played tennis since Mary was born. That striped shirt, I’ve been wearing all the time! |
| WOMAN: | That’s not true. I played tennis at least three times last summer, thank you very much! I played with your sister when she came to visit from London. Anyways, let’s not fight. |
| MAN: | You’re right, fighting gets us nowhere. Okay, it’s a deal. We’ll make an effort to ask each other from now on. I guess I’ll just wear a different shirt today… I’ll wear my old blue one. |
| WOMAN: | That blue one looks great on you, anyways. You look so handsome. |
| MAN: | Well, you have to say that, since you gave the other one away! |
| WOMAN: | No, it really does bring out the color of your eyes! Anyways, I need to have a shower and get ready. Were we supposed to be there at 7:00? That doesn’t leave me much time. Do you mind unpacking the groceries while I shower? |
| MAN: | Yes, of course. Here, pass me the bags. You go get ready. |

**Now answer questions 1-5.**

1. What is the relationship of the speakers?
2. How is the man feeling at the start of the conversation?
3. What are they going to do that evening?
4. What were the speakers talking about?
5. Why does the woman like the man’s shirt?

**Part 5: Listening for Information**   
  
*You will hear a conversation about renting an apartment.*

|  |  |
| --- | --- |
| WOMAN: | Oh, hello. I saw a sign on the front door about apartments available in this building. |
| MAN: | Uh huh. |
| WOMAN: | It said to speak to the building manager in the administration office. The front door was open, so I thought I’d just come in and ask. |
| MAN: | Well, you’re talking to the right person. Which one are you interested in? |
| WOMAN: | I’m not sure which would be better. The sign said Apartments 1 and 2 are both 850 square feet, but one’s a one bedroom and the other’s a two bedroom, so I’m a bit confused. |
| MAN: | Apartment 2 has two separate bedrooms, each with its own door—a sort of closed floor plan if you will. Apartment 1 has what we call an open floor plan. The living room and one big bedroom are adjoined like they’re one big room. |
| WOMAN: | That type of layout sounds like a bachelor apartment to me. |
| MAN: | Yeah, except that the bedroom area is really big, and there’s sort of an archway between the living room area and the bedroom area. It’s easy to separate them with a curtain or room divider. |
| WOMAN: | I see. Well, the apartment is just for me, and I like open spaces I can use in a flexible way. However, having a second bedroom might also be useful. And the move-in date would be July 1st with a one-year lease? |
| MAN: | Yup. Everything’s newly renovated. New carpets, new paint, and all the appliances—fridge, stove, washer/dryer—are brand new. But it’s a walk-up—there’s no elevator. Apartment 1 is on the ground floor and Apartment 2 is on the top floor. |
| WOMAN: | I think I’d prefer to be on the ground floor, as long as there aren’t any tap dance rehearsals going on right above me. Who’s the upstairs tenant? |
| MAN: | The lady in the apartment above you is retired—really quiet and is hardly ever home. I can show you Apartment 1 around 3:00 p.m. if you’d like. Can you wait an hour? |
| WOMAN: | Sure. I’ll go for coffee and come back. See you at 3:00. |

**Now answer questions 1-6.**

1. Where does the conversation occur?
2. Who is the woman talking to?
3. What is the man’s plan for the apartment?
4. What is the difference between the two apartments?
5. What does the man say about the upstairs tenant?
6. On what basis does the woman make her choice?

**Part 6: News Item**   
  
*You will hear a news item about a stolen wallet.*   
  
A tourist in downtown Vancouver got the last laugh yesterday when pickpockets stole his wallet. Gregory Willis was about to rent bikes to tour Stanley Park with his wife when he noticed his wallet was missing. He recalled he’d been in a jostling crowd earlier that day watching a street magician performance when someone had bumped into him, but he’d taken little notice of the incident. Undaunted, Mr. Willis headed to the nearest police station and said he knew exactly where his wallet was. He’d attached a GPS chip, a small tracking device that uses the global positioning system to pinpoint location, on the inside of the wallet. Willis explained he had initially bought the chip to track their dog on their 20-acre ranch in Washington state, but had decided to take it on vacation as a precautionary measure against loss or theft. The GPS chip certainly did come in handy as the Willises, in the company of two policemen, were able to locate the wallet 30 blocks away where a group of teenagers were loitering at a park. The young thief was more than surprised when the officers showed up to arrest him.

**Part 7: Listening to a Discussion**   
  
*You will watch a discussion between three co-workers in a business office. They are talking about something unusual that is happening outside.*

|  |  |
| --- | --- |
| MAN 1: | So Jeanette, looks like you bought yourself a nice present. It’s a pretty shiny new set of wheels in your parking spot. Is that a custom paint job? |
| WOMAN: | Yeah! I love my new car, but I hate what’s happening to it in the parking lot! You know that tree that hangs over my parking space? It’s dropping this weird sticky stuff all over the hood of my car. |
| MAN 1: | That’s an ash tree. I could tell by the shape of the leaves. There’s these little bugs called aphids. They suck the nectar from the leaves, and produce this sticky stuff. It’s called honeydew. |
| WOMAN: | Ugh, those things are so gross. It dries and hardens in the sun, and it’s almost impossible to get off my car. It’s wrecking the paint job! I’m going to ask the maintenance crew if they can just get rid of that tree. |
| MAN 1: | Yeah, they would need a permit first though, or else the City can fine up to ten thousand dollars. It’s actually illegal to remove a tree unless it poses a hazard. It could fall on a house of a power line. The City says, usually just treat it with insecticides. |
| MAN 2: | If I were you, I wouldn’t want to park where they’re spraying chemicals. If it’s toxic for the aphids, it’s probably toxic for you too, not to mention ladybugs, birds, fish. . . . |
| WOMAN: | Argh, maybe we could just find a way to kill the tree. Then at least they can chop it down. |
| MAN 2: | Whoa, that’s extreme. All they need to do is wash the aphids off the leaves. You know, they just need a hose that shoots a powerful stream of water. The aphids will fall off onto the ground and die. There’s no food for them on the lawn. |
| MAN 1: | Yeah, but that tree looks a little tall for a garden hose. It’s got to be at least 50 feet. And I don’t think the maintenance department usually deals with that kind of stuff. They’d probably want to call in a tree care company. They can decide what to do. |
| WOMAN: | Well, I’ve thought about parking on the street. But I’d have to come in at like 6:00 a.m. |
| MAN 2: | Look, just send an email to Charlie in the maintenance department. He’s very accommodating. Maybe he can arrange for an eco-friendly contractor to deal with the aphids. In the meantime, I’m sure he can find you a different parking space. |

**Part 8: Viewpoints**   
  
*You will hear a report about the use of electronic textbooks within post-secondary institutions.*   
  
Welcome, and thank you for attending this week’s lunchtime lecture. I am Professor Menendez, and our discussion today will be exploring the use of electronic textbooks within post-secondary institutions. To start, I will present the views of three professors at Riverbridge University.   
  
Law professor Maria Bloomfield is one of several professors who has decided to completely eliminate print textbooks from her courses, arguing that their exorbitant cost adds an unnecessary financial burden on students who are already under heavy financial strain. While Bloomfield recognizes that certain costs, such as those associated with copyright, are unavoidable, she asserts that there are ways to cut corners. She proposes that professors create their own electronic textbooks; a move which, by avoiding the intermediary of a publishing company, could significantly reduce costs. Currently she is collaborating with several colleagues in order to create an e-textbook for an introductory course in law; something which she contends will save students thousands of dollars.   
  
However, Ellen Bowler, a sociology professor at Riverbridge, has stated that she has no intention of tossing her print textbooks anytime soon. She argues that, although Bloomfield’s motives are honourable, requesting professors to produce their own textbooks is unrealistic. Between teaching, research, and administrative obligations, the workload of any university professor is already extremely demanding. To request that professors develop a course textbook, in addition to their regular duties, is simply not feasible. The development of a textbook, albeit digital, involves extensive research, writing and reviewing - tasks which are time consuming and should result in compensation. However, Bowler does not expect that professors would see any increase in salary if they developed their own textbooks.   
  
While Bloomfield acknowledges that her proposal would lead to extra work, she asserts that the effort is worth it. In this digital age, the manner in which knowledge is communicated is rapidly changing, and universities, she argues, must keep up. Publishing a print textbook takes a significant amount of time from start to finish, often resulting in the inclusion of out-of-date information. However, with the speed in which information can be updated in an electronic text, professors are better able to provide students with current and accurate information.   
  
Although history professor Marty Brown sees the potential of e-textbooks, he disagrees with professors teaching from texts that they have written themselves, arguing that, by doing such, there is a risk of students not being exposed to the multitude of perspectives in their field. Furthermore, he insists that many students actually prefer printed textbooks to electronic ones. Accordingly, he suggests that professors assign course readings that are available in both print and electronic form, leaving the choice to the students.

# APPENDIX B Practice Test 3 - Listening Result

|  |  |  |
| --- | --- | --- |
| Question | Answer Key |  |
| Listening Part 1: Identifying Similar Meanings - Q1 | I put the luggage down at the entrance. |  |
| Listening Part 1: Identifying Similar Meanings - Q2 | I buy things to make myself feel better. |  |
| Listening Part 1: Identifying Similar Meanings - Q3 | Anne has a pleasant personality. |  |
| Listening Part 1: Identifying Similar Meanings - Q4 | Going often to the dentist can prevent problems. |  |
| Listening Part 1: Identifying Similar Meanings - Q5 | The teacher wants a piano player for the concert. |  |
| Listening Part 1: Identifying Similar Meanings - Q6 | I prefer to arrive 30 minutes early. |  |
| Listening Part 1: Identifying Similar Meanings - Q7 | Daily exercise can improve the way you look. |  |
| Listening Part 1: Identifying Similar Meanings - Q8 | Drive carefully when there is a flashing yellow light. |  |
|  |  |  |
| Listening Part 2: Answering Short Questions - Q1 | Italy does have the best cuisine in the world. |  |
| Listening Part 2: Answering Short Questions - Q2 | I’ve already seen it and it wasn’t terrifying. |  |
| Listening Part 2: Answering Short Questions - Q3 | I think there’s a problem with the speakers. |  |
| Listening Part 2: Answering Short Questions - Q4 | You must have forgotten that I paid you back already. |  |
| Listening Part 2: Answering Short Questions - Q5 | I found it too hard to stop eating desserts. |  |
| Listening Part 2: Answering Short Questions - Q6 | Actually, it’s not for sale. |  |
| Listening Part 2: Answering Short Questions - Q7 | I stopped about 6 years ago. |  |
| Listening Part 2: Answering Short Questions - Q8 | I’d rather not have any cake. |  |
|  |  |  |
| Listening Part 3: Listening to Problem Solving - Q1 | Tiger has a lot of insect bites. |  |
| Listening Part 3: Listening to Problem Solving - Q2 | Give Tiger medication. |  |
| Listening Part 3: Listening to Problem Solving - Q3 | The cat got only two skin treatments. |  |
| Listening Part 3: Listening to Problem Solving - Q4 | He tends to be disorganized. |  |
| Listening Part 3: Listening to Problem Solving - Q5 | He didn’t follow the instructions. |  |
| Listening Part 3: Listening to Problem Solving - Q6 | She seems to be getting heavier. |  |
| Listening Part 3: Listening to Problem Solving - Q7 | surprise |  |
| Listening Part 3: Listening to Problem Solving - Q8 | Find people who want to adopt cats. |  |
|  |  |  |
| Listening Part 4: Listening to a Daily Life Conversation - Q1 | husband and wife |  |
| Listening Part 4: Listening to a Daily Life Conversation - Q2 | annoyed |  |
| Listening Part 4: Listening to a Daily Life Conversation - Q3 | visit friends |  |
| Listening Part 4: Listening to a Daily Life Conversation - Q4 | giving away their belongings |  |
| Listening Part 4: Listening to a Daily Life Conversation - Q5 | He looks good in it. |  |
|  |  |  |
| Listening Part 5: Listening for Information - Q1 | in an office |  |
| Listening Part 5: Listening for Information - Q2 | an apartment building manager |  |
| Listening Part 5: Listening for Information - Q3 | lease it |  |
| Listening Part 5: Listening for Information - Q4 | The space is arranged differently. |  |
| Listening Part 5: Listening for Information - Q5 | She’s often away. |  |
| Listening Part 5: Listening for Information - Q6 | elevation |  |
|  |  |  |
| Listening Part 6: Listening to a News Item - Q1 | watched a magic show. |  |
| Listening Part 6: Listening to a News Item - Q2 | was in a crowd. |  |
| Listening Part 6: Listening to a News Item - Q3 | find out where his wallet was. |  |
| Listening Part 6: Listening to a News Item - Q4 | found the wallet. |  |
| Listening Part 6: Listening to a News Item - Q5 | precaution worked so well. |  |
|  |  |  |
| Listening Part 7: Listening to a Discussion - Q1 | to compliment her on her new purchase |  |
| Listening Part 7: Listening to a Discussion - Q2 | She isn’t able to get her car clean. |  |
| Listening Part 7: Listening to a Discussion - Q3 | He knows some facts about aphids. |  |
| Listening Part 7: Listening to a Discussion - Q4 | cutting down healthy trees |  |
| Listening Part 7: Listening to a Discussion - Q5 | People don’t relax underneath it. |  |
| Listening Part 7: Listening to a Discussion - Q6 | to suggest an alternate solution |  |
| Listening Part 7: Listening to a Discussion - Q7 | The man appreciates attractive automobiles. |  |
| Listening Part 7: Listening to a Discussion - Q8 | requesting alternate parking spot |  |
|  |  |  |
| Listening Part 8: Listening to Viewpoints - Q1 | relieve some of the financial pressure that students face. |  |
| Listening Part 8: Listening to Viewpoints - Q2 | is working with several other professors. |  |
| Listening Part 8: Listening to Viewpoints - Q3 | there would be concern about the additional work. |  |
| Listening Part 8: Listening to Viewpoints - Q4 | the role of a professor is quite challenging. |  |
| Listening Part 8: Listening to Viewpoints - Q5 | require a long period of time to publish a print text. |  |
| Listening Part 8: Listening to Viewpoints - Q6 | may choose either print or electronic textbooks. |  |

# APPENDIX C Reading Result

|  |  |  |
| --- | --- | --- |
| Question | Answer Key |  |
| Reading Part 1: Reading Correspondence - Q1 | new driver’s parent. |  |
| Reading Part 1: Reading Correspondence - Q2 | more than one non-family passenger. |  |
| Reading Part 1: Reading Correspondence - Q3 | may increase the risk of accidents. |  |
| Reading Part 1: Reading Correspondence - Q4 | can’t drive his 5 classmates. |  |
| Reading Part 1: Reading Correspondence - Q5 | knows his responsibilities as a driver. |  |
| Reading Part 1: Reading Correspondence - Q6 | will put more new drivers on the road. |  |
| Reading Part 1: Reading Correspondence - Q7 | sharing your opinions. |  |
| Reading Part 1: Reading Correspondence - Q8 | may increase the risk of accident and injury. |  |
| Reading Part 1: Reading Correspondence - Q9 | several teenagers. |  |
| Reading Part 1: Reading Correspondence - Q10 | supports |  |
| Reading Part 1: Reading Correspondence - Q11 | care about the safety of young drivers. |  |
| Reading Part 2: Reading to Apply a Diagram - Q1 | class times. |  |
| Reading Part 2: Reading to Apply a Diagram - Q2 | starting the day at 9 a.m. instead of 9:35 a.m. |  |
| Reading Part 2: Reading to Apply a Diagram - Q3 | there are no social activities in the morning. |  |
| Reading Part 2: Reading to Apply a Diagram - Q4 | outings |  |
| Reading Part 2: Reading to Apply a Diagram - Q5 | the transportation to and from |  |
| Reading Part 2: Reading to Apply a Diagram - Q6 | to ask for advice. |  |
| Reading Part 2: Reading to Apply a Diagram - Q7 | featured social activities in the morning. |  |
| Reading Part 2: Reading to Apply a Diagram - Q8 | will be joining the students on the camping trip. |  |
| Reading Part 3: Reading for Information - Q1 | D |  |
| Reading Part 3: Reading for Information - Q2 | E |  |
| Reading Part 3: Reading for Information - Q3 | C |  |
| Reading Part 3: Reading for Information - Q4 | D |  |
| Reading Part 3: Reading for Information - Q5 | D |  |
| Reading Part 3: Reading for Information - Q6 | E |  |
| Reading Part 3: Reading for Information - Q7 | A |  |
| Reading Part 3: Reading for Information - Q8 | C |  |
| Reading Part 3: Reading for Information - Q9 | B |  |
| Reading Part 4: Reading for Viewpoints - Q1 | doesn’t measure student progress. |  |
| Reading Part 4: Reading for Viewpoints - Q2 | Valleyside |  |
| Reading Part 4: Reading for Viewpoints - Q3 | gather statistical data. |  |
| Reading Part 4: Reading for Viewpoints - Q4 | more limited. |  |
| Reading Part 4: Reading for Viewpoints - Q5 | divisive. |  |
| Reading Part 4: Reading for Viewpoints - Q6 | defy |  |
| Reading Part 4: Reading for Viewpoints - Q7 | of limited value, |  |
| Reading Part 4: Reading for Viewpoints - Q8 | public |  |
| Reading Part 4: Reading for Viewpoints - Q9 | touched on |  |
| Reading Part 4: Reading for Viewpoints - Q10 | provincial governments |  |