

Reading & Writing

General Training

SECOND EDITION

DENISE YOUNG | NEILANE LIEW | BRIDGET AUCOIN

OXFORD



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CONSULTING EDITOR: WENDY SAHANAYA

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INTRODUCTION

How to Use This Book

There are two main sections to this book: the General Training Reading and the General Training Writing. The units and the activities have been numbered separately in each section. Answers for the activities and the practice tests are in the Answer Key at the end of the book.

Part 1: Reading

Part 1 gives you:

- an overview of the test, which describes the General Training Reading, the types of texts, and the question types.
- a chapter on the skills you will need for success in the IELTS exam.
- the sections of the test, and the text and question types in detail. For each section there is an explanation of appropriate reading skills for the text and question types common to that section. The purpose of this explanation is to help you understand the purpose of the question type and of the appropriate skill for answering the question. After the explanation, there is a guided practice. Here useful skills and strategies will be explained in detail, and there are exercises for you to practise the skills. Then there is an exam practice, which provides readings and questions for you to work through as you would for the actual IELTS exam. Follow the instructions for each activity and, when you have finished, check your answers in the Answer Key in Appendix 1 at the back of the book.
- three practice reading tests and a reading answer sheet, which you may copy.

Part 2: Writing

Part 2 gives you:

- an overview of the General Training Writing
- the two writing tasks described and practised in detail
- discussion and explanation of the criteria on which the tasks are marked.

You can do the sections in any sequence you wish, but you will gain the greatest benefit by working through the units before you do any practice tests.

PART 1

GENERAL TRAINING READING

UNIT 1

About the General Training Reading Module

In the General Training Reading Module of the IELTS exam you will be given 60 minutes to read a range of written texts in English, and answer about 40 related questions.

The reading texts are taken from general everyday sources such as magazines, newspapers, workplace and training information, signs, advertisements and many more. The questions are designed to assess your ability to obtain and interpret meaning from the texts.

The main features of the General Training Reading Test are:

- sections: 3 sections
- total reading texts: 5–6 various
- total time: 60 minutes
- total questions: 40 questions
- marks: 1 mark per question.

Each of the three parts of the test contains texts and questions of different types, so it is important that you become familiar with all three parts of the test.

General Training Reading Test Overview

Section 1

Questions 1–14

Two, three or more short texts (each less than 500 words), taken from everyday general sources. These include advertisements, notices, leaflets, timetables, brochures, and menus.

Section 2

Questions 15–27

Two medium-length texts (about 500 words) usually taken from training or workplace or vocational sources.

Section 3

Questions 28–40

One longer text (500–700 words) from a general interest article, usually a topic of general interest, describing something, or narrating a story or event.

Total number of texts: usually 5–6. Total test questions: 40. Total test time: 60 minutes.

Question types

There are 40 questions in the General Training Reading Test, covering a range of question types including:

- multiple choice
- true/false/not given or yes/no/not given
- matching headings and text
- classification of information
- short written answers
- notes, summary, table or diagram completion.

Questions may be written into the test before or after each text. An example of how to answer each question type is always given in the test instructions.

The texts and the questions become more complex throughout the test, so you need to become familiar with all three parts of the test.

Note: the same question type can be used to test different reading skills.

Test answer sheet

You will be given a General Training question paper (which contains the texts and questions) and a separate answer sheet. You may mark or write on the question paper, but before the end of the 60 minutes you are required to transfer all your answers to the answer sheet. There is an answer sheet in Appendix 2 at the end of this book.

You will **not be given extra time** to transfer your answers to the answer sheet, so you should allow time to do so within the 60 minutes given for the test. Your answers precisely as they appear on the answer sheet will determine your score.

Divide the total time for the test (60 minutes) into smaller sections to ensure that you have time to complete all three parts.

TIP

- Remember to answer all questions, even if you are unsure or unfinished.
Never leave answers blank.
- Remember that any reading practice in English is practice for IELTS!
Buy a magazine you like, read a book from the library or bookshop, buy a newspaper each day. You will improve your reading every time you read.

The three parts of the General Training Reading Test contain text and questions of different types. In the following three units of this booklet we will look at each part of the test separately and provide practice.

UNIT 2

Section 1: Answering Questions to Short Texts

Section 1 of the General Training Reading Test assesses your ability to obtain factual information from everyday short texts.

Section 1 text types

Section 1 contains 2–3 short texts from everyday sources such as advertisements, notices, leaflets, timetables, brochures, and menus. Each text contains general information.

Look at the short extracts below. They are all extracts of texts from Section 1. Can you guess what type of text each reading is, or where each one might come from?

TEXT EXAMPLE 1

ON THE CITY DOORSTEP

Looking for somewhere to go this long weekend? Try these national parks.
They are closer to home than you think.

A Nambung National Park (the Pinnacles)

245 km north of the city

What to do: the spectacular feature of this park is undoubtedly the Pinnacles, one of Australia's best-known landscapes ...

B Yanchep National Park

51 km north of the city

What to do: the park has an array of attractions, including a 240 m koala boardwalk, an abundance of Western Grey Kangaroos, walk trails (from 500 m to 55 km), activity programs for schools, daily tours ...
There's even a golf course ...

C Walyunga National Park

40 km north-east of the city, along the Great Northern Highway

What to do: there are many different walking trails to choose from in the park ...

TEXT EXAMPLE 2

Bees Neez Apiaries



Gift shop open every Sunday 10am-4pm.

Other times by appointment.
Group bookings welcome.

Sample different types of honey; tour the extraction plant

*Creamed honey—Jarrah honey
Pollen—Royal Jelly Propolis ...*

TEXT EXAMPLE 3**Donate life: discover the facts about organ donation**

Register your decision on the Organ Donor Register.

WHAT IS ORGAN AND/OR TISSUE DONATION?

Organ and tissue donation is a life-saving and life-transforming medical process.

Organs and/or tissue are removed from a donor and transplanted into someone who is very ill or dying from organ failure.

The three extracts above are different text types taken from different sources.

- Example 1 is an advertisement describing national parks, possibly from a local newspaper or community magazine.
- Example 2 is a general advertisement for a gift shop located on a bee farm. It might be found in a tourism publication.
- Example 3 is about organ donation taken from a government public health pamphlet.

Section 1 question types

There are a range of typical Section 1 question types. These usually include:

- answer in **no more than** two words
- answer in **no more than** three words, a letter or number
- true/false/not given
- matching text to question.

Look at the samples of question types below. Can you decide which types of question from the list above that they are?

Question type example 1

Look at texts A–G above. For which text are the following statements true? Write the letter(s) **A–G**.

- 1 These **two** parks are closest to the city: _____
- 2 It will take more than two hours to drive to **this park** from the city: _____

Question type example 2

Do the following statements agree with the information in the text? In boxes on your answer sheet, write:

- **TRUE** if the statement agrees with the information
- **FALSE** if the statement contradicts the information
- **NOT GIVEN** if there is no information on this.

- 1 Tourists can try their hand at making candles.
- 2 Appointments can be made by telephone or online.

Question type example 3

Answer the questions below. Choose *no more than three words* from the text for each answer.

- 1 You are never too old to donate an organ. The use of an organ is determined by the _____ of the organ and its tissues, and how and where the donor died.
- 2 All people who are _____ can register to be a donor.

How did you do? Answers:

- Example 1 – match text to question
- Example 2 – T/F/NG
- Example 3 – answer in no more than three words.

Section 1 reading skills

Introduction to reading skills

Before you do the IELTS exam, it is important that you develop *good reading skills* to assist you in reading fast and accurately. Remember: IELTS has a time limit!

Reading skills include your ability to:

- (a) skim and scan a text to find specific information
- (b) identify the main idea of a section or complete text
- (c) distinguish details from main ideas in a text
- (d) understand vocabulary from context
- (e) distinguish factual information from opinions and assumptions in a text
- (f) understand a writer's point of view in a text.

Which of these reading skills are you already familiar with? Which of them do you use?

Reading skills 1: Skimming

What is the first thing you should do when you start to read a new text? Skim the text.

What is skimming?

To skim means to 'read quickly' or to 'glance through' a text. When we skim a text we read only the parts that we consider to be important, and do not read other parts. We look at the total organisation of the text. We check headings and subheadings, and we see how the text is organised into sections or paragraphs to guess what information the text may hold. When we skim we do not read all of the text.

Why do we skim?

Skimming helps us very quickly to decide:

- what the text is mainly about (the topic and the main message)
- the purpose of the writer
- the information the sections or paragraphs might hold.

Think about when you sit down to read your favourite magazine in your own language.

- Do you first glance through (skim) the magazine to decide which article you would like to read first?
- Before you read the article you have chosen, do you skim parts of it first to see whether you really want to read it?

If you do, this is ‘to skim’.

It is important to skim before you read in English. Skim in the IELTS exam as well.

How should I skim in the IELTS exam?

In the IELTS reading exam you have limited time. You should skim-read to save time and to maximise your understanding of the text and the questions.

- 1 Skim every text before you read to get an idea of the text.
- 2 Skim the questions so you have an idea of what you will need to answer.

Skimming practice activity

Choose an article from the newspaper or a magazine. Allow yourself two minutes to skim the article. At the end of the two minutes:

- (a)** What is the topic?
- (b)** How is the text organised?
- (c)** What is the author’s purpose or main message?
- (d)** What information do you think you will find in each part of the text?

You are now ready to read the text in more detail and will be able to more easily answer the questions.

Try skimming with more texts from magazines and newspapers. The more skimming practice you do, the faster you will become.

Reading skills 2: Scanning

What is scanning?

To ‘scan’ means to ‘look over a text to find a particular piece of information’; for example, a particular date, time, place or name. We do not read the whole text because we are only interested in particular information, even if that is just one word or number.

Why do we scan?

Scanning is what we do in all languages when we are reading a bus timetable, a long restaurant menu, a movie-guide page online or in the newspaper, and many other everyday texts. We are not at all interested in the whole timetable, movie page or menu, just the information we need.

Can you think of other everyday texts we scan – where we need only particular information and do not read the whole text?

Look at this list. Most of these texts we scan. Which text do we usually **not** scan? **Tick the odd one out.**

- telephone directory
- online exam results
- grocery advertisement page
- a letter to say whether you got the job
- a weather forecast report for the weather tomorrow
- an email from your sister overseas
- a museum brochure – you want to know opening hours and entry fee.

When should I scan in the IELTS exam?

- Section 1 of the IELTS General Training Reading Test frequently contains texts that require you only to scan. These may be advertisements, lists, notices, leaflets or others.
- Section 1 question types frequently require you to find a specific number, word or phrase in the text. As you do not need to read the whole text, you should scan.
- As you have limited time to complete the answers, decide as you go through the test which texts or questions require no more than scanning.
- Sections 2 and 3 of the IELTS general training reading may also on occasion require no more than scanning of texts and questions. Use your scanning skill when it is appropriate.

Scanning practice activity

Choose any advertisement from a magazine. Practise fast scanning for specific information, such as:

- full name of product
- name of producer or brand
- price
- availability.

Section 1: Getting ready to read

Now you are familiar with Section 1 of the General Training Reading Test. This includes:

- text types
- question types
- introduction to reading skills – skimming and scanning.

How should you approach each text and question set? Look at these steps.

Step 1: Survey the text quickly. Look at the title, subheadings, pictures, captions and any other clues that help you to understand the text quickly, read the first and last paragraph, look at the overall organisation of the text, read the first line of every paragraph. What is the text about?

Step 2: Skim the instructions and questions. Are you familiar with the question type?

Step 3: Read the text again if the questions require it. Scan the text if the question requires just a word or number.

Step 4: Answer the questions.

Optional: transfer your answers to the answer sheet immediately. Check spelling and grammatical accuracy as you go.

Section 1: Exam practice

Practice activity 2.1

Here are whole versions of the three sample Section 1 texts you have already looked at. There are sets of typical IELTS questions for you to answer. Read the texts and answer the questions. Before you read, remember to:

- 1 Skim the text.
- 2 Skim the questions.
- 3 Scan or read the text again to answer the questions.

After you finish, check your answers in the Answer Key in Appendix 1.

TEXT 1***ON THE CITY DOORSTEP***

Looking for somewhere to go this long weekend? Try these West Australian national parks. They are closer to home than you think!

A**Nambung National Park (the Pinnacles)**

245 km north of Perth

What to do: The distinctive feature of this park is undoubtedly the spectacular Pinnacles, one of Australia's best-known landscapes. Thousands of huge limestone pillars rise from yellow sands to resemble the science fiction movie *E.T.* Some are up to 3.5m tall, some are sharp-edged columns, others resemble tombstones. The park is also good for seeing wildflowers, picnicking, swimming, fishing and snorkelling.

B**Yançep National Park**

51 km north of Perth

What to do: The park has an array of attractions, including a 240 m koala boardwalk, an abundance of Western Grey Kangaroos, walk trails (from 500 m to 55 km), activity programs for schools, daily tours of Crystal Cave and Aboriginal cultural experiences at weekends. There's even a golf course. The park, which attracts more than 240 000 local, interstate and international visitors each year, has excellent picnic facilities.

C**Walyunga National Park**

40 km north-east of Perth, along the Great Northern Highway

What to do: There are many different walking trails to choose from in the park—the easy 12 km Aboriginal Heritage Trail, the medium 5.2 km Syd's Rapids trail, the 4 km Kangaroo Trail loop, the medium 8.5 km

Kingfisher Walk Trail and the difficult 10.6 km Echidna Trail, which boasts breathtaking panoramas across the Swan and Avon valleys and the whole breadth of the park. There's also canoeing, picnicking, bird-watching, wildflower rambles and camping (by arrangement with the ranger) available.

D**John Forrest National Park**

28 km east of Perth

What to do: WA's first national park and one of Australia's oldest conservation areas. Several trails run through various parts of the park, including the Railway Heritage Trail, which follows the alignment of the old railway line to York. Visitors can walk through the oldest railway tunnel in WA—the Swan View Tunnel. Many of the trails pass the Hovea and National Park Falls, and there are many magnificent vistas of the Swan coastal plain.

E**Beelu National Park**

40 km east of Perth, on Mundaring Weir Road

What to do: Bushwalking, picnicking, wildlife observation and photography. You can walk on or alongside the Mundaring-to-Kalgoorlie pipeline, and there are environmental interpretive activity programs during school holidays. The Golden View Lookout at South Ledge provides panoramic views over Lake C.Y. O'Connor, the Mundaring Weir and the Helena River Valley, while the Dell is a great location to access the area's mountain-bike and walking trails.

F**Serpentine National Park**

26 km south of Armadale, off South Western Highway

What to do: Bushwalking, sightseeing, photography, picnicking and wildlife observation. In winter, the white waters of the Serpentine River cascade over the Serpentine Falls into a swirling pool below. The falls have been one of the focal points of the area since the early European settlers came in droves to swim, picnic and enjoy a day in the bush. A 500 m walk trail along the Serpentine River leads to the falls and is accessible by wheelchair.

G**Shoalwater Islands Marine Park**

50 km south of Perth

What to do: The top attraction is Penguin Island, home to a diverse array of wildlife. It boasts the largest colony of penguins in Western Australia. The small, 12.5 ha island is less than 700 m offshore. The park also has

good boating, fishing (outside sanctuary zones) and swimming. Windsurfing and surfing at the western edge of Penguin Island is also very popular. Diving may be enjoyed in designated areas. The ferry ride provides the opportunity to see the sea lions lazing on Seal Island.



Source: 'On Perth's Doorstep' by Kent Acott, *The West Australian*, 10 October 2010

Practice activity 2.1: questions for text 1

Write the correct letter, **A–G**, in boxes **1–5** on your answer sheet. **Note:** you may use any letter more than once.

- 1 These **three** parks are closest to the city.
- 2 This park has walking trails along the river.
- 3 At this park you can see penguins and sea lions.
- 4 This park contains a golf course, and has tours of a cave.
- 5 Name at least **two** parks where you can go swimming.

TEXT 2

Bees Neez Apiaries



Gift shop open every Sunday 10am-4pm

Other times by appointment

Group bookings welcome

Sample different types of honey; tour the extraction plant



- creamed honey—Jarrah honey
- pollen—Royal Jelly Propolis
- honeycomb—beeswax candles

285 Wayland Circle, Beechina
(between the towns of Chidlow and Wooroloo)

9733 8293

www.beesneez.com.au

Source: Bees Neez Apiaries

Practice activity 2.1: questions for text 2

Do the following statements agree with the information in the advertisement in text 2? On your answer sheet, write:

- **TRUE** if the statement agrees with the information
 - **FALSE** if the statements contradicts the information
 - **NOT GIVEN** if there is no information on this.
- 6 The gift shop is open every day from 10am to 4pm.
 - 7 The gift shop sells products which are produced at this apiary.
 - 8 Tourists can try their hand at making candles.
 - 9 Appointments can be made by phone or online.
 - 10 The gift shop is within the grounds of a farm.

TEXT 3

Donate life: discover the facts about organ donation

Register your decision on the Australian Organ Donor Register.

DISCOVER THE FACTS

What is organ and/or tissue donation?

Organ and tissue donation is a life-saving and life-transforming medical process. Organs and/or tissue are removed from a donor, and transplanted into someone who is very ill or dying from organ failure.

Australia has one of the highest transplant success rates in the world, and research shows the majority of Australians support organ and/or tissue donation.

WHY IS ORGAN AND/OR TISSUE DONATION IMPORTANT?

Organ and/or tissue donation saves and transforms lives. One donor can save the lives of up to 10 people and significantly improve the lives of many more.

There are almost 1700 Australians waiting for a transplant on the official waiting list at any one time. Many Australians die each year waiting for the gift of a transplant. Some Australians spend weeks or months in hospital, with others making several trips to hospital every week for dialysis or other treatment. Some people need to use an oxygen tank 24 hours a day while they wait.

WHY DO PEOPLE NEED TRANSPLANTS?

People who need an organ transplant are usually very ill or dying because their own organ is failing. They range from babies and children to older people.

People who need a tissue transplant can also be of any age. In some cases, tissue can save lives. More often, it greatly improves the recipient's life.

WHO CAN BECOME A DONOR?

Almost anyone can donate organs and/or tissue—there is no age limit on the donation of some organs and tissue. The determining factors are where and how a person dies and the condition of their organs and tissue. While your age and medical history will be considered, you shouldn't assume you're too young, too old or not healthy enough to become a donor.

WHICH ORGANS AND/OR TISSUE CAN BE DONATED?

Individuals can decide to donate specific organs and/or tissue. Donors have complete choice over which organs and/or tissue they wish to donate. Donation can involve:

- organs—including kidneys, heart, lungs, liver and pancreas
- tissue—including heart valves, bone tissue, skin, eye and pancreas tissue.

Decide and register your decision.

WHAT IS THE DONOR REGISTER?

The Australian Organ Donor Register (the Donor Register) is the official national register for people to record their decision about becoming an organ and/or tissue donor for transplantation after death.

The Donor Register ensures that a person's donation decision can be verified 24 hours a day, seven days a week by authorised medical personnel anywhere in Australia. In the event of a person's death, information about their donation decision may be accessed from the Donor Register by authorised medical personnel and provided to their family.

If you don't want to become an organ and/or tissue donor you can register your decision not to donate on the Donor Register.

The Donor Register is not for registering decisions about donating organs and tissue for scientific research purposes or the manufacture of biological medical products.

WHO CAN REGISTER ON THE DONOR REGISTER?

Persons 16 years of age or older can register their donation decision on the Donor Register.

HOW DO I REGISTER ON THE DONOR REGISTER?

You can register your donation decision by either:

- filling in the attached form
- going to www.donorregister.gov.au and registering online
- calling 1700 777 203
- visiting your local Medicare office.

HOW DO I CHANGE MY REGISTRATION DETAILS?

You can change or withdraw your donation decision on the Donor Register by:

- filling in the attached form
- calling 1700 777 203
- visiting your local Medicare office.

Discuss your decision with family and friends

WHO NEEDS TO KNOW MY DONATION DECISION?

The people close to you—your next of kin—need to know your donation decision today. In the event of your death, they will be asked to confirm your donation wishes. In Australia, family consent is always sought before donation can proceed—even if you are registered on the Donor Register.

The most important thing that helps a family's decision is knowing the wishes of their loved one. Families who have discussed and know each other's donation decisions are much more likely to uphold those decisions.

Source: Medicare Australia
Organ & Tissue Authority

Practice activity 2.1: questions for text 3

Answer the questions below. Choose **no more than three words** from the text for each answer. Write your answers in boxes **11–14** on your answer sheet.

11 This leaflet is produced by the government to give facts and information about _____

12 Donation of one organ can save the lives of up to _____.

13 You are never too old to donate an organ. The use of an organ is determined by the _____

_____ of the organ and its tissues, and how and where the donor died.

14 Organs that can be donated include liver, heart, lungs, _____.

Now try these extra questions:

- 1 All people who are _____ can register to be a donor.
- 2 You can register _____ your donation decision by calling 1700 777 203, by visiting a local medical health office, or filling in an attached form.

End of practice activity 2.1.

Check your answers in the Answer Key in Appendix 1. How did you do?

Practice activity 2.2

Read the following three texts for Section 1, and answer the related questions. Before you read, remember to use the reading skills and steps to reading that you have learnt in this unit.

Step 1: Survey each text.

- What text type is it?
- What question types are used?
- Skim to see what the text is about. Skim to see how each text is organised.

Step 2: Skim the instructions and the questions.

Step 3: Read the text again, or scan (if appropriate) to answer the questions.

After you finish, check your answers.

Practice activity 2.2: text 1

Look at the text and answer questions 1–4 on the next page.

TEXT 1

Our community

MAGAZINE

In this issue:

Art people	1	Health Matters: A New	
Books	12	Paradigm of Health	3
KSP	12	Why Are You Sick When	
Strong Showing	12	Your Friend Isn't?	3
Built It	9	Why Are Minerals more	
Business	13	Important?	4
Business Card Board	29	Jazzercise – What is it?	4
Community		Never Work Again	4
Free Cycling Tours	2	Imaginative Gifts	10
Remembrance Day	13	Networking with Lesley	13
Zumbathon	15	Night Sky	21
Reconciliation	17	Notes from Parliament	14
Midland Arts and Crafts		Pc Surgeon	20
Market Opened	18	Pets	29
Crossword	14	Relationship Matters	6
Dining Out	19	Safe	28
Education	27	The Idler	26
Entertainment		Travel	
Dame Joan on Display	25	The Isles of Greece	8
Finance	21	Weddings	
Alternatives to Nylon		Tamara and Joshua	
Line	17	Vivian	7
Gig Guide	25	What's On	22, 23
Greenfingers With Linda	16	What's On In Business	17

Source: Swan Magazine, WA

Practice activity 2.2: questions for text 1

Now answer the questions below. Write your answers in boxes **1–4** on your answer sheet.

Note: you may use any page number more than once.

What page number(s) should you turn to if:

- 1 you would like to find a restaurant?
- 2 you need your computer repaired?
- 3 you enjoy astronomy?
- 4 you want to check the stock market listings?

Now try these extra questions:

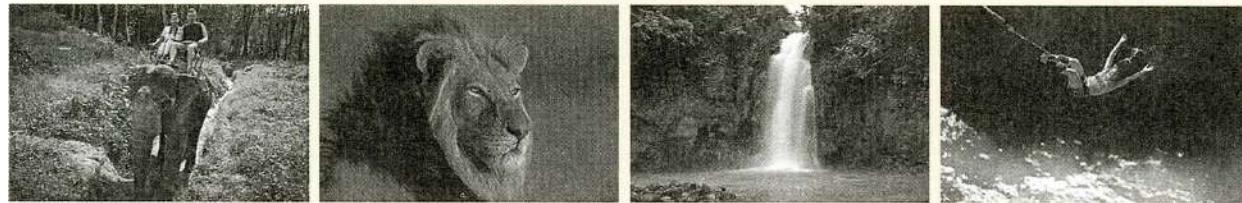
- 1 you'd like to plant some flowers in your garden?
- 2 you need a puzzle to do on the train?

Practice activity 2.2: text 2

Read the advertisement below and answer questions 5–10 on the next page.

TEXT 2

Travel this summer >>>>



Travel from two weeks to three months and participate in a unique combination of volunteer projects plus adventure travel

You could make a significant difference while having the ADVENTURE OF A LIFETIME!

Academic credit available on most campuses.

Volunteer project

Make a real difference by volunteering in conservation and social community development projects such as:

- sea turtle conservation
- teaching English to children
- home and community building
- rainforest regeneration
- elephant conservation projects.

Outdoor adventure tour

Do more in two weeks than most people would dream about doing in a lifetime. Highlights include:

- white water rafting
- scuba/snorkelling on exotic reefs
- African wildlife safaris
- horseback riding to hidden waterfalls

and much more.

For more information

Information meeting THIS Thursday, April 7th

In building 401, room 155 (in the courtyard next to the Hollis Theatre)

Every hour on the hour—9am, 11am, 12pm, 1pm, 2pm, 3pm, 4pm and 5pm!!

INTERNATIONAL STUDENT VOLUNTEERS

Summer travel and volunteer projects—apply online at www.isvonline.org.
PO Box 2169, Bondi Junction, NSW 1355, Australia 61 2 9369 555

Practice activity 2.2: questions for text 2

Do the following statements agree with the information in the advertisement in Text 2? In boxes **5–10** on your answer sheet, write:

- **TRUE** if the statement agrees with the information
 - **FALSE** if the statement contradicts the information
 - **NOT GIVEN** if there is no information on this.
- 5** International travel and volunteer programs are offered in five different regions of the world.
- 6** Students can travel for any length of time from two weeks to three months.
- 7** The cost of return airfares to each country is included in the price of the tour package.
- 8** Students can volunteer to assist only on environmental programs.
- 9** Information meetings about the program are held every Thursday every hour on the hour.
- 10** Volunteers can apply online or by post to the headquarters in London, UK.

Practice activity 2.2: text 3

Read the text below and answer questions 11–14.

TEXT 3

Preparing for a flood



Floods are an unfortunate fact of life for many areas. The effects are often devastating for homeowners. If you live in a flood-prone area, you will be better able to cope by:

- acknowledging the likelihood of flooding
- knowing the warning systems and evacuation schemes in place for your area
- determining likely flood levels from past floods and local experience
- keeping a survival kit handy at all times.

There is no doubt that the impending flooding of a property is a traumatic experience. If there is sufficient time and safety margins, you can take steps in the following order to minimise damage:

- 1 Prepare a getaway kit with essential personal papers, medicines, warm clothes, some food and blankets.
- 2 Lift all movable items within the house as high as possible, preferably above the highest known flood level.
- 3 Close doors between rooms.
- 4 Close all windows.
- 5 Cover low-level windows and glazed doors with plywood, old corrugated iron, timber boarding or sandbags to reduce the risk of the glass being broken.
- 6 Turn off water, electricity and gas.

- 7 Sandbag doorways.
- 8 Block off subfloor vents and openings.
- 9 Secure and protect outbuildings.

Survival equipment

Possible flood survival equipment may comprise:

- a good number of sandbags
- a shovel, spade and broom
- torch and spare batteries
- some bottled fresh water
- a few days, supply of food
- some woollen clothes kept in dry storage bags
- gumboots or waders
- an inflatable dinghy of suitable size with oars
- some strong nylon rope.

After a flood

If your home has been flooded:

- don't return until the floodwaters have receded enough to make it safe to enter and remain at the property and you are permitted to return by Emergency Service personnel or police
- have the house checked by a builder or engineer to ensure that it is sufficiently sound before clean-up.

Practice activity 2.2: questions for text 3

Answer the questions below. Choose **no more than three words** from the text for each answer. Write your answers in boxes 11–14 on your answer sheet.

11 To minimise damage from an imminent flood you should prepare a _____.

12 To prevent your home flooding, all windows and doors _____.

13 You should _____ electricity and gas if a flood is due.

14 To ensure safety after a flood, you should get permission from police or emergency personnel before you _____.

Now check your answers. Score your results and consider these questions.

- 1 Was I able to complete the questions for each text? Why/why not?
- 2 How many questions did I get right per text?
- 3 How long did I need per text?
- 4 Which type of question or text did I make most errors on? Why?
- 5 What could I do differently next time?

End of practice activity 2.2

Practice activity 2.3

Read the following three texts for Section 1, and answer the related questions. Timing is very important. Time yourself as you practise. Before you read, remember to use the reading skills and steps to reading that you have learnt in this unit.

Step 1: Survey each text.

- What text type is it?
- What types of question are used?
- Skim to see what the text is about. Skim to see how each text is organised.

Step 2: Skim the instructions and the questions.

Step 3: Read the text again, or scan (if appropriate) to answer the questions.

After you finish, check your answers in the Answer Key in Appendix 1.

Practice activity 2.3: text 1

Read the advertisement on the next page and answer questions 1–4.

TEXT 1**EUROPEAN RIVER CRUISING****A PRAGUE TO LONDON****21-DAY TOUR AND RIVER CRUISE**

15-day exclusive luxury charter with over 85% French balcony staterooms

- Buckingham Palace
- Hradcany Castle
- Big Ben
- Westminster Abbey
- 49 meals

Peak season departures across ALL cabins

FROM \$8645 pp twin share

Fly free return airfare to Europe

C BRITAIN, IRELAND AND CRUISE**30-DAY TOUR AND RIVER CRUISE**

15-day exclusive luxury charter with over 85% all-weather French balcony staterooms

- Stonehenge
- Edinburgh Military Tattoo
- Blarney Castle
- Guinness tasting
- 63 meals

FROM \$11 195 pp twin share

Fly free return airfare to Europe

B PARIS ESCAPE**18-DAY TOUR AND RIVER CRUISE**

15-day exclusive luxury charter with over 85% all-weather French balcony staterooms

- Explore 18 cities
- Eiffel Tower
- Opera House
- Canal boat cruise
- Notre Dame Cathedral
- 45 meals

FROM \$7645 pp twin share

Plus buy one airfare and get one free

D GRAND ALPINE TOUR AND CRUISE**28-DAY TOUR & RIVER CRUISE**

15-day exclusive luxury charter with over 85% all-weather French balcony staterooms

- Guided tours of Munich and Salzburg
- Horse-and-carriage ride to Neuschwanstein Castle
- 58 meals

FROM \$10 495 pp twin share

Fly free return airfare to Europe

Evergreen Tours

Premium touring worldwide

Call 1300 364 414 or contact your travel agent

www.evergreentours.com.au

Source: Evergreen Tours

Practice activity 2.3: questions for text 1

Questions 1–4

Look at the advertisements **A–D** above. For which advertisement are the following statements true? Write the correct letter, **A–D**, in boxes **1–4** on your answer sheet. **Note:** you may use any letter more than once.

- 1 This tour is the shortest and the least expensive.
- 2 This tour might be popular with beer drinkers.
- 3 This tour does not include a tour to a castle.
- 4 This tour includes a horse-and-carriage ride.

Questions 5–9

Do the following statements agree with the information in the advertisements? In boxes **5–9** on your answer sheet, write:

- **TRUE** if the statement agrees with the information
 - **FALSE** if the statements contradicts the information
 - **NOT GIVEN** if there is no information on this.
- 5 All cruises include a 15-day bus tour and a river cruise.
 - 6 The cost of the 'Prague to London Tour' is \$8645 for a twin room.
 - 7 All tours offer a free return airfare to Europe.
 - 8 All cruises take place on Evergreen Tours ferries.
 - 9 Entrance fees to castles and historic buildings are not included in the price.

Here is an extra question to practise:

- 1 Tours, including cruises, are best taken in summer.

Practice activity 2.3: text 2

Read the text below and answer questions 10–14.

TEXT 2

Hit the shops in Canberra, Australia

When it's time for some retail therapy, pick from Canberra's luxury boutiques and shopping centres, or find that special something in the many markets offering products made by local designers.

Canberra Centre

Bunda Street, Civic

Find the most contemporary and innovative retail and leisure experience at Canberra's city shopping hub at the Canberra Centre. Discover more than 300 retail outlets, plus cinemas and an alfresco, streetscape dining and café precinct. There are department and speciality stores and popular designer fashion labels.

Other shopping centres

- Westfield Shoppingtown, Benjamin Way, Belconnen
- Westfield Woden, Keltie Street, Phillip
- Tuggeranong Hyperdome, Anketell Street, Tuggeranong
- Riverside Plaza, Monaro Street, Queanbeyan

Speciality shopping

City

Find interesting boutiques, street fashion, alternative music stores, designer shoes and books hidden away in the arcades in City Walk and Garema Place and in the Canberra Centre. Be sure to visit Shop Handmade in City Walk—this concept store showcases the talents of local and interstate designers with jewellery, skin products, toys and clothing.

Manuka and Kingston

The small 1920s shopping centres of Manuka and Kingston are just a 10-minute walk from each other. Splurge on Australian and

international designer labels, beautiful antiques, gourmet food, high-quality homewares and exquisite jewellery among the café-lined streets.

Markets

Old Bus Depot markets

Wentworth Avenue, Kingston

The multi-award-winning Old Bus Depot markets, on most Sundays of the year and Saturdays in December in the lead-up to Christmas, are held inside the old bus depot and are renowned for a mix of handcrafted jewellery, art, clothing, furniture, toys and regional food and wine.

Handmade Market

Kamberra Wine Company

Visit Canberra's quarterly Handmade Market, which brings together talented artists, designers, stylists, craftspeople and gourmets under the one roof.

Capital Region Farmers Market

Exhibition Park in Canberra, Mitchell

Be tantalised by the array of fruit, vegetables, plants, flowers, seafood, cakes, condiments, meats, cheese and more. Visit the largest regional market in the Southern Tablelands where the fresh seasonal produce reflects the regional diversity.

Saturday morning 8.00–11.00am.

Source: Australian Capital Tourism

Practice activity 2.3: questions for text 2

Do the following statements agree with the information in the advertisement? In boxes **10–14** on your answer sheet, write:

- **TRUE** if the statement agrees with the information
- **FALSE** if the statements contradicts the information
- **NOT GIVEN** if there is no information on this.

- 10** The main shopping hub in Canberra is in the city centre and has more than 300 outlets.
- 11** Shop Handmade in City Walk is one of the specialty shops of Canberra, selling local but not interstate products.
- 12** There are four shopping centres to choose from outside the Canberra city centre, one of which is named the Tuggeranong Hyperdome.
- 13** The 1920s shopping centres are well known for the glamorous architecture of their buildings.
- 14** The Old Bus Depot Markets are open on Saturdays and Sundays throughout the year.

Here is an extra question to practise:

- 1** At the Farmers Market, the array of different cheeses on sale is one of the most talked-about highlights.

Practice activity 2.3: text 3

Read the text below and answer questions **11–14**.

TEXT 3

The Complete Gardening Handbook

HOW TO GROW STRAWBERRIES

Strawberries are very easy to grow, but always buy certified disease-free plants. If disease attacks your plants, buy fresh plants. The method described is simple and reliable. Some varieties crop just once, while others produce several crops between early summer and mid-autumn.

Planting

Strawberries need fertile soil so work plenty of compost or manure into the ground, removing all weeds before planting. Rake in fertiliser, then plant 45 cm (18 in) apart in rows 75 cm (30 in) apart.

The plants often arrive with bare roots. Spread the roots out on a mound, making sure that the crown is level with

the surrounding surface, then return the soil.

Most plants are sold in pots. Water them an hour prior to planting out, and plant at their original depth.

Remove flowers that appear during the first year. This allows the plants to get well established before bearing a crop of fruit.

Routine care

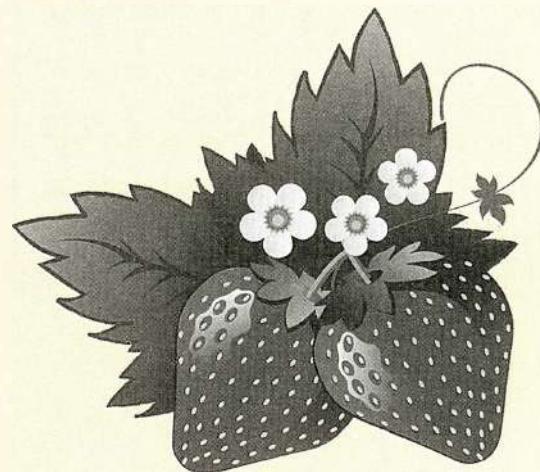
- 1 The plants benefit from regular feeding. Sulphate of potash should be applied in early spring. If plants need a boost, apply sulphate of ammonia in mid-spring.
- 2 Hoeing or hand weeding will keep down weeds.
- 3 Use special mats to keep the fruit clean. These must be in place as the fruits develop.
- 4 It may be cheaper to lay a thick bed of straw around the plants.

New plants from runners

Spread out the runners in early to mid-summer, and peg where there is a strong tuft of leaves into pots of compost plunged into the soil.

Pinch or cut off runner just beyond the pegged-down point, but *do not sever the link with the parent plant*. Remove surplus runners not required.

Check after six weeks, and if the plant has rooted well, sever it from its parent.



Source: *The Complete Gardening Handbook*,
Abbeyleix Press, 2008

Practice activity 2.3: questions for text 3

Answer the questions below. Choose **no more than three words** from the text for each answer. Write your answers in boxes 11–14 on your answer sheet.

- 11 It is important that you choose strawberry plants to grow that are _____.
- 12 Before you plant strawberry plants ensure that your soil is fertile, and _____ from the ground.
- 13 As the strawberry plants grow you should place a small mat or a bed of straw around each plant to keep _____.
- 14 During the first year, remove all _____ from the plants, so that they can grow strong to bear fruit.

Here are some extra questions to practise:

- 1 Some varieties of strawberry _____ between summer and autumn.
- 2 Feed the strawberries with fertilisers such as sulphate or potash

Now you have finished, check your answers in the Answer Key in Appendix 1. Score your results and consider these questions:

- 1 How many questions did I get right per text?
 - 2 How long did I need this time per text?
 - 3 Which type of text or question did I make most errors on? Why?
 - 4 What could I do differently next time?
-

UNIT 3

Section 2: Answering Questions to Longer Texts

Section 2 tests your ability to obtain meaning from texts related to training, education or the workplace.

Section 2 text types

There are two longer texts (about 500 words each) from educational, training or vocational sources. These may include university or training centre advertisements and leaflets; workplace texts, such as safety notices or workplace instructions from manuals; or other workplace documentation.

Look at the two extracts of Section 2 texts below. These are extracts only, not whole texts, so they are much shorter than those in the IELTS test. Can you determine what type of texts they are, or where they come from?

TEXT EXAMPLE 1

All students are automatically registered as library members. Your student ID card is your library card and printing and photocopying charge card. Student ID cards are available from the library, at a cost of \$5.00.

You are entitled to borrow up to six items at any one time, two of which can be videos, DVDs, CDs or cassettes. Books can be borrowed for two weeks, DVDs, CDs and videos for one week ...

Borrowed items should be returned on or before their due date ...

TEXT EXAMPLE 2

Many of these physical hazards can be minimised or controlled. Protective clothing and equipment play an important part in the prevention of accidents.

- The uniform protects and supports us.
- Shoes should have non-slip soles and provide sufficient support. You would not weld in your thongs!
- Aprons protect against spills, dirt or chemicals.
- Glasses and ear plugs protect against damage to the eyes and excessive noise.

Example 1 is part of a text outlining borrowing rules, probably from a school or university library. Example 2 is probably found in a workplace, and comes from a staff safety manual.

Were you right?

Section 2 question types

Question types common to Section 2 can be similar to question types in Section 1, including:

- true/false/not given
- answer in **no more than** two or three words
- matching text to question.

Section 2 texts and questions are more complex than those of Section 1. In addition to the question types above, Section 2 question types commonly include:

- choose the correct heading for each section
- multiple choice.

Look at the sets of questions for Section 2 below. Can you decide which type of question they are from the types listed above?

Question type example 1

The passage has six paragraphs labelled **A-G**. Which paragraphs contain the following information? Write the appropriate letter **i-vi** in boxes on your answer sheet. You need only one number for each answer, but each number may be used in more than one answer.

Example:

- What if I have not finished a book? _____
- How long can I borrow items for? _____

Question type example 2

Read the information and complete the sentences. Choose **no more than three words** from the text for each answer.

Injury from loud noises can be prevented by using 1 _____. You should wear 2 _____ if the temperature is too cold. You should wear 3 _____ to avoid getting anything on your clothes.

Example 1 requires matching text to question, and example 2 requires an answer in no more than three words.

Take care that you use one, two or three words only. Four or more words will not be correct.

Section 2 reading skills

Reading skills 3: Understanding vocabulary from context

When you take an IELTS reading text, and frequently when we read in general, we do not have access to a dictionary to explain the meaning of unknown words.

What can you do when you encounter a word or phrase in the IELTS test that you have not seen before, are not familiar with, and do not understand?

- 1 Decide whether the word or phrase is important to understanding the text or answering the questions, because perhaps it is not important. In that case ignore it and focus on other words in the text.
- 2 If it is an important word or phrase, however, one method of trying to understand it is to ‘guess vocabulary meaning from the context’ – the ‘context’ means to guess the meaning from the words and phrases near and around it in the same sentence or paragraph.

Words we don’t know can seem rather like jumbled words with no meaning. Here are some example sentences. Use the context – the words and meaning in the sentence – to guess the jumbled or missing words and phrases.

- 1 It was extremely (tho dan dmihu) that afternoon, so that even with the air-conditioner on at its (ximmuam) speed and lots of (dice) drinking water, we could not get cool.
- 2 At the (douns) of the building alarm, all staff _____ their work and prepared to (taaveeuc). The floor (rdnewa) checked to see if anyone was _____ of the alarm.
- 3 There was a small herd of goats grazing on the side of the (onumtian).
- 4 The local town council have tightened (cedporurse) regarding the licensing of (teps), particularly dogs.

Try this activity to practise more guessing from context.

When Mary hit her shin bone against the metal bumper bar of her car, the pain was so excruciating that she hopped around on one foot screaming for quite a long time.

- 1 Choose the best meaning for ‘shin bone’:
 - (a) a bone in the lower arm
 - (b) a bone in the lower leg
 - (c) a bone located near the shoulder.
- 2 Choose the best meaning for ‘bumper bar’:
 - (a) a bar underneath the car to stop bumps
 - (b) a bar above the roof of the car to carry long items like bikes
 - (c) a bar at the back of the car to stop damage from bumping into other vehicles.
- 3 Choose the best meaning for ‘excruciating’:
 - (a) extremely painful
 - (b) comical
 - (c) very surprising.

If you have correctly guessed the meaning of the words above to be 1b, 2c, 3a (and you did not use a dictionary or any other help), ask yourself how you did it.

It is likely you guessed the meaning from the words around it; that is, you guessed the unknown words from the context. This is frequently a skill you need to use when you are faced with a text in the IELTS reading that contains words unfamiliar to you.

How can I understand unknown vocabulary in the IELTS exam?

The texts in the IELTS exam frequently contain words, phrases and idioms that are not common.

Using the context when you read to help you decide the meaning of unknown vocabulary will give you confidence to read anything; it is a reading ‘attack’ skill, and you will find that, just as with the exercises above, you are more likely than not to be correct when you guess the meaning of a word!

Before you take the IELTs reading test, practise the sample texts in this book. As you go, do not use a dictionary to help you guess difficult words. Practise your reading skills by using the context to help you to determine unknown vocabulary.

Reading skills 4: Main ideas and details

What are ‘main ideas’?

Every text has a ‘topic’ and an accompanying overall ‘main idea’ or ‘main message’ about the topic that the writer wishes to pass to the reader.

An example of this might be that the topic of a text is ‘safety at work’, but the main idea is that ‘new safety-at-work standards are urgently needed and these are the reasons why’.

Longer texts are organised into paragraphs. The main idea of the whole text can often be found in the introductory paragraph to the text, or in the concluding paragraph, or even somewhere in between. It might not be written directly in a sentence in the text, but will become clear as you read the text.

Each paragraph, or section of the text, contains other main ideas that support the main idea as a whole. These supporting main ideas can be found in each paragraph. There is usually, but not always, one main idea per paragraph.

The main idea of the text is really what the writer wants to tell us. It's the writer's purpose for writing the text, so it is important that we understand it.

What are details?

Details support the main ideas of the text. They may be facts, experiences of the writer that support the main idea, examples, or other references.

Details are not the most important things the writer wishes to tell us, but they do support the writer's main idea overall.

Details are often found as supporting sentences to the main idea in each paragraph.

How can I distinguish main ideas from details?

The structure of a typical text often looks like this:

- Introductory paragraph: main idea or main message is introduced
- Par 2: supporting main idea plus supporting details
- Par 3: supporting main idea plus supporting details
- Each continuing paragraph: supporting main idea plus supporting details
- Concluding paragraph: main ideas summarised; overall main idea restated.

How can I use my knowledge of main ideas and details in the IELTS exam?

As you read any text for the IELTS exam, decide:

- What is the main idea of the whole text?
- What are the main ideas presented in sections or paragraphs of the text?
- Which information in the text is just detail, and not main ideas?

Guided practice activity 1

Read the following text. After each paragraph you will be given a choice of two headings, one of which is the main idea and one of which is a detail. Choose the main idea.

Look at this short extract from a general history book.

A very big part of the history of the modern world is the history of spices, and the story starts with an unprepossessing vine that once grew only on the coast of south-west India. The vine is called 'piper nigrum'. If presented with it in its natural state you would

almost certainly struggle to guess its importance, but it is the source of all three ‘true’ peppers—black, white and green. The little round hard peppercorns that we pour into our household pepper mills are actually the vine’s tiny fruit, dried to pack a gritty kick. The difference between the varieties is simply a function of when they are picked and how they are processed.

Source: Bill Bryson, *At Home: A Short History of Private Life*, 2010

Heading 1: Pepper was the first spice to become important in the world

Heading 2: The pepper that we know today has come from a vine originally found in India

Why is heading 2 correct?

It is true that pepper is mentioned as the ‘start’ of the spice story, but the rest of the paragraph goes on to trace the source of pepper back to the Indian vine.

Pepper has been appreciated since time immemorial in its native territory, but it was the Romans who made it an international commodity. They even peppered their desserts. Romans loved pepper. Their attachment to it kept the price high and gave it a lasting value. Spice traders from the distant east couldn’t believe their luck. ‘They arrive with gold and depart with pepper,’ one Tamil trader remarked in wonder.

Heading 1: Pepper became important in the world because, although grown in the East, it was desired in the West, with the ancient Romans entering into international trade for it.

Heading 2: Pepper fetched a high price for eastern traders.

Why is heading 1 correct?

Pepper is mentioned as being an ‘international commodity’ mainly because the Romans loved it so much. The high price is simply an example of its value.

Now consider what is the main idea of the whole text.

Heading 1: The Ancient Romans loved pepper.

Heading 2: One of the most important spices in the world has been pepper.

Why is heading 2 correct?

The Roman love of pepper is mentioned only in paragraph 2; the first paragraph discusses the pepper plant itself. Although we only have two of the paragraphs of the whole text, we can see that, together, the main idea is pepper and its importance.

How are main ideas and details important in the IELTS exam?

The IELTS General Training Reading exam contains questions that test your ability to recognise main ideas and distinguish them from details. Common IELTS question types that do so are:

- multiple choice
- matching headings to paragraphs.

Other IELTS question types test your knowledge of detail. These can include:

- complete the sentence in no more than two or three words
- complete a summary
- short-answer questions.

Guided practice activity 2

Look at the excerpt below from a Section 2 IELTS text. The extract comes from a booklet giving practical advice to first-year university students on how to succeed at university. There are two paragraphs here, A and B. After each paragraph you will be given a choice of two headings, one of which is the main idea and one of which is a detail. Choose the main idea.

Paragraph A

Usually your lecturers will give you instructions specific to their units but, because you will hear so much information during the first couple of weeks, you may forget what they have said. Therefore, you should make time to read every unit outline carefully as your success may depend on it. It is useful to have easy access to your unit outlines, so keep paper copies in your files. If you lose an outline, get another one.

Heading 1: unit outlines

Heading 2: organising your unit outlines

Why is heading 1 correct?

The paragraph deals with matters relating to units: specific instructions, reading your unit, accessing, organising in files and making copies. These are all specific details related to the topic.

Paragraph B

Check your timetable and get to know it well. Most of you will have work commitments, as well as the demands of 'the rest of your life', so get organised about how you want to live it. If you don't have a plan, you are more likely to get behind in your work and get stressed. Making your plan public, at least to the important people in your life, is also a good idea so that they will support you rather than sabotage your plans.

Heading 1: Stresses of studying

Heading 2: Study plans and time management

Why is heading 2 correct?

Stresses, such as work commitments, are mentioned, but the paragraph gives you different strategies to manage your study better.

Details can also be tested through a sentence completion activity. You complete the gaps with words from the text. What do you need to do?

- Try to predict the missing word in the sentence.
- Identify key words from the sentence and scan the text to find those words or synonyms.
- Complete the sentence by choosing words from the text, exactly as they are written.
- Check your sentences to ensure that they are grammatically correct; i.e. using the correct part of speech.

Guided practice activity 3

Injury from loud noises can be prevented by using 22 _____.

Identify key words: injury, noises, prevented. Rephrase: what prevents injury from loud noise?

- Glasses and **ear plugs protect** against damage to the eyes and **excessive noise**.
- Gap is therefore **ear plugs** _____.

Use this strategy for sentence completion questions.

Section 2: Getting ready to read

You should now be familiar with IELTS General Training Reading Test, Section 2:

- text and question types
- reading skills, such as:
 - guessing vocabulary from context
 - finding main ideas
 - deciding between main ideas and details.

You should also remember the skills you learnt in Section 1: skimming and scanning.

Before you practise Section 2 texts, remember how to approach each text and question set. Remember these steps for getting ready to read all IELTS reading texts.

Step 1 Survey the text quickly – title, subheadings etc. Skim the text for its organisation, read the introduction and first lines of each paragraph, read the conclusion. Ask yourself: what is the main message of this text?

Step 2 Skim the instructions and questions. Are you familiar with the question type?

Step 3 Read the text again. Keep in mind the difference between main ideas and details. Use the context to help you with vocabulary.

Step 4 Answer the questions.

Optional: transfer your answers onto the answer sheet immediately. Check spelling and grammatical accuracy as you go.

Section 2 exam practice: part 1

Practice activity 3.1: text 1

Questions 15–21

Below you will find whole versions of some sample Section 2 texts you looked at in this Unit. To test your reading skills, there are typical IELTS questions for you to answer. Read the texts and answer the questions. Before you read, remember to:

- 1 Survey or skim the text.
- 2 Skim the questions.
- 3 Read the text again to answer the questions.
- 4 After you finish, check your answers.

The text ‘Making the Transition to University Studies’ has seven sections, **A–G**. Choose the correct heading for each section from the list of headings below. Write the correct number **i–ix** next to each section below. Write your answers in boxes **15–21** on your answer sheet.

List of headings

- i A brief overview of the semester
- ii Student learning support centres
- iii Lectures, tutorials and seminars
- iv Study plans and timetables
- v Your faculty
- vi Unit outlines
- vii Preparing for exams
- viii The library
- ix Your first weeks on campus

15 Section A _____

16 Section B _____

17 Section C _____

18 Section D _____

19 Section E _____

20 Section F _____

21 Section G _____

TEXT 1**MAKING THE TRANSITION TO UNIVERSITY STUDIES****A**

It is important that you find ways to help yourself survive—and indeed thrive—as a tertiary student. Plenty of research has shown that the best way to have a valuable and enjoyable learning experience is to become familiar with the essential aspects of academic life. Our students find the following advice useful.

B

Become familiar with your faculty. Where is the main office for your faculty or department? Where are your lecturers' and tutors' offices and pigeonholes? Where should you hand in your assignments? Does your faculty have a special first-year coordinator? Who is it, and how do you contact this person? Does your faculty have a special place for first-year students? You should get to know this information as soon as possible. Even if you have been at university for a few months, don't be afraid to go and discover some basic details about your faculty. After all, you're likely to stay in the same area for at least three years.

C

Don't underestimate the importance of the university library to your success as a student. Although you may currently feel more comfortable conducting your research through the internet, you must start becoming familiar with the library as early as you can. You will need to use more than just online resources at university, with lecturers expecting you to use a range of sources. Librarians are aware of the most recent technology and research tools, making them a valuable resource. Read the information given to you on enrolment (Curtin University,

for example, provides the StartUp disk to all students) and go on at least one library tour so that you have an idea about the library layout. If you want to research efficiently, do one of the many free courses your library offers to help you discover the best resources for your discipline.

D

Every campus has a place for students to get free support for their studies, such as one-on-one help with study problems and seminars on subjects such as study techniques and writing and note-making skills. Take up these opportunities and use whatever facilities are available to you. Advice and self-paced tutorials are often available online, so it's worth having a look around your university's main website to see what is on offer at your campus. If you're having problems, especially in areas such as organising your life or writing your assignments, go and ask for help. It is there!

E

Read your unit outlines as soon as you receive them. The unit outline contains essential information about the unit. Usually your lecturers will give you instructions specific to their units but, because you will hear so much information during the first couple of weeks, you may forget what they have said. Therefore, make time to read every outline carefully as your success may depend on it. It is useful to have easy access to your unit outlines, so keep paper copies in your files. If you lose an outline, get another one.

F

Don't be fooled if you have very few compulsory contact hours. Create a

study plan as soon as possible. You should make a weekly one, and then use a diary or wall planner to make a whole-semester study plan. Place all your deadlines on this semester study plan, as well as weekly times to review lecture notes and complete required and recommended readings.

Set a time in week 3 or 4 of the semester to reassess your study plan to see if it's realistic—you might need to replan some tasks. Check your timetable and get to know it well. Most of you will have work commitments, as well as the demands of 'the rest of your life', so get organised about how you want to live it. If you don't have a plan, you are more likely to get behind in your work and get stressed. Making your plan public, at least to the important people

in your life, is also a good idea so that they will support you rather than sabotage your plans.

G

Although all institutions and courses vary in how and when they conduct their first year, they all go through similar processes. Here is a summary of what is likely to happen in your first semester.

- Orientation Week
- early weeks of semester
- tuition-free weeks and mid-semester breaks
- later weeks of semester
- study break.

Source: Grellier & Goerke,
Communication Skills Toolkit, 2010

Practice activity 3.1: text 2

Questions 22–30

Read the text 'Common Hazards in the Workplace' and complete the sentences. Choose **no more than three words** from the text for each answer. Write your answers in boxes **22–30** on your answer sheet.

Injury from loud noises can be prevented by using **22** _____. You should wear **23** _____ if the temperature is too cold. You should wear **24** _____ to avoid getting anything on your clothes. Make sure there is **25** _____ to avoid damaging your eyes. To avoid **26** _____ make sure chemicals are not mixed together.

27 _____ is a process that can burn your skin. Materials that can catch on fire can cause **28** _____. An example of a material that can catch fire is **29** _____. It's important that a work station is set at the **30** _____ so that you can do your job properly, without straining your body.

TEXT 2

COMMON HAZARDS IN THE WORKPLACE

Hazards indicate possible danger that can be avoided through appropriate action. The following overview provides a snapshot of hazards, with more detailed information following in the subsections. These hazards might not exist in your specific workplace, but awareness is essential in order to take remedial action. For each hazard, use the risk analysis chart and assess its consequences.

- physical hazards—noise, vibration, lighting, temperature, air quality, working area, poor flooring
- chemical hazards—fumes and vapours, handling and spillage, incorrect storage
- ergonomic hazards—work station design, equipment, tools and manual handling
- biological and radiation hazards—viruses and bacteria, microwaves, UV rays and X-rays
- psychological hazards—stress, harassment, discrimination, workload and security.

Physical hazards

Many of these hazards can be minimised or controlled. Protective clothing and equipment play an important part in the prevention of accidents, in the following ways:

- The uniform protects and supports us.
- Shoes should have non-slip soles and provide sufficient support. You would not weld in your thongs!
- Aprons protect against spills, dirt or chemicals.
- Glasses and ear plugs protect against damage to the eyes and excessive noise.
- Sufficient light is required to enable workers to see clearly without strain to the eyes. This includes flickering computer screens and fluorescent lights.
- The temperature should be ambient, and if working regularly in extreme temperatures, such as a cool room or freezer, protective clothing must be provided.
- In hot work areas such as a kitchen, sufficient cooling or air circulation is essential. Air quality is important, and smoke or dust must be removed.
- The work area has to be well designed to allow for optimal work performance without overcrowding and with appropriate access to the necessary tools and equipment.

Chemical hazards

The T&H industry uses many chemicals for cleaning and sanitation, and it is important to follow the instructions on the packaging. A Material Safety Data Sheet (MSDS) should be kept for dangerous chemicals. Chemicals need to be handled and stored correctly and should never be mixed together as this can cause a damaging reaction or explosion. Chemicals are classified into the following categories, which can assist in the identification of possible dangers:

- toxicity—causes poisoning if absorbed by the body, e.g. ammonia
- corrosion—causes burns to the skin or soft tissue, e.g. solvents, acid or bleach
- irritancy—causes inflammation of the skin, e.g. cleaning or detergent agents
- flammability—causes burning, explosion or injury if absorbed by the body, e.g. gas and fuel.

Ergonomic hazards

The term ‘ergonomic’ refers to the study of the relationship between people and their working environment. Hazards such as repetitive strain injury for a person working at a

computer all day can be minimised or avoided by careful planning of the arm support and the type of chair. In essence, these types of hazards are quite common and can be removed with good planning of work areas. The work station needs to be set up at the correct height to allow for unhindered performance of the task. Equipment and tools should be designed to minimise harm. Desks, benches, chairs and office equipment should be purchased with ergonomics in mind.

Source: *Tourism and Hospitality Careers and Pathways*, Futura Training, 2007

Guided practice activity 3

Check your answers in the Answer Key in Appendix 1. Score your results and consider these questions:

- 1 Could I complete the questions for each text? Why or why not?
- 2 How many questions did I get right per text?
- 3 How long did I need per text?
- 4 Which type of text or question did I make most errors on? Why?
- 5 What could I do differently next time?

The following activities give you further guided practice in applying the skills of skimming and scanning and distinguishing main ideas from details before you go on to the next set of exam practice readings. You also work with two more question types here.

Matching statements

Your understanding of main ideas and details is also tested through a matching activity where you identify which sections match statements in a list. The statements are paraphrases of the main ideas or details in each section.

What do you need to do?

Step 1 Quickly survey the text – look at the title and any other clues, read the first and last paragraphs, look at the overall organisation of the text, read the first line of every paragraph.

Step 2 Read the **statements** in the questions **first**, noting key words. This is important as you will need to match all the statements.

Step 3 Skim the sections to find the one that seems to match the heading. It is not necessary to read every word.

Optional: transfer your answers now to the answer sheet. Check spelling and grammatical accuracy as you go.

Guided practice activity 4

Identify the matching paraphrases in the following paragraph.

1 WATERCOLOUR FOR COMPLETE BEGINNERS

Never picked up a brush before? No worries! The lecturer will simplify the watercolour processes with step-by-step demonstrations and instructions. You'll be encouraged, inspired and guided in the basic watercolour techniques by this excellent introduction to watercolour for the complete beginner, with all materials provided.

Saturday 24 Sep 10 am–4 pm \$219

Source: Community Business Card Board, *Swan Magazine*, WA

This is a one-day course.

Matching phrase from text: _____

You don't need to bring anything with you to do the course.

Matching phrase from the text: _____

2 BEER-TASTING—CLASSIC

One of the world's oldest beverages, beer has been around for almost 6000 years. Try international beers brewed to century-old techniques, and discover why beer is such a great match for food. Includes matching gourmet morsels.

Sunday 25 Sep 1–3.30 pm \$99

Source: Community Business Card Board, *Swan Magazine*, WA

You will try products from other countries on this course.

Matching phrase from the text: _____

Snacks are provided.

Matching phrase from the text: _____

Understanding details and true/false/not given questions

With these questions, you are being asked to identify factual information in the text. They can be used to test your ability to distinguish and understand both details and main ideas. You need to determine whether a statement is true, i.e. stated in the reading, or false, i.e. contradicted in the reading (often the opposite of the statement) or whether the information is not given, i.e., there is no information on the statement in the reading. When you look for an equivalent statement in the reading, you will usually not find the exact words but a paraphrase (rewording) or synonym (word with similar meaning) or an opposite meaning, or word with an opposite meaning (antonym).

Step 1 Quickly survey the text – look at the title, and any other clues, read the first and last paragraphs, look at the overall organisation of the text, read the first line of every paragraph.

Step 2 Identify key words in the question.

Step 3 Scan the reading for the relevant part.

Step 4 Identify key words in the reading.

Step 5 Match by identifying words that are the same (synonyms), opposite meanings (antonyms), parallel phrases, or not mentioned.

Step 6 Decide whether the answer is True, False or Not Given.

Optional: transfer your answers now to the answer sheet. Check spelling and grammatical accuracy as you go.

Guided practice activity 5

Read the following short paragraphs taken from one of the main practice texts. Read the statements and the questions that follow.

Office hours, appointments and physician referrals

New patients may schedule an appointment by calling (317) 555-2611, extension 3310. Office hours are 8:30 am to 5:00 pm, Monday to Friday, although some doctors may see patients as early as 7:30 am. Established patients should contact their doctor's secretary for a convenient appointment time or to obtain test results.

If you think you need an appointment longer than 15 minutes, you should say so when you book your appointment. This will avoid delays for other patients.

After Hours Care

Patients needing urgent medical attention when the centre is closed may contact their physician by calling the main clinic telephone number: (317) 555-2611. The clinic's answering service will then contact the physician on call. While it is not usual for doctors to undertake home visits, in an emergency, such a visit is possible.

Statement: The Health Centre is open in the evenings.

- 1 What are the specific opening hours?
- 2 Does this confirm or contradict the statement?

Statement: It is not possible for a doctor to visit you at home.

- 1 Is there any information on home visits?
- 2 Is there any possibility for a doctor to visit you at home?

Statement: Notifying the staff you want a longer appointment is helpful for doctors.

- 1 Should you let the staff know if you want an appointment longer than 15 minutes?
- 2 Who benefits from this?
 - (a) Would the doctor benefit?
 - (b) How do you know this for certain?

Section 2 exam practice: part 2

Practice activity 3.2: text 1

Questions 15–21

Time yourself and try the next set of texts and questions for part 2. What are the text types? What question types are they? After you finish, check your answers in the Answer Key.

Look at the community course options **A–G** in text 1. For which options are the following statements true? Write the correct letter **A–G** in boxes **15–21** on your answer sheet.

Note: you may use any letter more than once.

- 15** This is an evening course over a number of weeks.
- 16** This course teaches how food style has changed over time.
- 17** This course is taught by an acknowledged 'master' in his field.
- 18** This course is designed for beginners as well as the more experienced, and for all age groups.
- 19** This course involves direct food preparation.
- 20** This course involves food, but there is no direct preparation by participants.
- 21** This skill may be useful in the workplace.

TEXT 1

SHORT COMMUNITY COURSES—SPRING TERM

A

A TASTE OF THE MEDIEVAL

Learn how people in the Middle Ages cooked and what food they ate, while enjoying lunch prepared in the style of that age. There was a time before the great blandification of the English diet, a time when dishes made with tasty spice mixtures combined with sweet ingredients were not exotic fare from India, Lebanon or Morocco, but were the familiar experience of the English elite.

Tuesday 11 Oct 12 noon–2pm \$99

B

WATERCOLOUR FOR COMPLETE BEGINNERS

Never picked up a brush before? No worries! The lecturer will simplify the watercolour processes with step-by-step demonstrations and instructions. You'll be encouraged, inspired and guided in the basic watercolour techniques by this excellent introduction to watercolour for the complete beginner, with all materials provided.

Saturday 24 Sep 10am–4pm \$219

C**PLAY PIANO NOW!**

For people who never dreamed they could play. Experience this remarkable Australian-developed piano and keyboard program that has you playing great-sounding music immediately. This unique method is taught easily and lends itself to a group environment. Recommended for absolute beginners as well as those with some prior experience, and suitable for adults, seniors and teens. Keyboards are supplied.

Saturday 3 Sep 9.30am–12 noon \$149
OR Friday 7 Oct 9.30am–12 noon \$149

D**BEEKEEPING**

Produce the best honey you've ever tasted! We'll take you through the history and logistics of beekeeping, and teach you how to keep production hives in your backyard with an acknowledged master in the field.

Weekend of 29/30 Oct (see web for details) \$149

E**GOURMET CHEESEMAKING**

There's nothing like taking a home-made camembert to a dinner party or preparing gorgeous desserts with your own preservative-free cheeses. In this hands-on workshop with the Cheese Maker you will learn how to make wonderful

gourmet cheeses: camembert, blue camembert and other variations, cream cheese, quark and mascarpone. Come and have fun learning the rustic art of home cheese-making. Tastings, lunch, morning and afternoon tea are provided.

Saturday 29 Oct 10am–4.30pm \$229

F**PRESENTATION SKILLS—DELIVER WITH CONFIDENCE!**

This hands-on workshop will help you to present to groups, big or small, with confidence. Topics cover all stages of the presentation process, connecting with your audience, making nerves your friend and dealing with the unexpected.

Wednesdays from 26 Oct 6.30–9pm
(3 weeks) \$289

G**BEER-TASTING—CLASSIC**

One of the world's oldest beverages, beer has been around for almost 6000 years. Try international beers brewed to century-old techniques, and discover why beer is such a great match for food. Includes matching gourmet morsels.

Sunday 25 Sep 1–3.30pm \$99

Source: University of Western Australia

TEXT 2

Practice activity 3.2: text 2

Questions 22–28

Do the statements given below agree with the information given in the passage? In boxes **22–28** on your answer sheet write:

- **TRUE** if the statement agrees with the information
- **FALSE** if the statement contradicts the information
- **NOT GIVEN** if there is no information on this.

- 22** You can turn up and wait to see a doctor.
23 You can have a pregnancy test at the centre.
24 It is never possible to see a doctor before 8:30 am.
25 Annual check-ups are advisable in the case of kidney disease.
26 Test results can be sent to you by email.
27 The centre can help you with your holiday medical needs.
28 There will always be a person at the clinic to take your call.

ACTON COMMUNITY HEALTH CENTRE

The Acton Community Health Centre seeks to assist the local community and businesses with their health-care needs. The centre offers high standards of care in general practice as well as specialists in travel medicine and occupational health. This expertise offers solutions for local communities, local businesses and employers, medical specialists and insurers.

Services available

- preventative services such as immunisations, well woman examinations and physicals
- blood tests
- treatment of chronic medical conditions such as diabetes, asthma, hypertension and heart disease
- pregnancy testing and antenatal care
- specialised medicals: diving, commercial drivers, aviation and insurance medicals.

Office hours, appointments and physician referrals

New patients may schedule an appointment by calling (317) 555-2611, extension 3310. Office hours are 8:30 am to 5:00 pm, Monday to Friday, although some doctors may see patients as early as 7:30 am. Established patients should contact their doctor's secretary for a convenient appointment time or to obtain test results.

After-hours care

Patients needing urgent medical attention when the centre is closed may contact their physician by calling the main clinic telephone number: (317) 555-2611. The clinic's answering service will then contact the physician on call. While it is not usual for doctors to make home visits, in an emergency, such a visit is possible.

Preventive medicine

Acton Health Centre has a strong commitment to preventive medicine. The College of General Practitioners recommends checkups according to the following schedule:

	Frequency *	Who**
Smoking discussion	Annual	Smokers
Physical activity advice	Annual	All
Cardiovascular risk check	2 yearly	> 45 years
Blood pressure check	Annual	> 18 years
Cholesterol check	2 yearly	> 45 years
Diabetes check	Annual	> 40 years
Kidney disease check	5 yearly	> 50 years

*Minimum frequency; more often for some at-risk groups

**For general population; earlier checks necessary for some at-risk groups

Now score your results for practice activity 3.2 and consider these questions:

- 1 How many questions did I get right per text?
- 2 How long did I need this time per text?
- 3 Which type of text or question did I make most errors on? Why?
- 4 What could I do differently next time?

UNIT 4

Section 3: Answering Questions to a Longer Text

Section 3 of the General Training Reading Test assesses your ability to obtain meaning from one longer, general-interest article (500–700 words). It tests your ability to understand more complex English.

Section 3 text types

Section 3 contains one longer text, often taken from a general-interest magazine or newspaper.

Look at the short extracts below. They are all extracts of texts from Section 3. Can you guess what type of texts the readings are, or where they might come from?

EXAMPLE 1

TRAINING DOGS

Training dogs is simple; you just need to have a lot of patience and an understanding of how dogs think and learn. A dog's brain is simple; it learns through doing, especially through their refined sense of smell and sound. Humans are far more visual than animals; we place a huge amount of value on visual stimuli and remember primarily in images. Animals don't because they are far more holistic than we are. For instance, we collect photographs of our children; we rarely have collections of their sounds, feelings, tastes or smells.

EXAMPLE 2

TYPES OF TEA

Tea is traditionally classified on the degree or period of fermentation the leaves have undergone. There are four basic types of tea.

- A This tea type is processed by allowing tea leaves to oxidise completely. It is the most common form of tea in southern Asia (Sri Lanka, India, Pakistan, Bangladesh, etc) and many African countries, including Kenya, Burundi, Rwanda, Malawi and Zimbabwe. The literal translation of the Chinese word is red tea, and the Chinese use this term because the actual tea liquid is red. Westerners call it black tea because the tea leaves used are black.

EXAMPLE 3

DRIVEN TO DISTRACTION

Distracted driving may not get the publicity given to alcohol, drugs and speed, but it is thought to play a role in one-third of fatal and serious injury crashes on roads. And while there is a strong community opposition to drink drivers or people who speed, our attitude towards making phone calls or reading text messages is much more relaxed. Surveys for the Office of Road Safety have found that while 96 per cent of people believe reading and sending text messages is distracting, 54 per cent admit reading texts and 35 per cent have sent them while driving. About 85 per cent of people think mobile phone use is distracting, but 46 per cent said they take calls on the road and 36 per cent concede making them.

Answer: the three extracts are different text types taken from different sources.

- Example 1 is an article from a health and lifestyle magazine.
- Example 2 is from a hospitality training manual.
- Example 3 is from a road safety magazine.

Section 3 question types

There are a wide range of question types in Section 3. These commonly include:

- complete a table with a number or word
- complete a summary with words from the text, or choose a word from a given selection
- answer in no more than three words, a letter or number
- true/false/not given or yes/no/not given
- matching text to question
- choose the correct heading for each section
- multiple choice.

Look at the samples of question types below. Can you decide which type of question they are?

SAMPLE 1

Choose a type of tea from the text to match the descriptions

TYPE OF TEA	DESCRIPTION
28 _____	This tea only uses one part of the tea plant.
29 _____	This tea is actually black tea that has not been fermented as long.

SAMPLE 2

The questions below relate to the text 'Types of Tea'. Write your answers in boxes 33–40 on your answer sheet. **Note:** there are more words than spaces so you will not use them all. You may use any word more than once.

There are many types of tea in the world today, and their varieties are a result of how much 33 _____ the particular raw tea leaf has gone through.

One of the most common teas in the world today is black tea. Although the liquid we drink is 34 _____, the colour of the leaves used to make the drink is black.

similar green black cheap expensive sunlight like
red shade unprocessed processing fermentation different

SAMPLE 3

The questions below relate to the text 'Video Games' below. Write your answers in boxes 28–40 on your answer sheet. Choose the correct letter: A, B, C or D.

28 What are scientists not sure about in relation to video games?

- A If games can improve mental abilities
- B If violent games have negative effects on the brain
- C If there will still be benefits when you are doing other activities
- D If memory and vision are improved.

ANSWERS

Sample 1: matching text to question

Sample 2: complete a summary with words from a given selection

Sample 3: multiple choice.

Reading skills 5: Identifying main ideas in a longer text

In Unit 2 of this book we practised identifying main ideas in a text, and distinguishing the main ideas from details in a text. The longer texts of Section 3 also require this skill, and specific question types used in Section 3 assess your ability to identify and distinguish between main idea and details.

What do we mean by main idea? Most discursive texts or expositions contain paragraphs with a main idea or theme supported by examples or further evidence. In Section 3, headings of paragraphs are often removed so you need to find the main idea and distinguish it from supporting detail. The main idea is often in a topic sentence at the beginning of a paragraph, but this is not always the case. The following examples illustrate this.

Print media is not extinct ... yet. Despite growing use of electronic media, printed magazine sales have doubled in the last two years, according to a new report.

The main point is in the first sentence and is that print media is still very popular.

Many people love watching romantic films such as *Pride and Prejudice* because they enjoy happy endings. These films attract a lot of followers. However, research shows that most people prefer horror films such as *Alien* and *The Exorcist*. In a recent study 66 per cent preferred these films while only 29 per cent said they liked romances.

The main point here is that horror films are the most popular films.

Practice activity 4.1

Question type matching activity (type 1: testing main idea)

For Section 3, there are different questions testing particular skills. As well as knowing the skills, you need to understand how to do each type of question. How should you approach each text and question set? Look at these steps. Main ideas are tested mainly through paragraph heading matching questions. One type contains more headings than sections, and each paragraph needs a heading. What do you need to do?

- Step 1 Quickly survey the text – look at the title, and any other clues, read the first and last paragraph, look at the overall organisation of the text.
- Step 2 Skim the paragraphs first and locate topic sentences. Take note of key words that seem to be related. You might be looking for synonyms, which are words with similar meaning.
- Step 3 Scan the list of headings to find the one that seems to match the section. It is not necessary to read every word.

Optional: transfer your answers now to the answer sheet. Check spelling and grammatical accuracy as you go.

Guided practice activity 6

Read the following short paragraph taken from the text 'Sleep on It'. Read the statements and the headings that follow. Which heading reflects the main idea?

Sleep deprivation and drowsiness may have been a factor in some of the world's most notable disasters, including the fiery end to the *Challenger* space shuttle, Chernobyl [nuclear disaster] and the 1988 *Exxon Valdez* oil spill off the coast of Alaska. If you've ever pulled an all-nighter or been on a sleepless long-haul flight, you'll be familiar with the consequences—grogginess, grumpiness, reduced awareness and forgetfulness. In fact, just 17 hours of sustained wakefulness leads to a psychomotor deterioration equivalent to a blood alcohol level of up to 0.05 per cent.

Heading 1: Serious consequences of lack of sleep

Heading 2: Lack of sleep puts you in a bad mood

Why is heading 1 correct? Because 'grumpiness' is just one consequence of lack of sleep; the serious nature of all the consequences makes the first heading correct.

Now complete practice activity 4.1 below.

Practice activity 4.1: Section 3

Questions 28–36

Read the text below and answer questions 28–36.

SLEEP ON IT

As Australians adopt busier lifestyles, we're also becoming more sleep-deprived. Emily McCluskey outlines why you may need more zzzzs.

1

Sleep deprivation and drowsiness may have been a factor in some of the world's most notable disasters, including the fiery end to the *Challenger* space shuttle, Chernobyl and the 1988 *Exxon Valdez* oil spill off the coast of Alaska. If you've ever pulled an all-nighter or been on a sleepless long-haul flight, you'll be familiar with the consequences—grogginess, grumpiness, reduced awareness and forgetfulness. In fact, just 17 hours of sustained wakefulness leads to a psychomotor deterioration equivalent to a blood alcohol level of up to 0.05 per cent.

2

It's clear we need sleep to maintain normal cognitive functions. But given our increasing tendency to burn the candle at both ends, we're getting less sleep while expecting to achieve more. The truth is you may be sleep deprived without even realising—and the consequences can be amusing or downright dangerous.

3

Have you ever misplaced your car keys and found them in the fridge, or put ice cream in

the pantry? You may have been the victim of a partial microsleep—a period of involuntary sleeping while still appearing to be awake that can last a few seconds or a few minutes. A new study in rats suggests that when parts of your brain get tired they may go offline to take a nap while you're still conscious. This may be the first sign that your brain needs sleep.

4

Ever found yourself winding down the windows or turning up the music to stay alert while driving? By the time you feel sleepy you may have already had several microsleeps without even realising. Statistics show that fatigue plays a role in 20 per cent of driver fatalities in NSW. Next time you start to feel tired, hand the keys to someone else if you can, or pull over if you can't.

5

If your work is repetitive or requires solving lots of problems, losing sleep is not ideal for your career. Our concentration and thinking ability deteriorate the longer we remain awake; this means decreased accuracy and efficiency. One night of insufficient sleep can

result in a 20 per cent–32 per cent increase in mistakes and 14 per cent increase in time needed to perform a task—not great if you’re aiming for a promotion or working with heavy machinery.

6

Virtually all levels of sleep deprivation adversely affect your mood. Losing a few hours may result in negative mood states, stress, loss of vigour and confusion. Some people even report anxiety, depression and increased moodiness. To keep your friends and family onside, you may need to increase your sleep duration.

7

As if things weren’t bad enough, our 24/7 lifestyle could also be making us fat. Studies have shown a negative relationship between body mass index (BMI) and sleep duration—meaning the less we sleep, the higher our BMI. The lack of sleep affects timing of the release of some hormones, including leptin and ghrelin, which suppress and promote appetite respectively. Sleep deprivation may lead to more munching and an expanding waistline. Evidence also suggests that too little sleep increases your chances of cardiovascular disease, type 2 diabetes, respiratory disorders and premature death.

8

How much do we need? This is a question that still puzzles scientists. The standard

answer is seven to eight hours a night, but the truth is more complicated. As with so many things, our genes largely dictate how much sleep we need and our sensitivity to sleep deprivation. Some people can tolerate large deficits with few problems, while others struggle with the loss of a couple of hours. The key is to know your body and get the right amount of sleep for you.

9

At the NYU Sleep Disorders Center, New York City, Dr David Rapoport coordinates the Sleep Research Program. One test they perform has the patient pressing a button every time they see a light flash, to test their alertness and reaction time. Many of his sleep-deprived subjects perform poorly at this exercise—they stop responding and then fall asleep in the chair. While this test may sound quite straightforward, it actually illustrates something very significant. ‘We don’t fall asleep if we are well rested,’ says Rapoport. ‘If you’re falling asleep in boring situations, that is a sure marker you are not getting quite enough sleep.’ So the next time you fall asleep during a dull film, remember this may say more about you than the skills of the director—it could be your body’s way of telling you to hit the hay more often.

Source: Choice.com.au

The reading passage has nine sections, **1–9**. Choose the correct heading for each section from the list of headings below. Write the correct number in boxes **28–36** on your answer sheet. **Note:** there are more headings than paragraphs so you will not use all of them.

List of headings

- i Strange behaviour
- ii Possible causes of car crashes
- iii Not being able to do your job properly
- iv Feeling pessimistic about life

- v Making us overweight
- vi Not everyone needs the same amount of sleep
- vii Serious consequences
- viii Not enough sleep to function normally
- ix Negative effects on the body
- x Fast asleep yet still awake
- xi If your body needs rest, you'll fall asleep

Questions 28–36

- 28 Section 1
- 29 Section 2
- 30 Section 3
- 31 Section 4
- 32 Section 5
- 33 Section 6
- 34 Section 7
- 35 Section 8
- 36 Section 9

Practice activity 4.2

Question type matching activity (type 2)

Testing main idea

Main ideas are also tested through a second type of matching activity. This is identifying which sections match statements in a list. This type of matching question involves a different strategy. The statements are paraphrases of the main ideas in each section. Do note that this type of question can also be used to test understanding of detail.

What do you need to do?

Step 1 Quickly survey the text – look at the title, and any other clues, read the first and last paragraph, look at the overall organisation of the text, read the first line of every paragraph.

Step 2 Read the statements in the questions first, noting key words.

Step 3 Skim the sections to find the one that seems to match the statement. It is not necessary to read every word.

Optional: transfer your answers now to the answer sheet. Check spelling and grammatical accuracy as you go.

Practice activity 4.2: Section 3

Questions 28–34

Read the passage below and answer questions 28–34.

TEXT 2

WHAT IS HAPPINESS?

A

What is happiness? Happiness can mean different things to different people. For example, for one person, it may mean being in a relationship, whereas for someone else it may mean feeling you have the ability to handle whatever life throws at you. While you might think that there are certain things that make you happy (or could make you happy if you had them), research shows that there are certain common traits among happy people—and it isn't necessarily what you might have thought.

B

What makes happy people happy? You might think that happy people have lots of money, are physically attractive, have great jobs, or own the latest gadgets. Or you might just think happy people are plain lucky, and are born that way. Research suggests, however, that there are a number of variables that make a far greater contribution to happiness than external and more superficial factors.

C

That doesn't mean that if you have a lot of money you won't be happy, or that having a lot of money is bad. It just means that other factors are more important in determining happiness. In fact, a strong positive relationship between job status/income/wealth and happiness only exists for those who live below the poverty line and/or who are unemployed.

D

What distinguishes happy people is that they have a different attitude—a different way of

thinking about things and doing things. They interpret the world in a different way, and go about their lives in a different way.

E

This might seem obvious—why wouldn't you want to be happy? But the implications are greater than you might think. Happier people are generally healthier people—not only mentally but also physically. So you can see that happiness is actually something that is really important, that you might want to increase if you can.

F

The 'happiness equation'. It has been suggested that there are several factors that contribute towards our happiness. Firstly, there is some evidence to support that we are all born with a certain 'set-point' of happiness, determined by our genes. This is supposed to change only slightly, if at all, as we get older. This contributes towards around 50 per cent of our level of happiness. So, if something dramatic happens, for example, you win the lottery, or break up with your boyfriend or girlfriend, within a year or so (depending on the situation) your happiness level will return to its set point.

G

There is also some evidence to suggest that the circumstances we live in influence our level of happiness. You don't always have a lot of control over your circumstances (for example, we can't all live in mansions and drive new cars). Evidence suggests, however, that this

accounts for only around 8–15 per cent of our happiness levels, which really isn't that much.

H

This third factor is the most important factor in the equation, because you can control it and in the process control your happiness. It includes all aspects of your life over which you have a relatively high degree of control, including our thoughts and actions. This includes the way you choose to think about and act on the past, present and future, and seems to have quite a significant impact on how happy you are—if you do the math, it could be up to 42 per cent.

I

When thinking about the past, people who are happier pay attention to what is 'good' about the past, rather than focusing on the unhappy times. They are grateful, forgiving, and don't believe that the past will determine what happens in the future.

J

But does aiming to be happy mean you can't be sad? Not at all. In fact, going through times

where you are sad can sometimes make the happiness all the brighter. Sadness is a part of life, and sometimes it's even possible to feel happy and sad about something. For example, you might be happy to move out of home, but sad that your won't see the family, or your family dog, as much any more.

K

Happiness—something that can be worked on. Happiness is something that means different things to different people, but overall it seems that it is the way we choose to think about ourselves, our place in the world and the world around us, and how we act in that world, that differentiates the happy people from the less happy people. This is something that you actually have voluntary control over, and that you can work on in your daily life. Not only that but it can contribute to a large proportion of your happiness, as seen in the equation. It's up to you.

Source: Reachout

Questions 28–34

The passage 'What is happiness?' has eleven sections labelled **A–K**. Which section contains the following information? **Note:** you may use any letter more than once.

- 28** The situation we live in has less influence than you think.
- 29** What makes us happy will surprise you.
- 30** Money isn't everything.
- 31** Born with a specific level of happiness.
- 32** Being free to choose the life you want.
- 33** Is being happy all the time a good thing?
- 34** Happiness is your responsibility.

Reading skills 6: Distinguishing details from main ideas

Now we have practised identifying main idea, what do we mean by details? Details are the examples and ideas used to support and illustrate main ideas in a paragraph or text. Look at our example text from the main ideas section above:

Many people love watching romantic films such as *Pride and Prejudice* because they enjoy happy endings. These films attract a lot of followers. However, research shows that most people prefer horror films such as *Alien* and *The Exorcist*. In a recent study 66 per cent preferred these films while only 29 per cent said they liked romances.

The statistics support the main idea that horror films are more popular than romantic ones. The films mentioned, *Pride and Prejudice*, *Alien* and *The Exorcist*, provide examples. These are all details.

Practice activity 4.3: question type: true/false/not given

Testing understanding details

IELTS uses a variety of question types to test your ability to distinguish details. One of these is True/False/Not Given questions. With these questions, you are principally being asked to identify factual information in the text. They can be used to test your ability to distinguish and understand both details and main ideas. You need to determine whether a statement is true, i.e. stated in the reading, or false, i.e. contradicted in the reading (often the opposite of the statement) or whether the information is not given, i.e. there is no information on the statement in the reading. When you look for an equivalent statement in the reading, you will usually not find the exact words but a paraphrase (rewording) or synonym (word with similar meaning), or word with an opposite meaning (antonym).

What do you need to do?

Step 1 Quickly survey the text – look at the title, and any other clues, read the first and last paragraphs, look at the overall organisation of the text, read the first line of every paragraph.

Step 2 Identify key words in the question.

Step 3 Scan the reading for the relevant part.

Step 4 Identify key words in the reading.

Step 5 Match by identifying words that are the same (synonyms), opposite meanings (antonyms), parallel phrases, or not mentioned.

Step 6 Decide whether the answer is True, False or Not Given.

Optional: transfer your answers now to the answer sheet. Check spelling and grammatical accuracy as you go.

Guided practice activity 7

Read the following short paragraphs taken from the text 'Sleep on It'. Read the statements and the questions that follow.

Ever found yourself winding down the windows or turning up the music to stay alert while driving? By the time you feel sleepy you may have already had several micro-sleeps without even realising. Statistics show that fatigue plays a role in 20 per cent of driver fatalities in NSW. Next time you start to feel tired, hand the keys to someone else if you can, or pull over if you can't.

The majority of car crashes are caused by fatigue.

What percentage of car crashes are caused by fatigue? Are 'driver fatalities' the same as car crashes?

It's a good idea to stop at a petrol station if you feel tired.

What exactly are you advised to do if you feel tired? Is this the same as stopping at a petrol station? Do you think it's a good idea to do so? Does your opinion matter?

How much do we need? This is a question that still puzzles scientists. The standard answer is seven to eight hours a night, but the truth is more complicated. As with so many things, our genes largely dictate how much sleep we need and our sensitivity to sleep deprivation. Some people can tolerate large deficits with few problems, while others struggle with the loss of a couple of hours. The key is to know your body and get the right amount of sleep for you.

Everyone needs seven to eight hours of sleep a night

Does the text say **everyone** needs **seven to eight** hours a night?

As if things weren't bad enough, our 24/7 lifestyle could also be making us fat. Studies have shown a negative relationship between body mass index (BMI) and sleep duration—meaning the less we sleep, the higher our BMI. The lack of sleep affects timing of the release of some hormones, including leptin and ghrelin, which suppress and promote appetite respectively. Sleep deprivation may lead to more munching and an expanding waistline. Evidence also suggests that too little sleep increases your chances of cardiovascular disease, type 2 diabetes, respiratory disorders and premature death.

You could die before the age of 50 if you don't get enough sleep.

Can you die before you get old if you don't have enough sleep? What age would that be?

The more we sleep, the more we put on weight.

What's another term for body weight? What increases it?

Practice activity 4.3

Refer to the full text 'Sleep on It' from practice activity 4.1 on pp. 51–2.

Questions 28–35

Do the following statements agree with the information in the passage? In boxes **28–35** on your answer sheet, write:

- **TRUE** if the statement agrees with the information
- **FALSE** if the statements contradicts the information
- **NOT GIVEN** if there is no information on this.

- 28** People are trying to do more without getting enough sleep.
- 29** You can sleep for short periods without realising it.
- 30** More sleep could increase our BMI.
- 31** You will stay awake if you listen to music.
- 32** Overweight people have more trouble falling asleep.
- 33** Most people are aware that they need more sleep.
- 34** Lack of sleep mimics drunkenness.
- 35** Sleep-deprived people cannot lift heavy machinery.

Practice activity 4.4

Question type: short-answer summary – choose words from text or a selection provided.

Testing main ideas and details

Typically short-answer summaries, where you have to choose answers from words in the text, involve looking closely at details in the text. However, the summary could be a paragraph with the main idea of the text and some details or examples. Sometimes you are asked to complete notes.

What do you need to do? The ideas will be expressed in a slightly different way. You need to understand the paraphrasing, locate the appropriate part of the text and seek a word from the text that fits the gap.

Before you do practice activity 4.4, here is another guided activity choosing words from a selection provided.

Guided practice activity 8

- 1** Identify the part of speech in the gap: noun, verb or adjective
- 2** Look at the words on either side of the gap, and decide what part of speech they are.
 - (a)** What type of word follows a noun?
 - (b)** What type of word follows an adjective?
 - (c)** What follows verbs?

3 If you have words to choose from, decide:

- (a) What the word means. Does it fit the meaning of the sentence?
- (b) Is it the right part of speech?

There are many types of tea in the world today and their varieties are a result of how much 1 _____ the particular raw tea leaf has gone through. One of the most common teas in the world today is black tea. Although the liquid we drink is 2 _____, the colour of the leaves used to make the drink is black. Oolong or 'half-oxidised' teas are a cross between green and black. 3 _____ teas are unfermented and have a lighter flavour. They are traditionally seen as a health drink in both Eastern and Western countries, and there are many different types of this tea. White tea leaves are kept in the 4 _____ to prevent them going green. This tea is not mass-produced and is therefore 5 _____ and highly sought-after. Decaffeinated tea is usually produced from 6 _____ tea, although better tea is produced if green tea is used. Although herbal teas are not real teas, they are referred to as tea because they are produced in a 7 _____ way.

Source: Beverage Service: *The Bartender's Friend*, Futura Training

Noun	Verb	Adjective
Processing, shade, sunlight	ferment	Red, green, expensive, black, similar, black, cheap, like, similar, unprocessed, different

similar green black cheap expensive sunlight like
red shade unprocessed processing ferment different

Practice activity 4.4

TEXT 3

HOW VIDEO GAMES ARE GOOD FOR THE BRAIN

After years of focusing on the bad—and there are still legitimate concerns, for instance, about the psychological effects of certain violent games—scientists are increasingly examining the potential benefits of video games. Their studies are revealing that a wide variety of games can boost mental function, improving everything from vision to memory. Still unclear is whether these gains are long-lasting and can be applied to non-game tasks. But video games, it seems, might actually be good for the brain.

The very structure of video games makes them ideal tools for brain training.

'Video games are hard,' said Eric Klopfer, the director of MIT's Education Arcade, which studies and develops educational video games. 'People don't like to play easy games, and games have figured out a way to encourage players to persist at solving challenging problems.'

The games aren't just hard—they're adaptively hard. They tend to challenge people right at the edge of their abilities; as players get better and score more points, they move up to more demanding levels of play. This adaptive challenge is 'stunningly powerful' for learning, said John Gabrieli, a neuroscientist at MIT.

Most games involve a huge number of mental tasks, and playing can boost any one of them. Fast-paced, action-packed video games have been shown, in separate studies, to boost visual acuity, spatial perception, and the ability to pick out objects in a scene. Complex, strategy-based games can improve other cognitive skills, including working memory and reasoning.

These findings fit with scientists' increasing understanding of how malleable the human brain truly is. Researchers now know that learning and practicing a challenging task can actually change the brain.

Richard Haier, a pediatric neurologist and professor emeritus at the School of Medicine at the University of California at Irvine, has shown in a pair of studies that the classic game *Tetris*, in which players have to rotate and direct rapidly falling blocks, alters the brain. In a paper published last month, Haier and his colleagues showed that after three months of *Tetris* practice, teenage girls not only played the game better, their brains became more efficient.

A type of scan that illuminates brain activity showed that at the end of the three months, the girls' brains were working less hard to complete the game's challenges. What's more, parts of the cortex, the outer layer of their brains responsible for high-level functions, actually got thicker. Several of these regions are associated with visual spatial abilities, planning, and integration of sensory data.

The jury is still out on whether practising with these games helps people outside of the context of the game. In one promising 2008 study, however, senior citizens who started playing *Rise of Nations*, a strategic video game devoted to acquiring territory and nation building, improved on a wide range of cognitive abilities, performing better on subsequent tests of memory, reasoning, and multitasking. The tests were administered after eight weeks of training on the game. No follow-up testing was done to assess whether the gains would last.

Now that researchers know these off-the-shelf games can have wide-ranging benefits, they're trying to hone in on the games' most important aspects, potentially allowing designers to create new games that specifically boost brain power.

Other researchers are hoping to use video games to encourage prosocial behaviors—actions designed to help others. ('Prosocial' behaviors are, in some ways, the opposite of 'antisocial' ones.) In June, an international team of researchers, including several from Iowa State University, reported that middle school students in Japan who played games in which characters helped or showed affection for others later engaged in more of these behaviors themselves. Researchers also found that US college students randomly assigned to play a prosocial game were subsequently kinder to a fellow research subject than students who played violent or neutral games.

Unlike, say, movies or books, video games don't just have content, they also have rules. A game is set up to reward certain actions and to punish others. This means they have immense potential to teach children ethics and values, said Scott Seider, an assistant professor of education at Boston University. (Of course, this is a double-edged sword. Games could reward negative, antisocial behavior just as easily as positive, prosocial behaviour.)

Some off-the-shelf games already contain strong prosocial themes; consider *The Sims*, for instance, or the classic *Oregon Trail*, which make players responsible for the well-being of other characters and feature characters who take care of one another. But Seider also hopes game developers consider the pro-social possibilities in developing new games. The challenge for the architects of future games will be figuring out how to wrap virtuous characteristics into an engaging package.

Source: Emily Anthes, the *Boston Globe*, 12 October 2009

Questions 35–40: Short answer summary

Complete the summary using no more than two or three words taken from the text.

Main idea

Everyone has been concerned about the 35 _____ effects of video games for some time, but now research is showing how games can 36 _____.

Effects

The 37 _____ of video games make them ideal for exercising the brain. Video games encourage players to continue by making the games more 38 _____. Playing games has a physical effect on the body by making parts of the brain 39 _____. Games can also have positive social effects. People who play games where characters show 40 _____ to others tended to behave similarly.

Reading skills 7: Understanding the writer's viewpoint

What do we mean by understanding the writer's viewpoint or opinion?

Many general-interest articles are written by writers who give their viewpoint and opinion on a topic. While many texts in the General Training module are factual or informational, some texts in IELTS test your ability to understand the opinions and ideas presented. Question types used to test this are usually multiple choice and True/False/Not Given or Yes/No/Not Given. As in the early texts, you will be using skimming and scanning methods to locate the information and then deciding whether the information you locate is what you need to answer the question. You will usually need to understand a paraphrase or parallel phrase of the arguments and ideas presented.

Practice activity 4.5

Question type: multiple choice: testing understanding of the writer's viewpoint

These questions test your ability to recognise specific points in a passage or to distinguish between what the passage says and what it does not say. In other words, you demonstrate your reading comprehension by indicating what, according to the passage, is correct.

These questions might also test your ability to identify the main idea of a section of a passage or an overall understanding of the entire reading passage.

One type of question that is used to test your understanding of the writer's viewpoint is multiple choice. This question type can also be used to test other skills. It is important to understand how to answer questions of this type. Note that these questions usually follow the order of the text. This saves you time searching all over the text.

Multiple-choice questions offer a choice of answers. Often they are similar, but only one will be correct beyond a doubt. Some options are there to distract.

What do you need to do?

Step 1 Quickly survey the text – look at the title, and any other clues, read the first and last paragraph, look at the overall organisation of the text, read the first line of every paragraph.

Step 2 Identify key words in the question. Take special note of qualifying words such as *definitely* or *always*.

Step 3 Locate the part of the text the question refers to by scanning the appropriate part.

Step 4 Identify a similarly expressed idea in the text that exactly matches one of the options given.

Step 5 Check the other options in order to be completely sure that they do not also express the idea.

Optional: transfer your answers now to the answer sheet. Check spelling and grammatical accuracy as you go.

Guided practice activity 9

Read the passage and answer the multiple-choice question.

After years of focusing on the bad—and there are still legitimate concerns, for instance, about the psychological effects of certain violent games—scientists are increasingly examining the potential benefits of video games. Their studies are revealing that a wide variety of games can boost mental function, improving everything from vision to memory. Still unclear is whether these gains are long-lasting and can be applied to non-game tasks. But video games, it seems, might actually be good for the brain.

- 1 What, according to the writer, are scientists not sure about in relation to video games?
 - A If games can improve mental abilities. Does the text say they can?
 - B If violent games have negative effects on the brain. Does the text say they can?
 - C If there will still be benefits when you are doing other activities. Are there benefits?
 - D If memory and vision are improved. Are they?
- 2 Now reread the question. Which of these are scientists not sure about?

Read the passage below and answer the multiple-choice questions

It's payday or, more accurately, pocket money day, and Julia Spargo-Ryan, 15, is cashed up. Like clockwork, \$50 is transferred every Wednesday from her parents'

account to hers. The Wesley College student also earns around \$150 per week from a part-time job. Her parents pay for her mobile phone and occasionally give her extra money. Julia spends her money on clothes, movie tickets and snacks. She has to help out around the house, but does no specific tasks.

- 3 What is the best way to describe how Julia gets her money?

Now read the passages below and answer the True/False/Not Given questions.

Han-Seok Seo, study leader of the Seoul National University in South Korea, and his colleagues conducted their tests on four groups of adult male Wistar rats stressed from sleep deprivation. The aim of the study was to demonstrate influences of roasted coffee aroma on rat brain functions and evaluate the impact. After testing, the impact was conclusive; roasted coffee bean aroma changes the mRNA and protein levels of the rat brain. This showed for the first time that valuable proteins with healthy antioxidant properties, which are important in protecting cells from stress, were found in the brains of the coffee-sniffing rats.

- 1 The laboratory rats drank coffee. What was given to the rats? Does the passage say whether they drank coffee or not?
- 2 The rats were stressed from being tested. Why were the rats stressed?
- 3 The smell of coffee improved healthy proteins in the laboratory rats' brains. What improved in the rats' brains? What caused the improvement?

Driven to distraction

Distracted driving may not get the publicity given to alcohol, drugs and speed, but it is thought to play a role in one third of fatal and serious injury crashes on roads. And while there is strong community opposition to drink drivers or people who speed, our attitude towards making phone calls or reading text messages is much more relaxed. Surveys for the Office of Road Safety have found that while 96 per cent of people believe reading and sending text messages is distracting, 54 per cent admit reading texts and 35 per cent have sent them while driving. About 85 per cent of people think mobile phone use is distracting but 46 per cent said they take calls on the road and 36 per cent concede making them.

- 1 Alcohol, drugs and speed cause more crashes on the road than distracted driving. How many crashes are caused by these factors? Is it more or less than distracted driving?
- 2 People are more tolerant of drivers who speed. What does 'tolerant' mean, and how is this expressed in the passage? How do we feel about people who speed? Which drivers are we more tolerant of?
- 3 People like to use their mobile while driving because it is relaxing. Does the passage mention relaxing? Does the passage say that using a mobile phone is relaxing or not?

Practice activity 4.5

Refer back to the full text 'How Video Games are Good for the Brain' from practice activity 4.4 on pp. 59–61.

Questions 35–40

Choose the correct letter: A, B, C or D. Write your answers in boxes **35–40** on your answer sheet.

35 What are scientists not sure about in relation to video games?

- A If games can improve mental abilities.
- B If violent games have negative effects on the brain.
- C If there will still be benefits when you are doing other activities.
- D If memory and vision are improved.

36 How do video games encourage players to keep on playing?

- A A player is rewarded with extra points.
- B The challenges get progressively harder.
- C The games become more powerful.
- D The games encourage competition.

37 After three months of playing *Tetris*, teenage girls

- A found the challenges easier
- B were quicker at completing the tasks
- C developed better vision
- D got higher scores.

38 What social benefits can result from playing video games?

- A increased honesty
- B increased confidence
- C increased caring
- D increased interaction.

39 Video games

- A punish bad behaviour
- B reward good behaviour
- C might not always reward good behaviour
- D do not consider moral outcomes.

40 An important goal for future game-makers is

- A making interesting characters who do the right thing
- B making games as interesting as possible
- C making all games teach moral values
- D making all games like *The Sims*.

Reading skills 8: Understanding argument

What do we mean by understanding arguments?

Writers will use various methods to persuade readers that their point of view is valid. One of the main ways they do so is by showing results of research that support the main argument. Sometimes, different viewpoints or arguments on a topic are discussed together. You may be asked to identify and understand the different arguments being presented.

Your ability to understand different arguments can be tested through a matching exercise in which a number of different arguments from different sources is presented and you are asked to identify which writer made the claim.

Practice activity 4.6

Question type: matching activity—testing ability to identify arguments

How do we do this?

Step 1 Quickly survey the text – look at the title, and any other clues, read the first and last paragraphs, look at the overall organisation of the text, read the first line of every paragraph.

Step 2 Skim through the statements to get a general idea of what to look for.

Step 3 Skim through the passage until you locate one of the sources or names required. Scan for specific names if necessary.

Step 4 Skim to get a general understanding of the ideas expressed, then try to find an idea in the question that matches. These will be a paraphrase of the ideas in the passage.

Optional: transfer your answers now to the answer sheet. Check spelling and grammatical accuracy as you go.

Questions 36–40

Read the following extract from an article on pocket money and answer questions **36–40**.

TEXT 4

HEY, LITTLE SPENDER!

It's payday, or, more accurately, pocket money day, and Julia Spargo-Ryan, 15, is cashed up. Like clockwork, \$50 is transferred every Wednesday from her parents' account to hers. The Wesley College student also earns around \$150 per week from a part-time job. Her parents pay for her mobile phone and occasionally give her extra money. Julia spends her money on clothes, movie tickets and snacks. She has to help out around the house, but does no specific tasks.

Georgia Watson, 13, doesn't classify the money she gets each week from her parents as 'pocket money'. On average she gets \$50 a week. It's the same as Julia, but not a figure that would be considered 'small' by the average family. 'I mostly just ask them for money when I'm going out and they give it to me,' Georgia says. She is free to spend the money on whatever she wishes; usually the movies, blended juices and snacks. If she wants dearer items, she has another revenue stream: regular dividends from her share portfolio. Like many kids her age, she has a mobile phone, paid for by her parents.

But life is vastly different for 15-year-old Keely McDonald, who has to save up her pocket money to pay for her mobile phone. She gets \$10 a week, but only when her mum can afford it. 'They can't have the money if the money's not there. Food and bills come first,' says Keely's mother, Jenny McDonald. McDonald says her daughters understand that some weeks they will not receive any money. 'Last year they wanted an Xbox. They had to put half their money towards it and I'd add to their savings when I could, like when I won Lotto,' says McDonald. It took Keely and her sister, 12-year-old Sinead, six months to save up to buy the game console.

When it comes to pocket money, how much is appropriate? It's a common problem for many parents. According to a survey, the average amount of pocket money received in Australia last year was \$8.15 a week. This did not include money earned for chores, which was, on average, \$3.10 a week, or money given to children for things they had to have, which averaged \$5.80 a week.

'Pocket money is generally considered a private thing and dependent on the resources of parents,' says Marianne Robinson, lecturer in sociology at Monash University. 'There are two reasons why parents give children pocket money. One is to encourage a contribution around the house, and the second is to develop a sense of money and the value of money.'

Dr Kerry Hempenstall, senior lecturer in psychology at RMIT University, says it is possible to develop good financial sense without receiving pocket money. However, receiving pocket money that is tied to constructive behaviour enables children to learn the association between effort and entertainment. 'Children who receive pocket money systematically, as opposed to hand-outs at whim, are more likely to develop an ... understanding that what you get out of life depends on what you put into it,' Hempenstall says.

Margie Meers has come up with a slightly more complex formula for setting her daughters' pocket money allowance, one that includes annual pay rises. The Meers sisters—Lara, 14, Angie, 12, and Annabelle, 11—all get \$1 per year of their age and they think that's fair. They have a pocket money book in which credits and debits are recorded.

Growing up in a consumer-driven society can be challenging for adults, let alone children. Antony Young, research coordinator at the School of Accounting and Law at RMIT University, says, 'Children should be given pocket money. It helps them at a young age to understand the principle of money. It teaches them responsibility, self-esteem and it's a motivating factor.' But he qualifies this by saying: 'Parents need to be involved throughout the whole process. You can't give children a lot of money and then not supervise what they do with it,' he says.

'The temptation to oversupply funds and undersupply responsibility is a big issue, especially in split families,' says Hempenstall. 'Often dad feels the need to spend money because he doesn't have the opportunity to supply normal family interaction. The consequence is that the child doesn't appreciate the value of money.' He says some children

who receive large amounts without doing much for it can think they can get what they want without effort and they learn to manipulate the situation.

Kate Spargo, Julia's mother, thinks \$50 a week is reasonable. When Kate Spargo learns that the average amount of pocket money is about \$10 a week she is shocked. 'Oh dear, I had no idea,' she remarks.

Source: Kim Wilson, *The Age*, 2 April 2004

Questions 36–40

Match the views with the people listed below.

- 36 A set weekly amount is not always possible due to family circumstances.
- 37 Pocket money is a good thing if spending is monitored.
- 38 Pocket money is a good thing if children work for it.
- 39 There is no generally agreed amount.
- 40 Older children get more pocket money.

People

- i AY Antony Young
- ii KH Kerry Hempenstall
- iii MR Marianne Robinson
- iv JM Jenny McDonald
- v MM Margie Meers

End of practice activity 3.6

UNIT 5

Reading Practice Tests

IELTS GENERAL TRAINING READING PRACTICE TEST 1

TIME ALLOWED: 1 hour

NUMBER OF QUESTIONS: 40

Instructions

ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET

The test is divided as follows:

- Reading Passage 1 Questions 1–14
- Reading Passage 2 Questions 15–27
- Reading Passage 3 Questions 28–40

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot answer a question, leave it and go on to the next. You can return to it later.

SECTION 1: Questions 1–14

Read the advertisements below and answer questions 1–4.

TEXT 1 COMMUNITY BUSINESS CARDS

A HAIRDRESSING

Ginger's Unisex Hair Studio
SPECIAL
Wed & Thurs only
Colour/Foils & Blow-wave and
Receive a FREE Haircut
Enquiries to 9489 8888

Shop 5 Smith Arcade
104 Old Northern Hwy, Northland

B DRY CLEANERS

For quality & friendly service

- Wedding & evening dresses
- Duvets & blankets
- Curtains
- Woollens/silks etc.
- Alterations and mending

Phone 9244 0000

Shop 1, Mundaring Shopping Centre
700 Great Eastern Highway, Mundaring

C GOOD MANNERS DOG TRAINING Dog daycare & training centre

- Small classes for all ages
- Positive methods
- Qualified trainer
- Classes in Westland & hills

Enquiries: 9244 4056 or 5419 924 133
Web: www.goodmanners.net.au

D CLEANING A-TOP CLEANING

Carpet steam cleaning
Window cleaning
28 yrs
Owner operator
Phone: 4419 924 575

E BUILDING SERVICES GCH CONSTRUCTION

Greg, qualified tradesman
Bricklaying & limestone
Paving & concrete
Building maintenance
Renovations & new homes
6423 233 058
gchconstruction@bigpond.com

F AIR CONDITIONING & GAS

Markham Air & Appliances Pty Ltd
Split system installations
Air-conditioning service & repairs
Appliance service & repair (gas & electric)
Phone: 4468 118 491
Eftpos available

QUESTIONS 1–4

The business cards above are from a local shop noticeboard. They offer local services. Look at the six business cards, A–F. For which card are the following statements true? Write the correct letter, **A–F**, in boxes 1–4 on your answer sheet. **Note:** you may use any letter more than once.

- 1 Which service provides daycare?
- 2 Which service is provided at a local shopping centre?
- 3 Which *three* services provide improvements to the home?
- 4 Which service offers something free?

Read the texts below and answer questions 5–10.

TEXT 2

HIGHLIGHTS OF PERU

SIGHTSEEING HIGHLIGHTS

- **Lima** Discover the city's colonial sights, including the expansive Plaza San Martin and its impressive cathedral and government palace; visit the Church of San Francisco and its catacombs.
- **Sacred Valley** Visit Awanakancha and meet llamas, vicunas and alpacas; pick up some handicrafts at the lively Pisac market; explore the massive Inca fortress of Ollantaytambo.
- **The Vistadome** Ride aboard the Vistadome train to Machu Picchu; enjoy large panoramic windows, first-class service and a light meal.
- **Machu Picchu** Immerse yourself in the history and atmosphere of this UNESCO World Heritage Site on a guided tour and during free time for independent exploration.
- **Cusco** Delve into the city's Inca and Spanish colonial past; explore the Plaza de Armas; visit the Church of Santo Domingo and Korikancha or Temple of the Sun; explore the citadel of Sacsayhuaman and nearby shrines and Inca warehouses.
- **Audio headsets** For all guided visits and included sightseeing.

INSIDER HIGHLIGHTS

- **Hidden Treasures** Enjoy at least one surprise Hidden Treasure experience, unique to your itinerary, courtesy of your expert tour director.
- **Be My Guest** Join Doctor Francisco Diez Canseco Tavara, the descendant of an old Peruvian family, for a welcome reception and typical Peruvian lunch; visit the beautiful estate and learn about the Diez Canseco family's and Peru's history.
- **Local speciality** Visit a weaving centre in the Sacred Valley to watch artisan weavers at work; on the way to Cusco, visit a *chicheria* and taste *chichi*, the traditional Andean corn beer.
- **Local expert** Meet Kike Pinto, founder and Director of the Museum of Andean and Amazon Musical Instruments, for a presentation on Andean instruments and music in Cusco.

DINING HIGHLIGHTS

- Welcome reception with your tour director in Lima
- 7 full breakfasts
- 1 picnic box lunch
- 2 three-course dinners
- farewell dinner with wine and folklore show in Cusco
- Be My Guest with wine in Lima

CLASS HIGHLIGHTS

- Includes all first-class features
- A Trafalgar bonus—all Intra-Air Flights: Lima to Cusco and Cusco to Lima, including porter service at all airports
- Qualified local guides in Lima, the Sacred Valley, Machu Picchu and Cusco
- Souvenir photo captures treasured memories of your trip with a complimentary group photo taken at a landmark location.

Source: Trafalgar Tours

QUESTIONS 5–10

Do the following statements agree with the information in the travel guide? In boxes **5–10** on your answer sheet, write:

- **TRUE** if the statement agrees with the information
- **FALSE** if the statements contradicts the information
- **NOT GIVEN** if there is no information on this.

- 5 The capital city of Peru, Lima, is the main highlight of the tour.
- 6 Guests will travel by train to Machu Picchu.
- 7 Guests will have the opportunity to meet a descendant of an old Peruvian family.
- 8 Kike Pinto is a local expert musician who plays traditional Andean instruments.
- 9 The farewell dinner will include a range of traditional Peruvian food.
- 10 A souvenir group photo can be purchased at the end of the tour.

Read the text on p. 72 and answer questions 11–14.

TEXT 3

SEASONAL INFLUENZA VACCINATION PROGRAM

PART 1

Get vaccinated

Influenza, commonly known as the flu, is caused by a virus which spreads easily from person to person through infected droplets in the air and by hands infected with the virus.

The virus infects your nose, throat and, sometimes, your lungs. In most people it causes mild to moderate symptoms for about a week, but some people can develop severe illness and complications which may need to be treated in hospital and can even result in death.

Flu complications include pneumonia and bronchitis. Flu can also make some underlying medical conditions worse.

Flu is a vaccine-preventable disease. Because the flu virus is constantly changing, it is necessary to get vaccinated every year. The flu vaccine protects against the three strains of the virus which are most likely to occur over the winter. Vaccination is recommended in autumn to give time for immunity to develop before the flu season starts. You cannot get flu from the vaccine.

PART 2

To prevent complications from flu it is recommended that people in the eligible groups outlined in this brochure get vaccinated each year.

65 years and over

People aged 65 years and over have the highest risk of complications associated with seasonal flu. Vaccination decreased hospitalisation and mortality rates by up to 50 per cent.

Indigenous people

Respiratory diseases are major causes of preventable sickness and death in Indigenous people. All Indigenous people are now eligible for the free flu vaccine from 15 years of age.

Pregnancy

Pregnant women are at higher risk of severe complications associated with the virus. The flu vaccine is safe for pregnant women, including in the first trimester. Vaccinating against flu during pregnancy also provides protection for the baby during the first vulnerable months of life.

People medically at risk

People with some existing medical conditions are at increased risk of complication from flu and may now be eligible for free seasonal flu vaccine. These include anyone who is over six months of age and has a condition such as:

- heart disease
- chronic respiratory conditions
- chronic illness requiring medical follow-up or hospitalisation in the past year
- diseases of the neuromuscular system
- impaired immunity, or
- aged six months to 10 years and on long-term aspirin therapy.

QUESTIONS 11–14

Answer the questions below. Choose **no more than three words** for the text for each answer. Write your answers in boxes **11–14** on your answer sheet.

- 11 Influenza is a virus which is easily spread from person to person via infected droplets in the air and by _____ with the virus.
- 12 It is necessary to _____ against influenza because the virus is constantly changing.
- 13 The influenza virus can lead to medical complications such as _____, or can make existing medical conditions worse.
- 14 It is recommended that vaccination take place in autumn so that _____ before the winter flu season starts.

Section 2: Questions 15–27

Read the text below and answer questions 15–21.

TEXT 1

GUARD AGAINST BURNOUT!

Burnout doesn't just affect people in the workforce—high school students who feel bored, overwhelmed and overworked can also be at risk.

A Finnish study looking at burnout in students found it was linked to high expectations of school demands, feeling cynical about school work and feeling inadequate as a student. But being prepared, studying well and having reasonable expectations about results could help avoid burnout.

Department of Education psychologist Penelope Radunovich said that there were ways to avoid burning out before the final exams.

The first was to set up a good study environment. While some students could study while talking to someone and with the TV blaring, others needed perfect silence.

Ms Radunovich said students needed to work out what worked for them. She said the most important thing for students to do was to make sure they understood the material.

'Spend 30 minutes studying, learning and understanding, then take 10 minutes to question yourself,' she said.

'Say do I understand this? Could I tell my mother or a stranger or my friends what I have been doing? If there is nobody to explain it to, do it out loud and, if you don't understand it, go over it again.'

'If you can explain what you've learnt, then you have understood.'

Parents can help prevent burnout by keeping an eye on their children and how much study they are doing. If a Year 12 student is becoming cynical about their work or they look like they are studying to the point of exhaustion, then she suggests chatting to them or offering to take them to the movies and away from the study environment.

'I asked kids about burnout and they said some people do feel burnt out and, when they get to that point, they stop working and go do some exercise or have a snack, listen to some music or talk to their friends,' she said.

'The kids who do really well are the ones who do a lot of other things.'

Source: Megan Bailey, the *West Australian*, 10 August 2011

QUESTIONS 15–21

Do the following statements agree with the information given in the text? In boxes 15–21 on your answer sheet, write:

- **TRUE** if the statement agrees with the information
- **FALSE** if the statement contradicts the information
- **NOT GIVEN** if there is no information on this.

- 15 High school students can avoid study burnout by studying well, and by having reasonable, but not overly high, expectations of results.
- 16 It doesn't matter where a student decides to study, as study environment has no effect on study burnout.
- 17 Final-year high school students experience more burnout than any other group of students.
- 18 One way to assess your learning is to try to explain what you have learnt to someone else.
- 19 Successful exam students are usually those who give up other social and sports activities and focus on their study.
- 20 If a student is studying too much, it is advised that parents offer to take him/her out, away from the study environment.
- 21 According to a study in Finland, students who stopped socialising with friends before exams had a higher rate of burnout.

TEXT 2**CAMPUS LIBRARY INFORMATION****I**

All students are automatically registered as Library members. Your Student ID card is your library card and printing/photocopying charge card. Student ID cards are available from the library; cost \$5.00.

You are entitled to borrow up to 6 items at any one time, two of which can be videos, DVDs, CDs or cassettes. Books can be borrowed for 2 weeks, DVDs, CDs and videos for one week. Some items in high demand may have restricted (shorter) borrowing periods.

II

Borrowed items should be returned on or before their due date. If you do not return items on time you will not be able to borrow until they are returned. It is your responsibility to ensure all items are returned in good condition. You will be invoiced for lost or damaged items.

Most items may be renewed once, provided they are not overdue or required by other borrowers. This may be done at the library or on the phone.

III

You may reserve items currently on loan or at another Polytechnic West campus by asking library staff to place a hold for you.

Polytechnic West students are entitled to borrow resources from most other TAFE colleges and from Murdoch, Notre Dame and Edith Cowan universities. Students can apply direct to their choice of host institution for reciprocal borrowing.

You will need to take:

- Current enrolment form from Polytechnic West
- Current student/library ID card

IV

The library has reference resources to help you find the information you need. These are the Not For Loan items. Staff can also show you a range of online databases and internet sites relevant to your area of study via the library website. The library website provides online access to the library catalogue, interactive tours, surf skills, help sheets, referencing and subject guides, useful websites and search engines, and full-text journal and newspaper articles from our online databases. Click on the 'Databases' link to access databases including: Australian Standards, Building Code of Australia, Ebsco, General OneFile, Learning Federation, Netlibrary (E-books), Oxford Dictionary, Proquest and World Book.

V

Computers and an MFD (for printing) are available in the library for students to use for study purposes. These computers provide access to online databases and the internet. A range of software applications found in the classrooms are also available on the library computers. Please book a computer before use. Write your student ID number on the booking sheet in the time slot for the computer you wish to use. Each computer is numbered.

Printing, photocopying and scanning are available in the library. You can print/photocopy in colour or black and white, in A4 and A3 sizes. Binding is available at the Print Cell.

VI

Postal loans and off-campus library services are available for external students. Contact your relevant library for further details.

VII

The library website provides online access to the library catalogue, interactive tours, surf skills, help sheets, referencing and subject guides, useful websites and search engines, and full-text journal and newspaper articles from our online databases. Click on the ‘Databases’ link to access databases including: Australian Standards, Building Code of Australia, Ebsco, General OneFile,

Learning Federation, Netlibrary (E-books), Oxford Dictionary, Proquest and World Book. The library catalogue is a database of the resources held by Training WA libraries and Department of Training library. You can limit your search to items located at your campus, or within all Polytechnic West libraries.

Source: Campus Library Services,
Polytechnic West, Perth

QUESTIONS 22–27

The passage above has seven paragraphs labelled **I–VII**. Which paragraphs contain the following information? Write the appropriate letter **I–VII** in boxes **22–27** on your answer sheet. You need only one letter for each answer, but each letter may be used in more than one answer.

Example: How I can join the library **I**

- 22** What I can do if I have not finished a book by the time I need to return it.
- 23** How long I can borrow items for.
- 24** What I should do if this particular library does not have the book I need.
- 25** What I can do if I need a book, but live too far away from the library.
- 26** What I can do if another borrower has the book I want.
- 27** What I can do if I would like extra help with some research, but there is nothing on the shelves.

Section 3, Questions 28–40

Read the text below and answer questions 28–34.

TEXT 3**FOOD AND DRINK IN CHINA****A**

Most Westerners will have tasted and enjoyed Chinese food in various forms in their own countries, and may even have learned the delicate art of eating with chopsticks. But they may be less

prepared for what the writer Colin Thubron memorably describes as the ‘passionate relationship’ of the Chinese to food. Folk memories of famine are recent (the last were in the 1960s) and there are still areas where people’s diet is limited and poor.

Refrigeration is more widespread now, but the Chinese almost never eat 'ready meals'; food is freshly cooked for each meal, and fish, meat and poultry are often killed only a short time before they are cooked. Shopping in the markets or shops is done with immense gusto, and everything is prodded, shaken, sniffed and thoroughly checked before being purchased.

It is debatable whether, in purely Western terms, the Chinese eat a 'healthy' diet. They eat many vegetables, things are cooked fast so that the goodness is not destroyed, and people eat small quantities fairly frequently—'grazing', rather than eating huge meals at one sitting, which is one reason why they tend to be much slimmer than people in the increasingly obese West. On the other hand they use a large amount of the very salty MSG (monosodium glutamate, or taste powder) in their cooking, as well as sugar; and in some regions of China there is a high incidence of certain types of cancer, due to the overuse of pickling, the only way some vegetables can be preserved through the winter.

At any rate, the Western visitor will experience a fantastic range of different foods, some wonderful (dumplings, tofu, sweet and sour soup, Mongolian hotpot, and hundreds more treats), and some less to Western tastes, such as 'hundred-year-old eggs' or donkey stew. If the Westerner is overwhelmed by a desire for a more familiar food, these days help is at hand. In the bigger cities, though more rarely in the rural areas, there are plenty of fast-food outlets selling hamburgers and pizzas; there are some Italian, Indian, Japanese, Korean and Mexican restaurants, and also newly opened supermarkets (mostly French) that sell the foods of which, in the past, homesick Westerners could only dream—for

example, bread, cheese, milk, coffee and real chocolate.

B

Chinese local dishes are said to have four, eight and ten culinary schools, depending on which authority is consulted. Canton, Shandong, Sichuan and Yangzhou make up four of them: if you count Hunan, Fujian, Anhui and Zhejiang, you have eight culinary schools; add in Beijing and Shanghai, and that makes ten. You should also try the Middle Eastern-type cooking of the Muslim minorities, such as the Hui and Uighur people, whose roadside stalls produce wonderful (and very cheap) lamb kebabs wrapped in naan bread with salad and hot spicy sauce. Here are a few pointers about some of the schools of cookery.

C

Cantonese cuisine adopts the good points of all other culinary schools, and its selection of ingredients is extensive. River food and seafood are widely used, as well as birds, rats, snakes and insects. There is a saying that 'The Cantonese will eat anything with wings, except a plane, and anything with four legs, except a table.' Cantonese cuisine pays attention to the use of fresh ingredients and has unique cooking methods. Representative dishes are 'three kinds of snake stewed', cat meat, snake soup, casserole mountain turtle and crispy skin suckling pig.

Shandong cuisine is dominated by seafood, reflecting its nature as a peninsula surrounded by the sea. Typical dishes include stewed sea cucumber with scallion, stewed snakehead eggs, sea slugs with crab ovum, Dezhou grilled chicken and walnut kernel in cream soup.

Sichuan cuisine is renowned for its searingly hot, peppery flavour. The variety of tastes is summed up in the phrase 'a

hundred dishes with a hundred flavours'. Famous dishes include shredded pork with fish flavour, stewed beancurd with minced pork in pepper sauce, and dry-roast rock carp.

Those who are not used to extremely hot food should proceed with care. The Sichuanese use a special black pepper that leaves the lips numb—a bit frightening the first time it happens, but not unpleasant when one grows accustomed to it.

Huaiyang cuisine integrates the cream of dishes in Yangzhou, Zhenjiang, Huaian and other places south of the Yangtze River, stressing freshness and tenderness, careful preparation, cutting skill, bright colour, beautiful arrangements and light flavouring. Famous dishes include beggar's chicken, fried mandarin fish with sweet and sour sauce, sliced chicken with egg white, salted duck, steamed crab meat and minced pork balls cooked in a casserole.

D

Vegetable dishes have been popular since the Song dynasty (960–1279) and they were greatly developed in the Ming and Qing dynasties (1368–1911). They were divided into three schools: Monastery Vegetable Dishes, Court Vegetable Dishes and Folk Vegetable Dishes.

The main features of vegetable dishes are their unique style and their health benefits. Main materials include green leaf vegetables, fruit, edible mushrooms, and bean-curd products with vegetable oil as a condiment, all of which are delicious in taste, rich in nutrition, easy to digest, and believed to be helpful in preventing cancer.

E

The Chinese drink large quantities of tea (mostly 'green tea', as opposed to the 'black' tea that is more commonly drunk

in the West) and they add no milk or sugar. Tea is drunk constantly at meetings and at work, less so in restaurants and at formal meals, though it is always available if asked for. It is usually served in mugs with lids to keep it warm. Teabags and tea strainers are not used, and drinking tea without swallowing a mouthful of tea leaves requires concentration: try using the lid as a strainer when sipping.

Tea is divided into green, black, perfumed, white and Wulong tea. The most valuable green teas are Longjing and Biluochun; black tea, Qihong and Yunfeng; scented tea, Jasmine; white tea, Yinzhembaihao, Gongmei and Shoumei; Wulong tea, Dahongpao and Tieguanyin. The Chinese will frequently give beautifully decorated tea caddies of special teas as a present.

Other drinks you may be offered are yellow rice wine, served hot in little porcelain cups. It tastes rather like sherry. More lethal is maotai, the Chinese answer to vodka; there are also many light Chinese beers, as well as a growing range of Chinese wines—Great Wall wine is perhaps the best known and has improved considerably since the producers set up a joint venture with a French wine-grower. Soft drinks such as mineral water and Coca Cola are available everywhere, and fruit juices made from the exotic tropical fruits grown in the south of China are delicious.

F

One interesting development in the 1990s has been the re-emergence of teahouses, traditionally the haunts of the intellectuals and literati, who would idle away hours in stimulating conversation or in composing poems. In workaholic, post-liberation China, such establishments were considered a

decadent remnant of the feudal society. But with the emergence of the five-day working week, and with more emphasis on quality leisure time, the traditional teahouse is once again blossoming in major cities.

Teahouses have one thing in common: tranquillity—a precious commodity in China. The quiet atmosphere is broken only by leisurely music played on the zheng, a twenty-one- or twenty-five-stringed plucked instrument, in some ways similar to the zither. Conversation tends to be carried out in hushed tones. Teahouses are located at quiet places in beautiful surroundings, often near lakes; most cities have several now. The teahouse has its own slot on TV, too—the British television company Granada has coproduced with Chinese TV a 230-part TV soap called *Joy Luck Street*, based around the comings and goings in a teahouse; it was inspired by the

long-running British TV soap *Coronation Street*, whose central location is a good old English pub.

G

Among men in China, much less so among women, smoking is widespread, and at formal meals cigarettes are almost always offered along with the tea. Most Chinese people do not seem to be at all worried about the links between smoking and health problems. It is very hard to escape from other people's cigarettes in restaurants. Young Chinese men set on having a good night out can even be seen holding a lit cigarette in one hand and a pair of chopsticks in the other—managing to smoke and eat at the same time.

Source: Kathy Flower, *Culture Smart!: China*, 2010

QUESTIONS 28–34

The text 'Food and Drink in China' has seven sections labelled **A–G**. Which section contains the following information? Write the correct letter **A–G** in boxes **28–34** on your answer sheet. **Note:** you may use any letter more than once.

- 28** Regional cuisines of China
- 29** The importance of food in Chinese culture
- 30** Cigarette-smoking in Chinese culture
- 31** Overview of four regional culinary 'schools'
- 32** Popular Chinese drinks
- 33** The importance of vegetable dishes in Chinese cooking
- 34** The importance of teahouses in Chinese culture

QUESTIONS 35–40

Complete the summary below. Choose *no more than three words* from the text for each answer. Write your answers in boxes **35–40** on your answer sheet.

The Chinese are known to have what is often called a ‘passionate relationship’ with food, and the buying and cooking of it is done with enthusiasm.

Although aspects of Chinese cuisine are very healthy, such as the use of many different **35** _____ and the habit of eating small amounts of food often, the adding of MSG to cooking, too much added sugar, and the **36** _____ can be linked to high levels of some cancers in China.

In addition to the availability of some Western foods in China nowadays, there are several regional cuisines to choose from. The Cantonese cuisine is known to use many ingredients; Shandong cuisine uses a lot of **37** _____, Sichuan cuisine is known to be hot and spicy, and Huiyang food combines the flavours and colours of the best dishes from places **38** _____ the Yangzte River.

The Chinese drink teas, wines, spirits and beers, with one Chinese wine company more recently developing wine with a wine-grower from **39** _____. Chinese teahouses are usually situated near cities in **40** _____ and are places for quiet conversation.

Cigarette-smoking is a popular pastime, particularly with men.

That is the end of practice test 1.

IELTS GENERAL TRAINING READING PRACTICE TEST 2

TIME ALLOWED: 1 hour

NUMBER OF QUESTIONS: 40

Instructions

ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET.

The test is divided as follows:

- Reading passage 1 Questions 1–14
- Reading passage 2 Questions 15–27
- Reading passage 3 Questions 28–40

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

Section 1, Questions 1–14

Read the text and answer the questions below.

TEXT 1

WHAT'S ON IN WINTER

Winter is here but shorter days don't mean less to do.

A

The Great Outdoors

Sundays, June and July

ORIENTEERING

Where: various bush and farm locations
Orienteering is an outdoor activity that combines adventure and sport with navigational skills through the bush. Take a hike or mountain-bike ride through a set course in a different bush or farm location on each excursion with guidance from a compass and a map. Each course is within an hour's drive of the CBD. This is a fun, easy way to enhance fitness for the whole family, ages 7–70. To learn more about orienteering or sign up for a course, visit wa.orienteering.asn.au or call 9215 0700.

B

Mountain Designs Adventure Race Australia

4 July

Where: bush camp and forest retreat
Adventure Race Australia heightens the thrill of adventure racing, combining biking, running, trekking, kayaking, rock climbing and other adventure sports to test physical strength, endurance and willpower. The race caters to both inexperienced and seasoned racers with a 'Raw' course for beginners and a 'Hardcore' course for racers who want an extra challenge. To get involved go to adventureaustralia.com.au

C

Film Frenzy

21 June & 19 July

MEMORABLE MOVIES IN MIDLAND

Where: Town Hall

Take a trip down memory lane at the Memorable Movies gathering, held once a month. This June the memorable movie is *Roman Holiday*, the 1953 classic starring Gregory Peck and Audrey Hepburn. Then in July there is a school holiday special presentation of *The World's Fastest Indian*, a true-life story of motorcycle enthusiast and world-record breaker Burt Munro, starring Anthony Hopkins.

D

Festivals and Fairs

17 to 19 June

HILLARYS ANTIQUE AND VINTAGE FAIR

Where: Hillarys Boat Harbour

The Antique and Vintage Fair will showcase hidden treasures from the past, including fascinating items from antique furniture to retro fashion. Antique valuers will also be on the premises to give expert advice on buying and selling as attendees peruse the various stalls underneath one giant tent.

E**Music Magic***29 to 30 July***A TRIBUTE TO LOUIS ARMSTRONG**

Where: Concert Hall

Louis Armstrong revolutionised American jazz and dominated the scene for more than 60 years. He defines the jazz style and is a legendary figure in music history. Conductor Benjamin Northey will accompany trumpeter James Morrison to pay tribute to the famous musician by playing some of his most well-known and beloved hits. Go to waso.com.au for more details.

F**All the Rest***Until 18 October***WHODUNNIT? EXHIBITION**

Where: Scitech

Become a detective for a day at the *Whodunnit?* Exhibition. The exhibition is a fabricated crime scene in a zoo: someone has shot and killed a security guard, and a famous white rhino is missing. Guests use forensic science to obtain evidence and solve the crimes. For details visit scitech.org.

Source: RAC *Horizons* magazine**QUESTIONS 1–4**

Answer the questions below. Look at texts **A–F** above from a 'What's On in Winter' guide. For which text are the following statements true? Write the correct letter **A–F** in boxes **1–4** on your answer sheet. **Note:** you may use any letter more than once.

- 1** Which two activities involve outdoor sport?
- 2** Which activity would music lovers enjoy?
- 3** Which activity is held monthly?
- 4** Which activity would suit young science lovers?

Read the text below and answer questions 5–10.

TEXT 2**BARE-HEADED BIKER DIES IN HELMET PROTEST RIDE**

New York. A motorcyclist taking part in a protest against helmet laws has died after he went over his handlebars and hit his head on the pavement. Philip Contos, 55, probably would have survived the accident on Saturday in Onondaga if he was wearing a helmet, police said.

Mr Contos was riding a Harley-Davidson when he braked and lost control. New York is one of 20 states that require motorcyclists to wear helmets. Lobbying by motorcyclist groups has led some states to repeal helmet laws.

Source: Reuters.com

QUESTIONS 5–10

Do the following statements agree with the information in the article? In boxes **5–10** on your answer sheet, write:

- **TRUE** if the statement agrees with the information
- **FALSE** if the statement contradicts the information
- **NOT GIVEN** if there is no information on this.

- 5** This incident took place in Onondaga, New York.
- 6** The motorcyclist was wearing a helmet when he crashed and died.
- 7** More than a hundred motorcyclists were taking part in this protest ride.
- 8** New York State requires motorcyclists to wear helmets.
- 9** All states in the USA require motorcyclists to wear helmets.
- 10** Protests in the USA against compulsory use of motorcycle helmets have at times been successful.

Read the text below and answer questions 11–14.

TEXT 3

KENNEDY RANGE NATIONAL PARK

CARING FOR THE PARK

Be kind. Do not disturb animals, plants or rocks. No firearms or pets are permitted in Kennedy Range National Park.

Be responsible. Use your portable gas stove. Dead wood is habitat for wildlife.

Be clean. Take your rubbish out of the park when you leave.

Be careful. Stay on the paths and help prevent erosion. Look out for falling rocks. Your safety is our concern but your responsibility.

Be prepared. The trails are rough and steep in places. Wear sturdy footwear and carry your own water at all times.

Be considerate. Fossicking and collecting rocks, gemstones and fossils is not permitted.

VISITOR INFORMATION

Access

The unsealed road to the eastern escarpment is usually suitable for two-wheel drive vehicles. Access to the western side of the park via the Gascoyne River is recommended only for high-clearance four-wheel drive vehicles. Roads may be closed after heavy rain. Watch out for wildlife.

Flights and safari tours to Kennedy Range are available through visitor centres in Carnarvon, Denham and other local towns.

Overnight

Bush camping is permitted at Temple Gorge campground at the base of the eastern escarpment. Accommodation is available at Gascoyne Junction (about 60km from the park) and station accommodation can be arranged by contacting the Shire of Upper Gascoyne.

Always carry ample supplies of fuel and water. Pastoral stations surround the Kennedy Range National Park and access through the stations is only permitted with the manager's approval.

FURTHER INFORMATION

Department of Environment and Conservation campground hosts are usually based at the Kennedy Range during the winter months.

Source: Department of Environment and Conservation, WA

QUESTIONS 11–14

Answer the questions below. Choose *no more than three words* for the text for each answer. Write your answers in boxes 11–14 on your answer sheet.

11 Access roads to the national park can at times be closed due to _____

12 Using wood for campfires in the park is not encouraged, so campers are asked to use a _____ for cooking.

13 It is not permitted for visitors to collect rocks, _____ from the national park.

14 Visitors can stay overnight at the camping ground near the Gorge, or can

_____ to other accommodation at Gascoyne Junction.

Section 2: Questions 15–21

Read the text on pp. 86–7 and answer questions 15–21.

TEXT 1

VOLUNTEERING IN THE AMEP MIGRANT EDUCATION PROGRAM

HOW DOES VOLUNTEERING WORK?

Someone who wants to become a home tutor makes initial contact with one of the Home Tutor Scheme staff. The home tutor applicant then completes an application form and undergoes a reference check and a police check, paid for by Polytechnic West AMEP. Home tutors who work with young people under the age of eighteen also undertake a Working With Children Check (WWCC), paid for by Polytechnic West AMEP.

All home tutors are required to undertake a training program. Home Tutor Scheme staff then match home tutors with a student, based on a range of factors such as previously stated preferences, locations and availability, or assign home tutors to centre-based activities, such as classroom support or conversation groups.

All home tutor matches are reviewed each term. The home tutor can request a review of the match at any time.

Polytechnic West AMEP provides opportunities for volunteers to meet with each other and Home Tutor Scheme staff and to network and exchange ideas.

PRINCIPLES OF VOLUNTEERING

Polytechnic West AMEP endorses the following Principles of Volunteering as developed by Volunteering Western Australia

- Volunteering benefits the community and the volunteer.
- Volunteer work is unpaid.
- Volunteering is always a matter of choice.

- Volunteering is a legitimate way in which citizens can participate in the activities of their community.
- Volunteering is a vehicle for individuals or groups to address human, environmental and social needs.
- Volunteering respects the rights, dignity and culture of others.
- Volunteering promotes human rights and equality.

WANT MORE INFORMATION?

Volunteering Western Australia
2 Delhi Street
West Perth, WA 6005
Phone 9482 4333

POLYTECHNIC WEST AMEP HOME TUTOR ROLE DESCRIPTION

Position objective

To provide English-language support, links to the community and an understanding of Australian culture to migrants and humanitarian entrants from culturally and linguistically diverse (CaLD) backgrounds.

Reporting line

The Home Tutor Scheme Coordinator is the manager for all home tutors and directs the activities of all home tutors.

Terms of voluntary employment

The position is unpaid and voluntary. Reimbursement for travel and out-of-pocket expenses is not provided.

Essential requirements

Engagement as a home tutor is subject to

- program needs
- satisfactory police and referee checks
- satisfactory Working With Children Check (WWCC) for those working with young people under the age of eighteen
- completion of the required training program
- participation in ongoing professional development
- satisfactory performance and conduct.

Duties

- Provide English-language support and a general understanding of Australian culture and/or
- prepare appropriate sessions using standardised home tutor teaching materials
- maintain regular contact with the Home Tutor Scheme staff
- keep a record of visits, activities completed, and achievements on the forms supplied by the Home Tutor Scheme
- return records to the Home Tutor Scheme each month.

Essential skills and qualities

- Proficient and intelligible spoken and written English
- good interpersonal and communication skills
- an understanding of and empathy with people from diverse cultural backgrounds
- a non-judgemental attitude
- an ability to work independently.

Time commitment

- Minimum of one hour per week
- Minimum of six months duration.

Qualifications

No formal qualifications or proficiency in a second language are required

Meeting places

- The student's home
- A Polytechnic West AMEP centre or community location
- Another mutually convenient meeting place.

Training for volunteers

Home tutors are provided with:

- 15 hours initial training, including cross-cultural awareness training
- ongoing advice and support
- standardised, quality controlled home tutor guidance material (available online or in print)
- regular newsletters
- access to the Home Tutor Scheme blog
- other resources supplied or suggested by the Home Tutor Scheme staff.

Dress code

Neat casual and culturally appropriate.

Termination of voluntary employment

Employment as a volunteer is subject to satisfactory performance of the duties as outlined and adherence to the Code of Conduct—Home Tutor Scheme. Home tutors may be asked to leave the program if the Home Tutor Scheme Coordinator deems that they are unsatisfactory.

Source: Polytechnic West, Perth

QUESTIONS 15–21

Complete the sentences below using *no more than three words* from the text. Write your answers in boxes **15–21** on your answer sheet.

- 15** A volunteer who wants to work with _____ needs to provide extra documentation.
- 16** In addition to language, tutors must also help students understand _____.
- 17** Volunteers will not be paid for _____.
- 18** Tutors need to _____ to further their skills and knowledge.
- 19** Tutors are given training in _____ of other cultures.
- 20** Volunteers must keep in touch with _____ staff.
- 21** Volunteers must tutor at least _____ every week.

Read the text below and answer questions 22–27.

TEXT 2

UNIVERSITY LIFE: GROUP ORAL PRESENTATIONS

We have already discussed how to organise a group written assignment. We will repeat some of this information below, applying it to the oral presentation.

PLANNING YOUR ORAL PRESENTATION

First clarify with your lecturer how your group oral presentation will be assessed:

- Will you be assessed on the group processes, or just on the product of your team? Will you all be given the same team mark, or is there an individual component within the mark? Has the lecturer put in place any procedures to deal with assessing students who do not do their fair share of the work?
- Must all group members make the same contribution to the task (e.g. each member must speak for five minutes; each member must contribute to a group PowerPoint),

or must you all make equivalent contributions to the task? In the latter case, for example, one member might put together the entire group PowerPoint, then speak for less time than the others during the group's oral presentation.

As soon as you are given your group assignment, meet as a team very briefly to work through the following steps.

STEP 1

Immediately introduce yourselves, and exchange mobile phone numbers, email addresses and MSN (or other) sign-in

names. Write these details down now (or enter them into your phones), but do not continue the process until you know each other's details.

STEP 2

Brainstorm the task you have been given. Clarify together the exact purpose of the presentation. Argue and talk until you all agree about the objective and the requirements. If the instructions seem ambiguous, talk to the lecturer and make sure you are all aware of any specifications or expectations of this assignment.

STEP 3

Look at the chart of Belbin's team roles. (If you haven't talked about this chart yet in class, you may need to spend some time discussing it in your group, or perhaps agree that you will all look at it at home and discuss it at your next meeting.) Talk about the roles each of you tends to play in teams, and consider the balance of roles you have in this team. Given the combination of roles you have, what strengths and problems do you anticipate your team might have?

STEP 4

It's time to be honest and tell each other about your own skills—those that are relevant to this team assignment. For example:

- I am good at following through research, and getting all the details correct.
- My critical reading skills are good—I give useful feedback on other people's ideas.
- I have lots of creative ideas.
- I finish tasks on time.
- I speak fluently and confidently.
- I'm good at organising an audience (e.g. during a question-and-answer session or an audience involvement activity).
- I can make excellent PowerPoint slides.

Try to be open about your capabilities and expectations of the assignment. However, note that none of you can shirk the responsibility of being part of a team—you must all do an equal amount of work. Look back at the section on teamwork and conflict resolution.

It is also a good time to talk about whether you are aiming for a High Distinction or a mere Pass. If there are discrepancies in the group on this point, try to resolve these in an adult manner. For example, if you are the only group member aiming for a High Distinction, consider these issues:

- What are you prepared to do to make this more likely to happen?
- How will you feel if other team members get a higher mark than they deserve thanks to your effort?
- Are the other members prepared to meet you halfway?

STEP 5

Plan—and write down—all the tasks and roles you think are required for this assignment, and start to organise and volunteer for particular tasks. (But be aware that the tasks may change as you all start working on the assignment.) You will need to do more work at the next meeting to clarify exactly what you need to do to complete the assignment successfully. Consider all practical issues, such as obtaining equipment and preparing visual aids.

If this is your first group work assignment, accept that this process may be imperfect, but as time passes you will all get to know each other more and know who does what job well. If this is the first time you have met your peers, try to use consensus to assign tasks or roles.

STEP 6

Organise at least two meeting dates now, and decide on some deadlines. Make the first meeting date soon—within the next seven days. Discuss the possibility of simultaneous chat time together. If you're going to make a team PowerPoint

or set of overhead transparencies, make decisions about when you must email attachments to each other so that you can share information and make team layout decisions.

Source: Grellier & Goerke,
Communication Skills Toolkit, 2010

QUESTIONS 22–27

Complete the notes below. Choose *no more than three words* from the text for each answer. Write your answers in boxes **22–27** on your answer sheet.

Planning your presentation

- 22** First, ask your tutor how your team _____. This will determine whether the whole team is to be assessed equally or whether individual marks will be awarded.
- 23** After exchanging contact details with other members of your team, brainstorm the task and decide as a team what the purpose of the task is and _____.
- 24** Due to the balance of roles within your team, consider the _____ of your team, as well as the problems your team might face.
- 25** Decide which personal skills you each have that might be most helpful to your team. These could include computer skills, speaking ability, creative skills or being able to _____ to meet a deadline.
- 26** Plan and make a list of all tasks required for the presentation, and start to _____ for particular tasks. Consider all issues, including who will obtain equipment and prepare visual aids.
- 27** Organise early meeting dates and decide on deadlines. If you plan to make a _____ or slides, decide when you will all need to email attachments to each other so you can share information and decide on layout.

Section 3: Questions 28–40

Read the passage below and answer questions 28–40.

DRIVEN TO DISTRACTION

A

Distracted driving may not get the publicity given to alcohol, drugs and speed, but it is thought to play a role in one third of fatal and serious injury crashes on roads. And while there is a strong community opposition to drink drivers or people who speed, our attitude towards making phone calls or reading text messages is much more relaxed.

Surveys for the Office of Road Safety have found that while 96 per cent of people believe reading and sending text messages is distracting, 54 per cent admit reading texts and 35 per cent have sent them while driving. About 85 per cent of people think mobile phone use is distracting but 46 per cent said they take calls on the road and 36 per cent concede making them.

Then there are all the other distractions, from resolving arguments between the kids to trying to navigate with a map book on your lap. Acting Sergeant Chris Green, from the Police Traffic Enforcement Group, said distracted driving is extremely common—even in plain sight of the police.

‘You see all sorts of things: people reading newspapers, putting on makeup, having their breakfast, reading books and maps,’ he said.

‘Map books are very common but you see people with all sorts of documents. They have busy lives so they might

have their information out for a doctor’s appointment, not just at traffic lights but driving along.

‘If there is a marked police car, lots of people will change their behaviour, but with some of this behaviour, they are so caught up they don’t notice the police car right next to them.’

B

Acting Sgt Green said drivers can feel falsely confident about the road conditions, particularly on familiar routes, but an accident can occur in seconds.

‘On the roads the environment changes every day. You could drive down that street a hundred times but on the 101st time, there could be road works or a pedestrian that steps out—anything can happen,’ he said.

Despite recent changes to laws regarding the use of mobile phones—with a fine and three demerit points for people using them illegally—Acting Sgt Green said drivers still flout the law.

Police are handing out an average of 225 infringement notices a week, down on past years’ figures, but still very high.

‘We are out there enforcing it but people are still using the phones on a daily basis and as they become more sophisticated, they are reading emails, sending messages, watching videos,’ he said. ‘If you are on the phone, you are not concentrating on what is going on around you.’

C

Identifying the exact role of distraction in crashes is difficult but the RAC's Glen Walker said people making or defending claims are quick to point out when the other driver is at fault. 'When you speak to someone to settle a claim they will say "the other driver was too busy putting on lipstick and rear-ended me,"' said Mr Walker, Manager of the Technical Claims Unit. 'Getting distracted while changing a CD is a very common one. So is reaching into the glove box. There was one guy who drove into a house because he was getting a bit amorous with the woman in the car.' Mr Walker said some of the stories of distracted driving can be amusing but in his previous work as a police officer he had seen fatal accidents caused by a momentary lapse of attention. 'It only takes just a little bit of distraction and things get very dangerous very fast.'

D

Professor Mark Stevenson is a leading road safety researcher and director of the Accident Research Centre and School of Public Health and Preventive Medicine at Monash University. He said the risks of mobile phones in cars have been well established, with major studies showing any use by a driver raises the risk of an accident.

He and other researchers have examined the phone records of hundreds of drivers attending hospital after a crash, finding the risk of crashing is four times greater if the driver is using their mobile phone—regardless of whether it is hand-held or hands-free. While that may sound surprising, there are crucial differences between a conversation with a passenger and one on a mobile, he said.

'There have been laboratory studies that have shown that if you have a driver holding a conversation with a passenger, the passenger will moderate the

conversation because they are scanning the scene in front of the vehicle *and they can see the situation changing for the driver,*' Professor Stevenson said.

'If you are at a complex intersection with a lot of traffic, lots of things around, what happens is that the passenger will moderate the conversation and not get into a heated debate right at that moment. That doesn't happen on the phone.' The pressure of maintaining a conversation in tricky road conditions reduces the driver's ability to react.

'It is the cognitive processing that's delayed—and that means reaction time and the manoeuvres required all slow down as a result of the phone conversation,' he said.

Because of growing evidence that even hands-free phones can be dangerous, several Australian states have banned mobile phones in cars for P Platers and the Draft National Road Safety Strategy released this year even suggested that there was evidence to support a total ban on all mobile phone use while driving.

'We know from our research that it still increases the risk of crashing almost four-fold,' Professor Stevenson said.

'It's just not going far enough.'

E

If mobile phone use has been problematic for driver distraction, the next wave of in-car technology could be worse. In the US, the issue has received considerable public debate in the wake of high-profile cases, including a state police officer who crashed and killed two sisters after travelling at 200km/h while talking on the mobile and emailing from his laptop. In January, the US Transportation Secretary met with American carmakers, asking them to limit the use of distracting technology in vehicles. At the same time, however, struggling manufacturers hope

that bundling technology into cars might boost sales, particularly among young drivers.

Car manufacturer Ford is updating a system that will allow text messages and Facebook updates to be read to the driver, while other manufacturers are looking for ways to give drivers updates about nearby amenities and expand the dashboard display with USB ports, bigger maps and wi-fi access.

'The technology is developing so fast that our understanding of how much it increases our risk of crashing is not keeping up,' Professor Stevenson said.

'Are these things truly there to benefit us or are they just increasing the distraction factor for drivers?'

While technology is helping cause the problems, Professor Stevenson believed it could also be used to fight distraction by switching off all phones and other devices—whether drivers want it to or not.

'There is potential down the track with in-vehicle technologies that you could block any transmission while the car is in motion,' he said.

'That would be a passive intervention—you don't need any behavioural change to ensure that happens.'

RAC Head of Member Advocacy Matt Brown said members are already concerned by the level of mobile phone use they see on the roads and believes more care is needed before increasing the load.

'We want cars to be comfortable and user-friendly, but the safety of the driver and other road users has to be the top priority,' he said.

'You wouldn't go to a factory floor and clutter it up with devices that would take the worker's mind off the machinery. What happens in a car is no different.'

'In fact the law requires employers to remove any potential hazards.'

F

An open driving track with just a few orange cones to navigate doesn't sound like much of a challenge—but the mother and son who navigated the course for the RAC found it much tougher once they were asked to do something else at the same time.

Kim, 52, said she was used to using a mobile phone in her own car through a Bluetooth system and found concentrating on buttons and the road at the same time difficult. 'I don't even dial my phone normally; it's voice activated and I just tell it to call the person and it does,' she said. 'It is really difficult to try to dial and talk and manage the phone and drive through the obstacles at the same time.' Kim found talking hands-free on the mobile relatively easy but struggled with texting and said programming the car's GPS system was almost impossible.

Kim's son Matt, 21, was a bit more confident that he would be able to text while driving but negotiating the orange-cone chicanes and then a tight lane, designed to represent driving over a bridge, proved too difficult. 'I clipped the bridge and if it was real I guess I would have been getting wet,' he said. 'Texting was definitely harder than I expected and programming the GPS was very difficult.'

RAC driver trainer Dave Meinen, who conducted the assessment, said the tests proved that even minor distractions could compromise a motorist's ability to drive. 'We tested the drivers against a range of distractions and every single one of them had an impact on core driving competencies, including driver attention, accuracy, lane control, speed control, hazard perception and reaction time,' Mr Meinen said. 'At the end of the day good drivers just drive; they don't get distracted.'

The passage on the previous pages has six sections labelled **A–F**. Which section contains the following information? Write the correct letter **A–F** in boxes **28–34** on your answer sheet. **Note:** you may use any letter more than once.

- 28** Different driver conversations carry different accident risks.
- 29** With new in-car technologies there are new driver dangers.
- 30** There are different types of driver distractions, and statistics show how frequently drivers engage in them.
- 31** The role distraction plays in causing accidents can be seen from accident insurance claims.
- 32** The relationship between driving on familiar roads and distracted driving.
- 33** Development of in-car technology and how it could be used to block distracted driving behaviour.
- 34** The results of a measured test showing the impact on driving ability of specific distractive behaviour.

QUESTIONS 35–40

Do the following statements agree or disagree with the information given in the passage? In boxes **35–40** on your answer sheet, write:

- **TRUE** if the statement agrees with the information
- **FALSE** if the statement contradicts the information
- **NOT GIVEN** if there is no information on this.

- 35** Research shows that a driver speaking to a passenger is less dangerous than a driver speaking on a mobile phone, because the passenger will automatically moderate the conversation depending on the surrounding driving conditions.
- 36** On a familiar route for a driver, research shows that fewer accidents happen.
- 37** To encourage sales of new cars, car manufacturers constantly develop new in-car technologies (such as USB ports and wi-fi access), and researchers believe that this development could contribute to further driver distraction and higher accident rates.
- 38** Although most people agree that the use of mobile phones while driving is distracting, nearly half admit they take calls, and around a third admit they make calls while driving.
- 39** Male drivers engaging in distracted behaviour such as texting or talking on a phone usually change their behaviour when they see a police car next to them; however, female drivers often continue with the behaviour or don't notice the police car.
- 40** A measured test showed that not every example of distractive behaviour has an impact on core driving competency.

That is the end of practice test 2.

IELTS GENERAL TRAINING READING PRACTICE TEST 3

TIME ALLOWED: 1 hour

NUMBER OF QUESTIONS: 40

Instructions

ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET.

The test is divided as follows:

- Reading passage 1 questions 1–14
- Reading passage 2 questions 15–27
- Reading passage 3 questions 28–40

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

Section 1: Questions 1–14

Read the notice on total fire bans, and answer questions 1–4.

TEXT 1

TOTAL FIRE BANS

Total Fire Bans affect everyone. Whether you live in the city, the suburbs or in the country, you need to know when one is declared and what this means you can't do.

WHAT IS A TOTAL FIRE BAN?

A Total Fire Ban prohibits:

- the lighting of any fires in the open air
- any other activities in the open air that may start a fire.

Undercover areas such as patios, pergolas and huts that are open or partially open to the weather are deemed to be in the open air.

WHEN WILL A TOTAL FIRE BAN BE DECLARED?

The decision to put a ban in place is based on weather forecast and local conditions. A Total Fire Ban will be declared on days when fires are most likely to threaten lives and property.

HOW WILL I KNOW WHEN A TOTAL FIRE BAN HAS BEEN DECLARED?

When a ban has been declared it will be:

- on the DFES website www.dfes.wa.gov.au
- on the Total Fire Ban information line 1800 709 355
- broadcast on ABC local radio and other media outlets
- published to subscribers through the DFES website's automated RSS feeds
- published on DFES's Twitter account
- displayed on local government roadside Fire Danger Rating signs.

HOW LONG IS A TOTAL FIRE BAN IN PLACE FOR?

The ban will generally be in place from 12.01am to 11.59pm on the day declared; however, if weather conditions change significantly, times may vary.

WHAT ARE THE PENALTIES FOR IGNORING A TOTAL FIRE BAN?

You could be fined up to \$25 000 and/or jailed for 12 months for ignoring the ban.

Source: Department of Fire and Emergency Services, WA

QUESTIONS 1–4

Do the following statements agree with the information given in the text? In boxes **1–4** on your answer sheet, write:

- **TRUE** if the statement agrees with the information
- **FALSE** if the statement contradicts the information
- **NOT GIVEN** if there is no information on this.

- 1** You can go to prison for a year if you light a fire outside.
- 2** Fire bans last for two days.
- 3** You can contact your local radio station for more information.
- 4** You can use your pizza oven if it is under your patio.

QUESTIONS 5–10

Read the information on food poisoning in the table below and answer questions **5–10**. Look at the information on food poisoning and match the statements with the appropriate type of poisoning. Choose the correct number **i–vi** and write your answer in boxes **5–10** on your answer sheet.

TEXT 2

i <i>Salmonella</i>	
Origins	Bowel, intestine of humans and animals (especially chickens), raw foods, untreated water
Onset	12–48 hours
Symptoms	Nausea, vomiting, stomach cramps, diarrhoea, fever and headache for 3–21 days
ii <i>Staphylococcus aureus (Toxin)</i>	
Origins	Skin, nose, saliva, bowel of humans
Onset	1–8 hours
Symptoms	Diarrhoea, stomach cramps, nausea and vomiting. Last for about 24 hours

iii Clostridium perfringens

Origins	Soil, bowel, intestine of humans and animals
Onset	8–12 hours
Symptoms	Stomach pains, diarrhoea and sometimes nausea and vomiting. Lasts for about 24 hours

iv Vibrio parahaemolyticus

Origins	Drinking water, shellfish and fish
Onset	12–24 hours
Symptoms	Diarrhoea, stomach cramps, sometimes nausea and vomiting. May last for several days

v Listeria monocytogenes

Origins	Soil, bowel, intestine of humans and animals, raw vegetables, processed foods
Onset	2 days to 3 months
Symptoms	Flu-like symptoms: fever, headaches and pains. May cause miscarriage and stillbirth, meningitis and septicaemia

vi Campylobacter

Origins	Raw poultry, raw meats, untreated water, unpasteurised milk; puppies, kittens, wild animals and birds
Onset	2–5 days
Symptoms	Diarrhoea, abdominal pain, vomiting, fever and nausea. Last for 2–5 days

- 5 Found in seafood.
- 6 Dangerous for pregnant women.
- 7 You can be sick for up to three weeks.
- 8 You can catch this from some common household pets.

- 9 Not usually found in animals.
- 10 You can pick this disease up from the garden and it starts within a few hours.

Read the information sheet 'The facts about plastic', and answer questions 11–14.

TEXT 3

THE FACTS ABOUT PLASTIC

PLASTIC BOTTLES

- It takes less energy to manufacture and transport a plastic sauce bottle than a glass sauce bottle, as plastics are lightweight.
- It takes 125 recycled plastic milk bottles to manufacture one 140-litre wheelie-bin from recycled plastic.
- Over 24 000 tonnes of PET was recovered in Australia last year—that's over 575 million PET soft drink bottles! Around 18 000 tonnes of these were recycled in Australia—mainly into new soft drink bottles.
- It takes 33 000 plastic soft drink bottles to make one tonne of plastic.

SAVE OUR OCEANS

- There are about 46 000 pieces of plastic floating in each square mile of our oceans. Discarded plastic has even been found on uninhabited South Pacific islands!
- It is estimated that plastic kills up to 1 million sea birds, 100 000 sea mammals and countless fish each year, with many getting entangled in plastic six-pack rings, plastic strapping and nylon ropes.
- The disposal of plastics into the ocean is prohibited under the international Convention for the Prevention of Pollution from Ships (MARPOL).



Source: Sita Environmental Solutions

QUESTIONS 11–14

Choose *no more than three words* from the text for your answer.

- 11** Just under a quarter of waste plastic comes from _____.
- 12** Just over two-thirds of recovered PET was made into _____.
- 13** Plastic bottles are more energy efficient because they are
_____.
- 14** Plastic that is thrown away has been found on _____ where no people live.

That is the end of section 1.

Section 2, questions 15–27

Read the text below and answer questions 15–21.

TEXT 1

ADVICE TO HELP YOU PREVENT PLAGIARISM IN YOUR WORK

A

You must clearly indicate which part of your work is drawn from somewhere else. Paraphrasing is when you use what someone else has said or written, but you write it in your own words. If you paraphrase you must include an in-text citation so that readers can locate the source.

B

Carefully selected quotations add to the points you are making, but they don't, in themselves, add to the quality of your work. Put another way, if you submitted an essay made up entirely of quotations from other sources you would probably gain a low or zero mark. It is fine to quote other people occasionally, and it is expected that you do—but make sure you provide your own contribution or viewpoint. It is your work that earns you marks.

Direct quotes ... should always be put inside quotation marks. Longer quotes can be indented so they stand apart from the main body of the text. Each quote must be followed by an in-text citation.

C

Creation is when you produce something new. If you edit an existing item it would still need to be referenced.

D

Make sure you understand what type of referencing protocol you are required to follow for your unit.

- For text-based assessments you will usually need to include in-text citations and a reference list that gives the full details of the source material.
- For visual-based artefacts or portfolios you will usually need to include a reference list that gives the full details

of the sources that you referred to when creating your work, anything that you have used and modified must be listed.

E

Always keep your work and the original reference together. Losing the original source of the information is poor academic practice, and it means you might end up submitting work without a reference, or you might end up submitting it with the wrong reference. You could, at any time, be required to produce the original source for comparison.

F

This is *very* important. If you copy and paste from a source and fail to reference it properly, then you have plagiarised. It doesn't matter whether you did this intentionally or not. Depending on the circumstances of the case, plagiarism may

be treated as academic misconduct where serious penalties can apply.

G

Often students are encouraged to work together, to cooperate by sharing ideas and understandings. However, individual assessments (where your name is the only name on the cover sheet) are meant to be your own work.

Copying from someone else's work is plagiarism, and serious penalties can apply.

Do not allow anyone else to submit your work as their own: this is collusion, which is considered academic misconduct.

Source: Extracted from checklist contained in *Academic Integrity at Curtin: Student Guidelines for Avoiding Plagiarism* (2013), a booklet published by Curtin University of Technology, Perth, Western Australia, <http://academicintegrity.curtin.edu.au/global/studentbook.cfm>'

QUESTIONS 15–21

The text has seven sections: **A–G**. Choose the correct heading for each section from the list of headings below. Write the correct number **i–ix** in boxes **15–21** on your answer sheet.

List of headings

- i Everything must be referenced, unless you made it yourself.
- ii Express others' work your own way and acknowledge that it is not yours.
- iii It is a bad habit to forget your sources.
- iv To get better marks, use your own work as much as possible.
- v Don't say another student's work is yours.
- vi You can copy work as long as you reference it.
- vii Note all sources used and reference them in the body of the text also.
- viii Know where your material comes from and keep the information handy.
- ix Copying and pasting is plagiarism.

15 Section A

16 Section B

17 Section C**18** Section D**19** Section E**20** Section F**21** Section G**QUESTIONS 22–27**

Read the text below and answer questions 22–27.

TEXT 2**ACTON COMMUNITY HEALTH CENTRE**

The Acton Community Health Centre seeks to assist the local community and businesses with their health-care needs. The centre offers high standards of care in general practice as well as specialists in travel medicine and occupational health. This expertise offers solutions for local communities, local businesses and employers, medical specialists and insurers.

SERVICES AVAILABLE

- preventative services such as immunisations, well woman examinations and physicals
- blood tests
- treatment of chronic medical conditions such as diabetes, asthma, hypertension and heart disease
- pregnancy testing and antenatal care
- specialised medicals: diving, commercial drivers, aviation and insurance medicals.

OFFICE HOURS, APPOINTMENTS AND PHYSICIAN REFERRALS

New patients may schedule an appointment by calling (317) 555-2611, extension 3310. Office hours are 8:30 am to 5:00 pm, Monday to Friday, although some doctors may see patients as early as 7:30 am. Established patients should contact their doctor's secretary for a convenient appointment time or to obtain test results.

AFTER-HOURS CARE

Patients needing urgent medical attention when the centre is closed may contact their physician by calling the main clinic telephone number: (317) 555-2611. The clinic's answering service will then contact the physician on call. While it is not usual for doctors to make home visits, in an emergency, such a visit is possible.

PREVENTIVE MEDICINE

Acton Health Centre has a strong commitment to preventive medicine. The College of General Practitioners recommends checkups according to the following schedule:

	Frequency *	Who**
Smoking discussion	Annual	Smokers
Physical activity advice	Annual	All
Cardio-vascular risk check	2 yearly	> 45 years
Blood pressure check	Annual	> 18 years
Cholesterol check	2 yearly	> 45 years
Diabetes check	Annual	> 40 years
Kidney disease check	5 yearly	> 50 years

*Minimum frequency; more often for some at-risk groups

**For general population; earlier checks necessary for some at-risk groups

All consultations at Acton Community Health Centre are completely confidential. We never disclose anything discussed at a consultation to anyone without your permission.

SCUBA DIVING MEDICALS

Because the underwater environment places unique physiological stresses on the body, before doing a diving course you will need a valid SCUBA Diving Medical Certificate. Acton Community Health Centre has been performing diving medicals for over 40 years, carrying out a large number each week. For the medical, the doctor will review your medical history, and perform a lung function tests, audiometry (hearing test), a urine test, a physical exam and, in some cases, an ECG (heart tracing).

QUESTIONS 22–27

Complete the sentences below. Choose *no more than three words* from the text for each answer. Write your answers in boxes 22–27 on your answer sheet.

22 The main focus of the health centre is to ensure simple

_____ for patients.

- 23** Patients may be able to see some doctors before _____.
- 24** In an emergency, you should call the _____ telephone number.
- 25** If you are over 45 years of age, you should have a heart check-up and a _____ every two years.
- 26** Patients must give _____ for their medical history to be disclosed to a third party.
- 27** You will need a valid certificate before you undertake a _____.

Section 3, questions 28–40

Read the following extract and answer questions **28–40**.

TROLLEY PSYCHOLOGY

Have you ever noticed that when you walk into a shop, you tend to look over or veer to the right? Consumer psychologists say this is a classic biological trait, linked to most people's preference for using their right hand. While it's something we tend to do in shops as well as places such as museums and art galleries, supermarkets really capitalise on this. It's to the right where you'll see temporary displays of products designed to grab your attention and entice you to make a snap purchase. This can be anything from fresh flowers and chocolates to umbrellas if it's been raining.

Consumer psychologist and Senior Lecturer at Deakin University Dr Paul Harrison says the location of a store's entry point has a significant effect on how people shop, and even how much they spend. 'Right-hand side entries favour anti-clockwise movement through the shop, while left-hand side entries favour clockwise patterns. Research in the US has shown that shoppers who travel in an anti-clockwise direction will spend, on average, two dollars more per trip than clockwise shoppers.'

Contrary to popular belief, once we're in the store most of us don't weave up and down the aisles in an orderly way. Research conducted on shopper movement patterns in-store suggests people travel to some aisles only, and rarely in a systematic up-and-down pattern. Even longer, planned shopping trips follow this pattern.

The most common path to travel in-store is around the outside perimeter, dipping in and out of the aisles as needed. As a result, the ends of each aisle are the most profitable part of the store. Product manufacturers pay big dollars to place their products there to grab shoppers' attention, and it's usually familiar brands that provide the greatest profit margin.

Many supermarkets micro-manage the various fresh food sections of the shop. Instead of approaching the shop as a single entity, they separate areas into particular zones and have developed different marketing plans for each of these areas. These anchor departments

usually include fresh fruit and vegetables, meat, dairy, and the bakery—and all are designed to give shoppers a sense of individual difference. Research indicates consumers will spend more time in the supermarket because of these different zones.

Ever walked into a big supermarket just to buy some bread and milk and found yourself leaving with a basket of additional items? A classic retailing trick is to locate the milk and bread at the very back of the store (often at either end) to encourage short-term shoppers to walk right through the shop and be tempted by the other, more expensive products along the way.

According to Harrison, no matter what we might like to think, it's human nature to be attracted to a bargain. 'Although we think we know we're being manipulated, we tend to fall for it anyway.' Even the word 'special' plays on our subconscious. 'Just the word sets off a psychological process in your mind where if something is labelled "special" we think it must be good. It also feeds into a theory known as the scarcity effect. This is where we think that if it's on special, then it must only be available at this shop or for a short time, and we afford it more value than the products around it.'

Confusion and emotional involvement will have an effect on how long a person spends in front of a particular area in the supermarket. You might, for example, find consumers spending a long time in front of the coffee selection area. Similarly, baby food and pet food purchases take longer because of emotional involvement.

Soups and dressings often involve long buy times because of the sometimes-confusing variety of options on offer. As a result, long buy-time products are placed where shoppers will not feel hurried, crowded or that they're getting in the way of other customers while they work out what they're going to buy. These product areas will often be clearly marked out in a separate area.

Take a list. People who shop with a list tend to spend less.

Shop alone. People who shop as a couple tend to put more in their trolley, as each person will have their own ideas about what's important and should be purchased.

Avoid big supermarkets. Don't shop at a big supermarket if you just want to drop in and pick up a few things—you're much better off in a small store. It takes more effort to get in and out of a big supermarket, and as a result you may feel the need to stock up once you're in there.

Eat before you shop. Don't shop when you're hungry—it's a sure-fire way to end up with a trolley full of unnecessary purchases.

Source: adapted from Choice.com.au

QUESTIONS 28–33

Choose the appropriate letters **A–D** and write them in boxes **28–33** in your answer sheet.

28 Shoppers generally move:

- A** anti-clockwise around a shop
- B** clockwise around a shop
- C** around the edge and go down the aisles when they want something
- D** up one aisle and down the next.

29 Why are essential, everyday items generally found at the back of the shop?

- A** It's easier for the staff to restock.
- B** It tempts you to buy more as you walk through the shop.
- C** Walking through is good exercise for the customer.
- D** It's cooler at the back and better for fresh food.

30 Why are there different fresh food sections in a supermarket?

- A** to make you feel you are visiting more than one shop
- B** to make you think the staff are experts in these sections
- C** to provide extra customer service
- D** to create a stronger aroma.

31 The word 'special' in a supermarket specifically refers to:

- A** an item you believe must be worthwhile buying
- B** items you think you cannot buy anywhere else
- C** items you think might be available for only a short time
- D** all of the above.

32 What makes us spend a long time in certain sections of a supermarket?

- A** price and freshness
- B** price and quality
- C** brand and who we are buying for
- D** too much choice and who we are buying for.

33 Which of the following will make you spend more?

- A** taking a shopping list
- B** shopping alone
- C** shopping in a big store
- D** having a meal before you go to the supermarket.

QUESTIONS 34–40

Do the following statements agree with the information given in the text? In boxes **34–40** on your answer sheet, write:

- **TRUE** if the statement agrees with the information
- **FALSE** if the statement contradicts the information
- **NOT GIVEN** if there is no information on this.

34 People spend millions of dollars in supermarkets.

35 People tend to spend more than they intended in supermarkets.

36 Bread and milk are usually more expensive than other items in the store.

37 You will usually save money by going on one big shopping trip, less frequently.

38 Bread and milk are usually found together.

39 Left-handed people tend to walk over to the left in a shop.

40 Most shoppers can't resist a bargain.

That is the end of practice test 3.

PART 2

GENERAL TRAINING WRITING

UNIT 1

About the General Training Writing Module

In the General Training Writing module of the IELTS exam, you will be given **60** minutes to produce **two** pieces of writing. For Task 1 you will have to write a letter of at least **150** words, while for Task 2 you will have to write an essay of at least **250** words. It is recommended that you spend about **20** minutes on Task 1 and about **40** minutes on Task 2. It doesn't matter which order you do the tasks in, but it's important to remember that Task 2 is longer and worth more. For each task you will be given a band score from **0 to 9**, ranging from a complete non-user of English (0) to someone of native-speaker proficiency (9). To decide your score, the examiners will look at **four** criteria: task achievement or task response; coherence and cohesion; grammatical range and accuracy; and lexical resource.

Task achievement or task response

In Task 1 this criterion is called task achievement and in Task 2 it is called task response, but in both cases it measures how well you have answered the question.

- Have you understood the question?
- Have you included all necessary information in a letter?
- Have you given your opinion clearly in an essay?
- Have you supported your opinion?

If your answer to any of these questions is not *yes*, it is unlikely that you will get a good score for task achievement/task response.

Coherence and cohesion

Coherence and cohesion refers to how well the reader can understand your writing and how well your writing is organised.

- Do you have paragraphs?
- Does each of your paragraphs have a central topic, and is everything in the paragraph connected?
- Have you used linking words and expressions appropriately?

If your answer to any of these questions is not *yes*, you are unlikely to get a good score for coherence and cohesion.

Grammatical range and accuracy

Grammatical range and accuracy refers not just to how many grammatical mistakes you make (accuracy), but also to how many different structures you can use (range).

- Have you written a mix of simple and complex sentences?
- Have you used more difficult structures such as conditionals, relative clauses and passive verb forms?
- Have you used punctuation appropriately?

If your answer to any of these questions is not *yes*, you are unlikely to get a good score for grammatical range and accuracy.

Lexical resource

The lexical resource category measures the level of your vocabulary.

- Have you used a range of vocabulary?
- Have you used words appropriately?
- Have you spelt them correctly?

If your answer to any of these questions is not *yes*, you are unlikely to get a good score for lexical resource.

You will receive a score for each category, and these scores will be combined to decide your overall writing score. Therefore, if you have received a poor score in one category it can pull your overall score down, even if your other scores were very good.

You should keep these four criteria in mind whenever you do a writing task.

Test yourself

What is the significance of each of these numbers?

40

150

0–9

20

2

4

60

250

TIP If you would like more detailed information about the writing module, or if you would like to book an IELTS exam, go to the official website: www.ielts.org. As well as information about the exam, you can find a public version of the band descriptors that the examiners will use to mark your writing.

UNIT 2

Task 1: How to Write a Letter

In Task 1 of the IELTS General Writing module, you will have to write a letter of at least 150 words in about 20 minutes. The examiner wants to see how well you can respond to everyday situations using your English.

There are many different kinds of letters, depending on why you are writing and who you are writing to. However, they all share a basic structure: the greeting; the introduction; the body; and the closing or sign-off.

The greeting

The greeting depends on who the letter is being written to. The most common greetings are:

- **Dear [John]:** this is used to begin a casual letter, such as to a friend or relative. You should use only the person's first name.
- **Dear [Mr/Mrs/Ms Smith]:** this is used to begin a formal letter, such as to a client or customer. You should use only the person's family name, plus their title.
- **Dear Sir or Madam:** this is used to begin a formal letter when you don't know the name of the person you are writing to.

TIP In the IELTS exam, you will be told whether or not you are writing to someone you know.

The introduction

The introduction is where you introduce yourself (if necessary), say why you are writing, and explain your situation. You might, for example, be trying to find out some information about a school or complaining about a poor-quality product. If you're writing to a friend or family member, you might just be writing to tell them what you've been doing.

TIPS Introduce yourself by saying 'My name is ...', *not* 'I am ...'

The most common way to begin a letter is with the sentence 'I am writing to ...'

The body

The body is the main section of the letter, where you give further details. Your letter should be divided into paragraphs and, as in an essay, each paragraph should have one main point.

The closing/sign-off

The closing or sign-off is where you finish your letter and request a response, if appropriate. Like the greeting, the sign-off you choose depends on who you are writing to.

Practice activity 2.1

Can you put these sign-off phrases in order from most to least formal? You can find the answers to this exercise, and all exercises, in the Answer Key at the back of the book.

- Lots of love
- Best regards
- Yours faithfully or Yours sincerely
- Best wishes

You should also sign your name: either your full name in a formal letter, or just your first name in a more casual letter. It is *not* conventional to add a title (Mr, Mrs or Ms) to your name.

The question for this task will give you a lot of information, so take the time to read carefully. A typical Task 1 question looks like the example below. You should spend about 20 minutes on this task.

You have a test in your English class next week, but you cannot attend. Write to your teacher. In your letter:

- Explain your situation.
- Apologise for not being able to take the test.
- Ask whether it is possible for you to take the test at another time.

Write at least 150 words. You do *not* need to write any addresses. Begin your letter with: *Dear ...*

The question contains three bullet points. You must include all of these in order to get a good score in task achievement. Think of the bullet points as being the basic outline for your letter: this usually makes it easy to plan your letter as well, as each bullet point can typically be one paragraph.

It is up to you to think of extra information to fill out the letter, such as why you will be absent. You also need to have an appropriate tone in your letter. Because you are writing to your teacher, it is likely that your tone will be quite formal and polite (especially since you are asking for a favour!)

TIP Even though you are writing this letter for an exam, try to imagine it is a *real* situation and try to make it as *realistic* as possible.

Here is an example answer for the Task 1 question above:

Dear Mrs Smith,

I am writing to ask you for a favour. I know that we have a test on Monday next week to review units 1–5 in our textbook. However, I have a meeting with the Immigration Department at 10am on that day and so I cannot attend.

I am terribly sorry about being absent, but unfortunately the appointment was made many months in advance and it is impossible for me to reschedule. If I miss it, my visa will be cancelled and I will be forced to leave the country. I am sure you can understand, therefore, what a crucial meeting this is for me.

Is it possible for me to take the test at another time? I would be happy to stay behind one afternoon for as long as necessary to complete the exam.

I apologise once again and hope I am not causing you too much inconvenience.

Best regards,
Samantha Student

This is a very good answer because it fulfils the four criteria the examiners are looking for: task achievement; coherence and cohesion; grammatical range and accuracy; and lexical resource.

Task achievement

- The letter is an appropriate length (157 words).
- All three bullet points are addressed: (1) unable to attend; (2) apology; (3) request to take at another time.
- The candidate has added sufficient detail to make the letter seem realistic.
- The tone is appropriately polite, and is consistent throughout.

Coherence and cohesion

- The candidate has used paragraphs, each with one main point.
- The candidate has used linking words and phrases like *however*, *unfortunately* and *therefore* appropriately.
- The candidate has used appropriate grammatical links such as pronouns and other reference words.

Grammatical range and accuracy

- The candidate has a good control of tenses.
- The candidate is able to use a range of structures such as conditionals and passives.
- All structures are accurate.

Lexical resource

- The candidate is aware of fixed expressions such as *I am terribly sorry for ...* and *I am sure you understand ...*
- The candidate is able to use a range of vocabulary, including less common terms such as *reschedule*, *in advance* and *crucial*.
- All vocabulary is used appropriately.
- All spelling is accurate.

Practice activity 2.2: Organising a letter

Here is another example IELTS-style letter. Can you add an appropriate greeting and sign-off to the letter, and separate it into paragraphs?

I'm writing to complain about my treatment at your store, Stylish Ladies Fashion. I have been a loyal customer for many years, and have always been pleased with the quality of the clothing and the service. However, last Tuesday I was shocked by the behaviour of one of your sales assistants. Firstly, she was clearly making a personal phone call when I entered the store and did not ask me if I needed any assistance. After browsing for a while I found a skirt that I was interested in, but I had to wait more than ten minutes for her to finally finish her phone call and help me. When I finally had her attention, I asked her if she had the skirt I wanted in a larger size and she answered very rudely that they didn't and suggested that I was too large for all their clothes. As you can imagine, I left feeling extremely upset. I feel that I deserve both an apology for your assistant's behaviour and a promise that in the future you will implement better customer service training for your employees. I hope to hear from you soon on this matter.

UNIT 3

Task 1: Writing a Casual Letter

When you write a letter, you must first decide what register you will be using; in other words, how casual or formal your writing will be. This depends on who you are writing to. A casual letter could be written to a friend, a relative or a classmate. Here is an example of a typical Task 1 question:

A friend has invited you to a party, but you are busy on the day it's being held. Write a letter to your friend. In your letter:

- Apologise for not being able to attend.
- Explain why you're busy.
- Invite your friend to do something else with you.

Write at least 150 words. You do *not* need to write any addresses. Begin your letter with:

Dear ...

In this case, the letter is to a friend so it will be fairly casual or even very casual.

Once you have decided the register you will be using, you need to decide how to structure your letter. Often, the easiest choice is to have one paragraph for each point given in the question. As well as this, you need a friendly greeting and an appropriate way to end your letter. The outline of your letter could therefore be:

Dear _____,

Paragraph 1 (introduction): ask your friend how he or she is and apologise for not coming to the party.

Paragraph 2 (body): explain why you're busy.

Paragraph 3 (body): invite your friend to do something else.

Closing remarks and sign-off.

You will be given the basic points of your letter, but will need to use your creativity to fill in the details. For example, in the question a friend has invited you to a party, but you need to decide what kind of party: a birthday party? A dinner party?

You also need to decide why you are busy. Do you have another party to go to? Are you working?

And finally, you have to invite your friend to do something else. What are you going to invite them to do? Go to a movie? Have dinner?

Here is an example of a good answer to the question:

Dear Jane,

How are you? It was great to hear from you. Thanks so much for inviting me to your birthday party next Saturday. It sounds great, and I'd absolutely love to come, but unfortunately I've already arranged to do something else that day.

Do you remember my cousin Victor? He's the one who's been living in Singapore for the last year. Well, he's flying in for a visit and I promised I'd show him around. He's only going to be in town for the day, so I really can't get out of it.

I really want to get together, though. How about coffee next week or the week after? I know you've got a lot on your plate at the moment, but I'll give you a call and we can sort out the details over the phone. Maybe we can check out that new café near the library—I hear their coffee is to die for.

Have a great party! Hope to catch up with you soon!

Lots of love,

Mary

(175 words)

This letter has many features of casual writing, which have been highlighted.

- The letter is addressed Dear + first name:

Dear Jane

- The letter begins with a friendly opening phrase:

How are you? It was great to hear from you.

- Contractions are used:

I've He's Who's I'd

- Phrasal verbs are used:

show around get out of get together sort out check out

- Idiomatic language is used:

to have a lot on your plate to give someone a call

- Exclamation marks are used:

!

- The letter ends with a friendly closing phrase:
Have a great party! Hope to catch up with you soon!
- There is a casual sign-off, plus the letter writer's first name:
Lots of love, Mary

Practice activity 3.1: Using phrasal verbs

Phrasal verbs are used frequently in casual English, and the ability to use them will show the examiner your lexical resource. Can you match these common phrasal verbs to their meaning(s)?

1 come up	A learn; collect someone in a vehicle
2 work out	B start doing
3 take up	C solve
4 turn out	D happen unexpectedly
5 give up	E postpone
6 sort out	F continue
7 pick up	G stop doing
8 come along	H exercise; find the answer to something
9 keep on	I happen in the end
10 put off	J accompany; progress

Now use the correct form of the phrasal verbs to complete these sentences. Some of them are used twice.

- 11 I'm going to a party, and I'd love it if you could _____.
- 12 She _____ borrowing my clothes without asking: it's driving me crazy!
- 13 I wish I could be there, but I'm afraid something has _____.
- 14 The movie starts at 8, so I'll _____ you _____ at 7.
- 15 It took me ages to _____ the answer.
- 16 I _____. This game is just too hard.

- 17 I think I might _____ knitting in my spare time.
- 18 I _____ quite a lot of French words when I was on holiday in France.
- 19 I like to listen to dance music while I'm _____.
- 20 I've been having problems with my computer, so I hope they get it _____ soon.
- 21 Things are _____ well. We should be finished by the end of the week.
- 22 He seemed like a nice guy but he _____ to be anything but.
- 23 Don't _____ it _____ to the last minute like you usually do.

Practice activity 3.2: Writing casually

Here is another example of a casual Task 1 question:

You have joined a program that connects people with pen friends in another country, and you have just received your first letter from your pen friend. In the letter your pen friend has given you a lot of information about his/her country and has asked many questions about yours. Write a letter to your pen friend. In your letter, describe:

- your everyday life
- the typical food eaten in your country
- the weather in your country.

Write at least 150 words. You do *not* need to write any addresses. Begin your letter with *Dear ...*

Here is an answer to the question, which includes all the necessary information, but is much too formal. Can you rewrite the letter to make it more casual?

Dear Mr Perez,

I was extremely grateful to receive your letter of the 23rd, informing me about your country. I would be most interested in visiting Mexico if I was given the opportunity.

You requested some information about my usual activities. With regard to my employment, I am currently a student pursuing a degree in electrical engineering. Moreover, I am employed on a part-time basis as a private tutor for young children, which I find quite rewarding. During my leisure time I typically read or meet acquaintances socially.

As to food, there is a great variety available in my country. There is a strong influence from Asian cuisine, such as Thai and Malaysian. If you were to visit I would be pleased to prepare one of my Thai stir-fries for you.

Finally, you enquired about the climate of my country. Most of the year it is extremely sunny and pleasant, although the heat can be excessive in summer. Winters are cool but never overly cold, and usually rainy.

I hope to hear from you soon with further information about Mexico.

Yours sincerely,
Susan Smith

When you have written your letter, look at an example in the Answer Key in Appendix 1.

UNIT 4

Task 1: Writing a Formal Letter

Sometimes you will need to write a formal letter. It could be to a business colleague or to someone you don't know. Here is a typical example of a formal Task 1 question:

You were watching television and saw a program being shown early in the morning that contained a lot of violence. You believe the program is unsuitable for that time of day. Write a letter to the manager of the television station. In your letter:

- Give your reason for writing.
- Explain what you think the problem is with the program.
- Say what you would like the station manager to do.

Write at least 150 words. You do *not* need to write any addresses. Begin your letter with:
Dear Sir or Madam,

As in a casual letter, your writing can be structured according to the points given. The outline of this letter could be:

Dear Sir or Madam,

Paragraph 1: give your purpose for writing

Paragraph 2: explain the problem with the program

Paragraph 3: say what you would like the station manager to do

Appropriately formal and polite closing remark and sign-off.

It is your responsibility to fill in the details of the letter. Who are you: a parent or just a viewer? When did you see this program? What was the program about? What kind of violence did it have? Do you want the manager to cancel the program or just change the time?

Here is an example of a good answer to the question:

Dear Sir or Madam,

I am writing to complain about a program that I happened to see on your network a few days ago. I am not sure of the name, but it was being shown at 7am on a Saturday morning, and I believe it was extremely unsuitable for this time.

There was a great deal of violence in the program, which seemed to revolve around a war of some kind. The characters, many of whom looked quite young, fought using weapons such as swords and knives. Moreover, the violence was quite realistic and there was a great deal of blood. I was horrified that such material would be shown at a time when young children usually watch.

I would like to see this program removed from the schedule altogether or moved to a later time-slot. I am sure you must have received other complaints from concerned parents, and I hope that you will take action soon about this disturbing issue.

I look forward to your response,

Yours faithfully,
Wendy Watcher

(173 words)

This letter has many features of formal writing, which have been highlighted.

- The letter is addressed Dear Sir or Madam
- The letter immediately states its purpose:
I am writing to complain ...
- The passive voice is used:
was being shown/would be shown
- Formal linking words are used:
Moreover
- Nouns tend to be used instead of verbs:
a great deal of violence/complaints
- Fixed phrases are used:
I hope that you will take action soon I look forward to your response
- There is a formal sign-off, plus the writer's full name:
Yours faithfully, Wendy Watcher

Practice activity 4.1: Using the passive voice

One feature of formal writing is the use of the passive voice. Can you change these statements to the passive voice? Remember to keep the tense the same and to include the agent only where necessary.

TIP The passive is always formed using the structure: *be* + past participle. It is only the verb *to be* that changes according to the tense. The past participle never changes.

- 1 Students must take the test today.

- 2 Many people have written essays about the differences between formal and casual English.

- 3 At any given moment, millions of people all around the world are sending emails.

- 4 You will improve your skills if you continue to work hard.

- 5 You should send any complaints to the customer service department.

- 6 We have received your letter and are dealing with the problem.

- 7 The manager will personally review all applications.

- 8 I would appreciate it if you could forward me the information via email.

Practice activity 4.2: Transforming verbs into nouns

Another feature of formal writing is the tendency to use noun phrases rather than verb phrases; for example, the noun *explanation* instead of the verb *to explain*. Can you write the noun form of these verbs?

- | | |
|------------------|--------------------|
| 1 inform _____ | 9 damage _____ |
| 2 complain _____ | 10 advertise _____ |
| 3 attach _____ | 11 insist _____ |
| 4 apply _____ | 12 buy _____ |
| 5 enjoy _____ | 13 solve _____ |
| 6 respond _____ | 14 apologise _____ |
| 7 request _____ | 15 intend _____ |
| 8 injure _____ | |

Practice activity 4.3: Writing formally

Here is another example of a formal Task 1 question:

You recently had a car accident. You were not injured, but your car was damaged. Write a letter to your insurance company. In your letter:

- Introduce yourself and describe the accident.
- Detail the damage to your car.
- Explain why you need your car repaired quickly.

Write at least 150 words. You do *not* need to write any addresses. Begin your letter with:
Dear Sir or Madam,

Here is an answer to the question, which contains all the necessary information but is far too casual. Can you rewrite it using appropriately formal language?

Hi!

I'm Bob, and I've had car insurance with you guys for about 6 years or so. My number is 36664Y. I've never made a claim before, but I got into an accident yesterday and my car got really banged up.

It's pretty bad, so I can't drive at all. There's a huge dent in the front section 'cause I hit a tree and one light is totally broken. I got my mechanic to take a look and she reckons it'll be 2000 bucks to fix!

What do you think? How quickly can you sort my claim out? I really need my car as as soon as possible, since I'm supposed to drive a lot in my job. If you wanna get a hold of me, you can just write me back at this address or give me a ring on 0403 615623.

Get back to me soon and let me know that you're dealing with it.

Cheers,
Bob

When you have finished writing your letter, look at an example in the Answer Key in Appendix 1.

UNIT 5

Task 1: Common Letter Types

People write letters for many reasons. However, certain letter functions are particularly common, so you can expect to see them often in the IELTS exam.

Practice activity 5.1: Choosing the correct type of letter

Can you choose the correct type of letter that you would write for each of these situations? Choose from the box.

complaint request apology gratitude asking for information
invitation giving information

- 1 You're too busy to attend your aunt's birthday. _____
- 2 You want to borrow your friend's car. _____
- 3 You borrowed your friend's car and had an accident. _____
- 4 You're trying to find out the opening hours of your local library. _____
- 5 Your English teacher helped you to get a good score in your IELTS exam. _____
- 6 You've received a present from a family member. _____
- 7 Your neighbour always plays his music too loudly. _____
- 8 You went to a restaurant where the food was terrible. _____
- 9 You're telling your friend that a mutual acquaintance is getting married. _____
- 10 You're having a party and you want your classmate to come. _____

- 11 You're giving your classmate directions to your house. _____
- 12 You're telling a pen friend about your country. _____
- 13 You think a program on TV is too violent. _____

TIP A letter can have more than one function. For example, you might be giving a pen friend information about your country but also include an invitation to visit your country.

It is important to think about the function of the letter you are writing, because this will affect the language that you use. In English we tend to use a number of fixed phrases in particular situations. One of the most difficult aspects of letter writing for non-native English speakers can be using these phrases appropriately and accurately.

Practice activity 5.2: Identifying fixed phrases

Here are a number of jumbled phrases. Put each one in order, then write the function for each.

Example: am/for/I/writing/apologise/to apology
I am writing to apologise for ...

- 1 about/make/I/complaint/to/wish/a _____

- 2 possible/me/would/for/it/be/to? _____

- 3 so/about/sorry/am/I _____

- 4 solve/I/forced/if/don't/you/be/will/problem/to/this _____

- 5 could/is/chance/you/any/there _____

- 6 free/contact/information/please/me/feel/for/to/further _____

- 7 any/caused/inconvenience/I/sorry/for/am _____

- 8 very/with/I/unhappy/am _____

- 9 give/matter/immediate/please>this/your/attention _____

- 10 about/enquire/to/writing/am/I _____

- 11 you/this/I/will/helpful/hope/find _____

Practice activity 5.3: Using fixed phrases in a letter

Complete each of the following letters with fixed phrases from above.

A

Dear Sir or Madam,

1 _____ your hotel. I stayed in your establishment for three days last month, from the 13th to the 16th, and 2 _____ the level of service I received.

Not only was the room considerably smaller than I had been led to believe, but also it lacked a number of the facilities advertised on your website. The coffee maker was broken, there was no wireless internet connection, and only two channels were available on the television. When I told the desk clerk of these issues, I was quite rudely informed that nothing could be done. The clerk did not offer me an apology or make any attempt to improve the situation.

I booked a room at your hotel on the basis of the facilities available there, and I believe that I am entitled to at least a partial refund. 3 _____ contact the Consumer Protection Organisation.

Yours faithfully,
Gustav Guest

B

Dear Professor Brown,

I am writing with regard to my philosophy essay. I know that you explained the assignment during last Tuesday's lecture, but I have a question about the subject of my essay.

1 _____ write about a German philosopher instead of a Greek philosopher? I realise that you wanted us to write about one of the well-known Greek philosophers, but I am unfamiliar with their work.

I am also somewhat confused about the structure of the essay. 2 _____ send me an example of the type of essay you would like?

This would be extremely helpful to me.

Thank you for your help, and 3 _____

Best regards,
Una Undergraduate

C

Dear Ms Holmes,

Thank you for your enquiry regarding our library and its membership regulations.

1 _____

In order to become a member you will need to provide two pieces of identification with your name and current address. You will receive your card in the mail two to three weeks after making your application. Once you are a member you may borrow up to eight books and two DVDs at any one time, and they may be kept for three weeks. You will also have access to our many online materials.

2 _____

Yours sincerely,
Bernard Bookman

UNIT 6

Task 2: How to Write an Essay

When you do Task 2 of the IELTS writing exam, you will have to write an essay. The essay will have to be at least 250 words long, and you will be given 40 minutes to write it.

Practice activity 6.1: Predicting possible topics

Here are some common general topics for the IELTS Task 2 essay. Can you think of some subtopics related to these?

education <i>e.g whether students should wear uniforms</i> _____	the environment _____	men and women _____
employment _____	technology _____	governments _____
marriage and family _____	entertainment _____	food and nutrition _____
sports and hobbies _____	countries and cultures _____	transport _____

You can't predict the exact topic you will be given, so you need to be prepared to give your opinion on any topic the examiners choose. You can increase your general knowledge by reading the newspaper or reading news websites such as abc.net.au/news or smh.com.au.

TIP The topics used in the writing are similar to those in the other sections, so by improving your general knowledge, you will be more prepared for all the parts of the exam.

Practice activity 6.2: Understanding different essay types

You might need to write a number of different kinds of essay for IELTS Task 2. Here is a list of some common vocabulary used in IELTS Task 2 questions. Can you put the words in the right places to complete this description?

solutions disagree support effect examples problem agree contrast

In the IELTS Task 2 essay, you may be asked to 1 _____ or 2 _____ with an opinion. You may also be asked to discuss cause and 3 _____ or give 4 _____ to a 5 _____.

In some cases you might have to compare and 6 _____ two things or judge which is one is better. In all cases you will need to 7 _____ your opinions with explanations or 8 _____.

A typical IELTS Task 2 question will look like this:

Every year there are reports of serious injuries that occur not only to professional sports people but also to young amateurs playing sports like football and ice hockey. Are some sports simply too dangerous?

It is important for you to identify the key words that tell you the topic and what type of essay you should write. Here is the question again with the key words highlighted:

Every year there are reports of serious injuries that occur not only to professional sports people but also young amateurs playing sports like football and ice hockey. Are **some sports** simply **too dangerous**?

Once you have made sure you understand the question, you should brainstorm some ideas. For this task, your ideas can be divided into FOR and AGAINST:

FOR (too dangerous)	AGAINST (not too dangerous)
can cause serious injuries	athletes wear protective gear
even small injuries can have serious consequences	only a small minority suffer injuries
unnecessary dangers	all activities carry risk

It's also a good idea to brainstorm some relevant vocabulary.



Once you have your ideas, you can organise them into an appropriate structure.

An essay has three basic parts:

INTRODUCTION

BODY

CONCLUSION

Your *introduction* can be only two or three sentences. You should begin with a general statement, then state your position. Your *body* is the main part of your essay and must have at least two paragraphs, each with a central topic. Your *conclusion* can be only one or two sentences, restating your position from the introduction or summarising your arguments from the body.

It is a good idea to make a quick outline of what you plan to write. Here is a possible outline for the example essay question above:

INTRODUCTION

- general statement about sports
- opinion: yes, some sports too dangerous

BODY PARAGRAPH 1

- can cause serious injuries
- especially bad for young people

BODY PARAGRAPH 2

- not necessary – plenty of other sports
- times change

CONCLUSION

- restatement of opinion

Now you are ready to write your essay. Here is an example of a very good answer to the essay question above:

Participating in a sport can have a wide array of physical and mental benefits. However, many sports can also carry the risk of injury, ranging from mild to severe. With some sports this risk is simply too great and outweighs the benefits of playing.

Every year there are reports of serious injuries or even deaths caused from participating in sports such as boxing, ice hockey and motor racing. Serious injuries occur not just at the elite professional level but also at the amateur level. Head injuries are the biggest potential threat, and even seemingly minor head injuries have been shown to lead to brain damage later in life. This is a particular problem for young sportsmen and women whose brains might still be developing, and in many cases we might not realise the damage that has been done until many years later. This is an unacceptable risk.

As well as being unacceptable, it is also unnecessary. There are plenty of other sports that people can play in order to obtain the same health benefits as these other, more dangerous, sports. Although some might argue that we need to respect the tradition behind these sports, many traditional habits and customs have been abandoned as our knowledge of health and safety has developed over time.

In short, there is no reason for professional sports people – and certainly not for young amateurs – to put their lives on the line playing outdated and violent sports. While everything in life carries some risk, it should be kept at a reasonable level. These sports and their unreasonable levels of risk should be abandoned.

(268 words)

After you have written your essay, it is time to go back and edit your work. Try to leave at least a few minutes for editing. You'll be surprised by how many simple grammar, punctuation and spelling errors you can pick up, and these simple errors can affect your result.

UNIT 7

Getting a Good Score: Task Response

The first thing the examiners will look at is your task response. They want to see whether you have understood the question and whether you've answered the question appropriately. They also want to see whether you've got clear ideas, which you've supported and developed in your body paragraphs.

Practice activity 7.1: Understanding the topic and task

You only have around **40 minutes** to write your answer to Task 2, and therefore it is natural to feel as if you are in a hurry. However, you should always take the time to read the question carefully, and make sure you understand both the topic and the task. If you do not understand the topic and the task, you cannot write an appropriate answer to the question. This means you will be unable to achieve a high score for task response.

Look at the following typical Task 2 questions. Can you identify the topic and task for each one?

- In many parts of the world, water supplies are dwindling at an alarming rate, yet many people are reluctant to reduce their consumption. How can people be encouraged to use less water?

Topic: water consumption

Task: give suggestions to encourage people to use less

- Personal devices such as MP3 players and mobile phones are making people ruder. Do you agree or disagree with this statement?

Topic: _____

Task: _____

- Some people believe that convicted criminals should be made to meet their victims and apologise in person for their actions. What are your views?

Topic: _____

Task: _____

- It is becoming increasingly common for people to have a number of different jobs and even different careers during their working lives. What are the causes of this trend, and how is it affecting people's lives?

Topic: _____

Task: _____

- Student absenteeism and truancy are a major problem in schools. What measures can be taken to deal with this issue?

Topic: _____

Task: _____

- What is the most effective way to learn a language?

Topic: _____

Task: _____

Practice activity 7.2: Choosing relevant ideas

Let's look again at one of the questions from activity 7.1:

Personal devices such as MP3 players and mobile phones are making people ruder.

Do you agree or disagree with this statement?

Here are some ideas that a candidate has brainstormed in order to answer the question. Which of them are *not* relevant to the topic? Write **R** next to the ideas you think are relevant and **I** next to the ideas you think are irrelevant.

- MP3 players and mobile phones can cause health problems _____
- Being rude or polite depends on upbringing, not technology _____
- Personal devices are getting smaller and more portable _____
- People don't listen to each other, use devices during conversations _____
- There have always been rude people in the world _____
- Devices used in 'quiet' places like cinemas and classrooms _____
- Parents shouldn't allow young children to have mobile phones _____

Practice activity 7.3: Supporting and developing ideas

Once you've brainstormed some relevant ideas, you need to think about how you can develop and support those ideas. Here's an example paragraph that a candidate has written in answer to the question. What's wrong with it?

It is clear that hand-held devices like phones and MP3 players are making people ruder. No one nowadays could deny that this is the case. Because of this kind of device, people act towards each other in a way that is much less polite. They have forgotten to use courteous behaviour. Without a doubt, such rudeness is a direct result of technology.

The candidate has not developed or supported their ideas! They have simply repeated the same idea over and over again in different words: that personal devices are making people ruder. But how are they making people ruder? What is an example?

Can you write your own answer to this question? You may use some of the relevant ideas from practice activity 7.2, as well as any other ideas or examples you can think of. After you've written your answer, take a look at an example answer in the Answer Key in Appendix 1.

Practice activity 7.4: Presenting a clear position

As well as having relevant ideas, which are developed and supported, you need to make sure that your essay has a clear position. Here is another typical Task 2 question:

It is a common belief that people in developed countries spend too much money on their pets, and that the money could better be used elsewhere.

What are your views?

Here is an answer that a candidate has written to this question. What's wrong with it?

In wealthy countries such as the US, families often spend large amounts of money on their pets, whether for medical care, food, toys or just grooming. Some people believe it is wrong to spend so much money on animals, while others have no problem with this.

Those who are against spending such amounts of money on pets argue that it is wasteful and frivolous. They point to the millions starving in poor nations, who could be fed with the money used to buy designer pet goods. It seems both ridiculous and cruel for citizens of developed nations to spend so much money on their pets when so many around the world are suffering. The priority of humans, they argue, should be human welfare.

On the other hand, many people believe that spending money on pets is harmless, particularly when compared to other areas of spending. They feel it is better to spend money on a living creature than on clothes or expensive cars. Many individuals and families love their pets like children and feel a similar need to take care of them or even to spoil them. Moreover, and perhaps most importantly, it is their own money and they should be able to choose how to dispose of it.

In summary, a large number of people feel it is wrong that so much money be spent on domestic pets when there is so much human suffering in the world. Others, however, argue that it is up to each individual how they want to spend their money.

(256 words)

In many ways, this is a very well-written essay. The ideas are relevant, and they have been developed and supported. However, there is one serious problem, which will stop this candidate getting the highest possible score: it doesn't have a clear position. The examiner wants to know whether *you* agree or disagree. It is fine to present both sides of an issue, but in the conclusion you have to make it clear where you stand. Here is a better conclusion for this essay:

In summary, although it is true that the amount of money spent on pets in rich countries may sometimes seem extreme, I believe it is ultimately up to the individual what they choose to do with their income, and surely overindulging a beloved pet is not the worst choice that one could make.

This conclusion makes it clear where the candidate stands on the issue: that they think people do not spend too much money on their pets.

TIP Generally you should give your opinion in the introduction to your essay. Essays where you discuss both sides of an issue are an exception to this convention.

UNIT 8

Getting a Good Score: Coherence and Cohesion

The second thing the examiners will consider is whether your writing is coherent and cohesive. What does this mean? Coherence is how clear and easy to understand your writing is. Cohesion is how well your writing ‘sticks’ together.

To judge these criteria, the examiner will look more specifically at your overall structure (introduction > body > conclusion), the structure within your paragraphs and the linking words and devices you use.

Practice activity 8.1: Using correct essay structure

As you saw in Unit 5, your essay must be separated into paragraphs. IELTS essays are only around 250 words, so most of the time you will be writing essays with either four or five paragraphs. If you do not group your ideas together into logical paragraphs, you will not be able to get a high score for coherence and cohesion.

Here is another example of a typical Task 2 question:

The world is becoming increasingly globalised, and people who speak more than one language are increasingly in demand in the job market. Therefore, all children should learn a second language.

To what extent do you agree or disagree?

Can you put these sentences in the correct order and separate them into paragraphs to answer the question?

- Learning the language of a country is also the best way to develop an understanding of the culture of that country, so by learning a second language children are on the right path to becoming global citizens of tomorrow.
- It is the responsibility of parents and teachers to prepare young people for the world they will meet as adults, and introducing them to a second language is an integral part of this process.
- Children should learn while they are young, when it is easy to do so; otherwise they will find it much more difficult as adult job-seekers.
- There has been consistent growth in the number of positions for which speaking another language is either required or recommended.

- I believe that in order to improve their future prospects, children should be taught a second language as a fundamental part of their education.
- In today's global world, people who are bilingual or multilingual have an enormous advantage in many areas of life.
- On a more practical note, today's young people will one day have to step out into a competitive job market, and those who can speak another language will have a significant advantage.
- The most obvious reason to know more than one language is to communicate.
- The arguments presented above make it clear how important it is for children to learn another language.
- With overseas travel becoming ever more common, and countries becoming increasingly multicultural, it is likely to be crucial for young people to be able to communicate with speakers of other languages.
- This may be while travelling abroad, or interacting with visitors to one's own country.

Check your answers in the Answer Key in Appendix 1.

How did you go? The ideas should have logically developed from the introduction to the conclusion. The linking words and devices should also have helped you to put the sentences in order. They should act like signposts, telling the reader the direction of the ideas.

Practice activity 8.2: Using correct paragraph structure

As well as using correct essay structure, you need to use correct structure within your paragraphs. A good body paragraph should usually have a topic sentence, which clearly states the main idea of the paragraph. This is often – but not always – the first sentence of the paragraph. Everything else in your paragraph must be connected to this.

The following three paragraphs lack topic sentences. Can you write a suitable topic sentence for each?

1

Many people learn English to travel. Even if they plan to go to a non-English-speaking country, there is a good chance that some people will be able to speak English in their destination. There are also many people who need English for their job, particularly if they are working in an international company. Knowing English can be the key to a promotion and pay rise. Still others learn because they want to emigrate to an English-speaking country and, of course, there are those who like to learn a language just for the fun of it.

2

Having a computer means that a student can store large amounts of information and access it easily. As long as the computer is internet-enabled, he or she can do research without even needing to leave home. Writing assignments on a computer is much easier, and in fact many professors these days will accept only word-processed assignments.

3-

Thirty years ago, most Australians sat down with their family to eat a dinner that was probably prepared by the mother of the family. The type of food eaten has changed as well. There are far more international ingredients available than a few decades ago, and there is much more of an influence from the food of other countries, especially Asian dishes.

Practice activity 8.3: Categorising linking words and phrases

Linking words and phrases can be put into a number of categories according to their function. Here is a list of linking words and phrases: can you put them into the correct category?

while in conclusion for instance whereas nevertheless consequently
however firstly therefore for example despite finally then
moreover such as not only ... but also as a result in addition so
even though although thus due to because also conversely
on the other hand

Practice activity 8.4: Choosing the right linking word

Can you complete the following text with appropriate linking words and phrases from the table on the previous page? You need to think about not only the meaning you are trying to express but also whether the word fits grammatically. Use each word or phrase *once* only.

For many students, writing is the most difficult skill to master, and the IELTS writing module is the hardest in which to do well. There are a number of reasons for this.

- 1 _____, students may misunderstand the writing task
- 2 _____ poor reading skills. 3 _____, their response to the task will be completely off-topic and they will be unable to score well
- 4 _____ they might have good language skills.
- 5 _____ to this, many students fail to use cohesive devices
- 6 _____ pronouns, articles and linking words. 7 _____, some students use far too many linking words and might use them inappropriately.
- The third problem relates to grammar. 8 _____ do students often make mistakes that can severely affect their message, 9 _____ they fail to use a sufficient range of grammatical structures. 10 _____, they may use only short, simple sentences instead of a variety of simple and complex ones.
- 11 _____, students do not demonstrate their ability to use English vocabulary. Students frequently know a lot of English words because they have studied for a long time; 12 _____, when writing an essay they forget the words they have learned and use only basic vocabulary that does not show their level at all.
- 13 _____, students who wish to do well in the essay section of the IELTS must take into account a number of factors. 14 _____ the pressure of the exam setting, students must still take time to ensure that their answer is appropriate and well structured. 15 _____, they must think about the language that they use 16 _____ they can show the examiner their level.

Check your answers in the Answer Key in Appendix 1.

UNIT 9

Getting a Good Score: Grammatical Range and Accuracy

To get a good score in the writing portion of the IELTS, you need to have *accurate* grammar, but also to have a good *range* of grammar.

What does it mean to say that your grammar has good accuracy and range?

- good control of tenses
- a mix of shorter, simple and longer, more complex sentences
- more difficult structures like conditionals, relative clauses and passive voice (where appropriate)
- ‘little words’ like articles, prepositions and auxiliary verbs being used correctly
- an understanding of subject–verb agreement, and countable and uncountable nouns.

Practice activity 9.1: Identifying errors

Here is an extract from a student essay. The paragraph contains ten common grammatical errors. Can you identify all of them?

One step government could take to reduce peoples water consumptions would be to have more water restrictions and stricter penalties for those what do not comply. At the moment in western australia, people is only permitted to water their lawns in particular days and within particular hours. These law were in place for a number of years, however, many people flaunt them, knowing they they are unlikely to be punish and that even if they are caught the penalty will likely only be a fine minor. If people knew, the restriction's would be policed more strictly, they will have more incentive to follow the rules.

The paragraph also contains five punctuation errors. Can you identify them?

When you think you've found all 15 mistakes, turn to the following page to see the answers.

Grammar errors

- 1 **the** government: missing article
- 2 **consumption**: uncountable noun
- 3 those **who/that** do not comply: incorrect relative pronoun
- 4 people **are** only permitted: subject–verb agreement error
- 5 **on** particular days: incorrect preposition
- 6 These **laws**: missing plural 's'
- 7 these laws **have been** in place: incorrect tense
- 8 unlikely to be **punished**: passive voice error
- 9 a **minor fine**: incorrect word order
- 10 they **would** have more incentive: conditionals error

Punctuation errors

- 1 **people's**: missing apostrophe
- 2 **Western Australia**: missing capital letters
- 3 ; **however, or.** However,: using a comma incorrectly
- 4 **if people knew the**: unnecessary comma
- 5 **restrictions**: unnecessary apostrophe

Here is the same paragraph written in a different way. This time it is very accurate, but what is the problem with it?

The government should have more regulations about water. They should police the rules strictly. In Western Australia people can only use water sometimes. They can't use too much water. However, many people don't follow the rules. They don't care because they don't think the police will catch them. The police might catch them, but the police will only give them a minor fine. The government should be more strict. People will obey the rules more.

This paragraph has no grammatical errors, but it still would not get a high score. Why not?

Because there is not enough range of grammar. The only tenses being used are present simple or future 'will'. All of the sentences are very short and simple. There are no conditionals, passives, relative clauses or any other complex grammatical structures.

Practice activity 9.2: Fixing your own mistakes

Here is a list of common errors to check for in your writing. Correct the example for each one, then check your answer in the Answer Key in Appendix 1.

Think about which of these mistakes you often make, and pay special attention to those when you are editing your work.

Error	Example
1 subject-verb agreement	<i>My country export a lot of goods to other nations.</i>
2 articles	<i>Crime is number 1 problem in my city.</i>
3 prepositions	<i>In the other hand, people should take care of their pets.</i>
4 auxiliary verbs	<i>I aren't agree with that statement.</i>
5 word order	<i>This situation has been getting worse considerably.</i>
6 word formation	<i>Alcohol can be as addiction as drugs.</i>
7 tenses	<i>At the moment, many people have lived in poverty.</i>
8 singular/plural	<i>More and more families are having only one children.</i>
9 sentence fragments	<i>There are many reasons people change careers. For example, money or excitement.</i>
10 run-on sentences	<i>Technology can make our lives a lot better, most people's lives have been improved immensely by technological advances.</i>

UNIT 10

Getting a Good Score: Lexical Resource

As with your grammar, the examiner wants to see that you have a good range of vocabulary and that you can use words appropriately. Here is part of an answer to the following question:

All young people should be taught basic domestic skills such as cooking in school.

To what extent do you agree or disagree?

Some people say that all young people should be taught basic domestic skills such as cooking in school. I agree that all young people should be taught basic domestic skills. In this essay I will say why I agree.

What's wrong with this? The candidate has copied the words from the question exactly, and all of the other words used are very basic and repetitive. The candidate has not shown the examiner their range of vocabulary.

The candidate should have paraphrased the words and phrases from the question. For example:

- Instead of *all young people* they could have written *all schoolchildren* or even *each/every young person*.
- Instead of *should be taught* they could have written *should/must/has to/ needs to learn/be educated in* or even *It is important/essential that [young people] learn*.
- Instead of *basic domestic skills such as cooking* they could have written *fundamental household skills like how to cook*.

Practice activity 10.1: Using a range of vocabulary

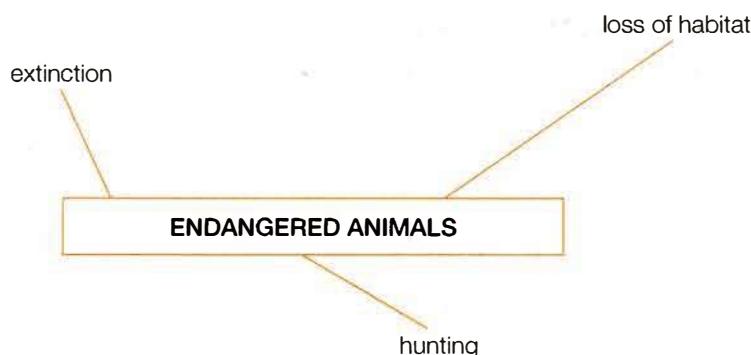
Here is another part of the same essay, showing a much wider range of vocabulary. Can you put the words from the box into the correct gaps in the text?

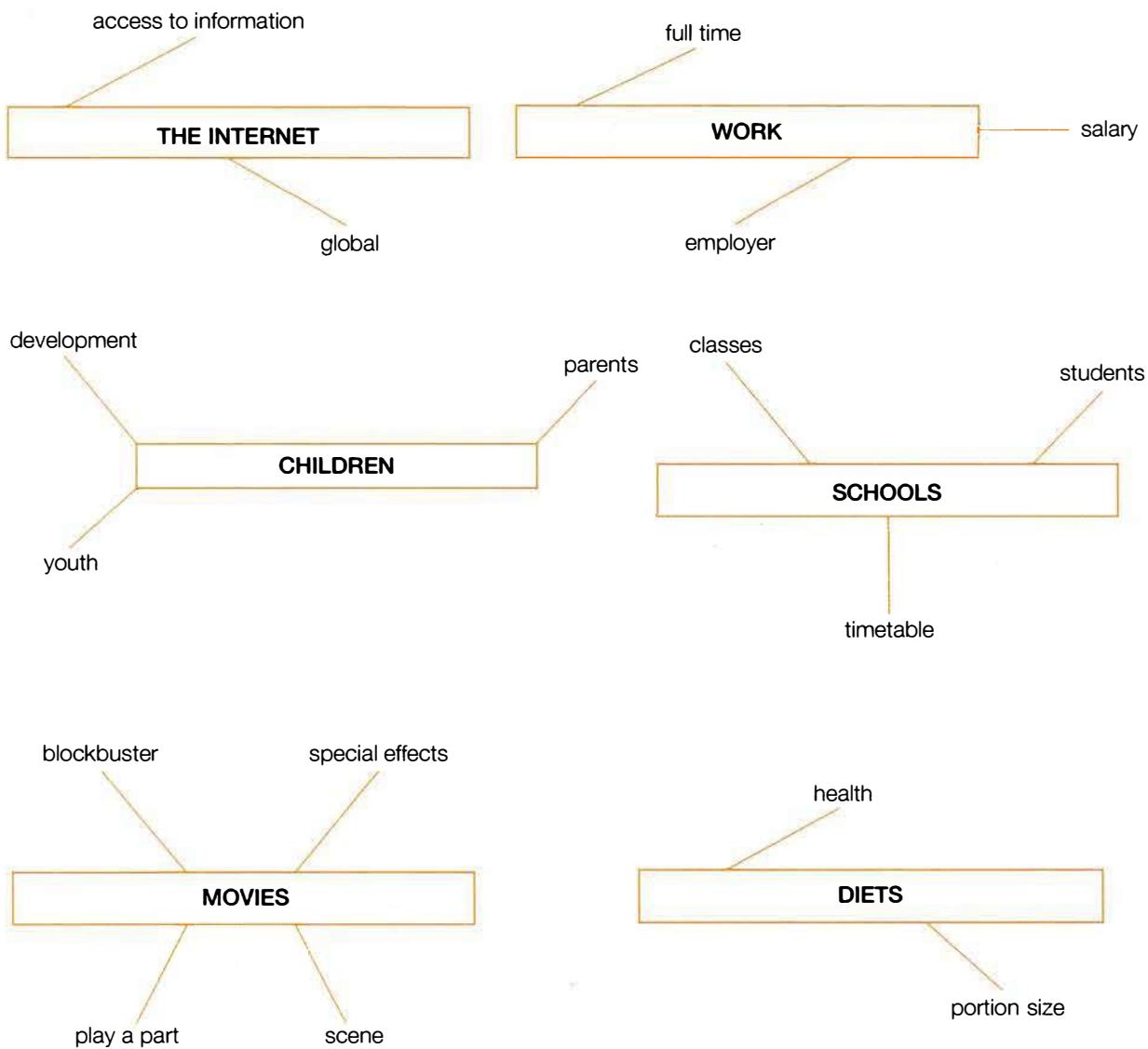
educate result purpose evident generations institutions fundamental market
numeracy household responsibility argue nutritious manage

The 1 _____ of a school is not just to teach students basic literacy and 2 _____ skills, or prepare them for the job 3 _____. It is also to prepare them for life, and this is where such 4 _____ skills as cooking come in. Young people need to know how to look after a 5 _____, prepare 6 _____ meals and 7 _____ their money. Some might 8 _____ that this is the 9 _____ of parents, rather than educational 10 _____, but in many cases parents are unwilling or unable to 11 _____ their children in these matters. As a 12 _____, young people enter the world without the knowledge previous 13 _____ took for granted. This is 14 _____ in the way so many people these days rely on junk food and credit cards.

Practice activity 10.2: Brainstorming vocabulary

Whatever the subject, you need to try to activate the vocabulary you know about that subject. In Unit 6 you saw an example of a mind-map of sports vocabulary. You might not have time to actually write this kind of mind-map, but you should at least start thinking of relevant words and phrases. Here are similar mind-maps about subjects that could occur in the IELTS exam. Try to complete them with your own words and phrases related to the subject.





Practice activity 10.3

It will also be difficult for you to get a good score if you have many spelling problems. Always proofread your writing to check for any spelling mistakes that can be easily fixed. Keep a record of words that you often get wrong, and practise them. Become aware of any spelling rules or patterns in English that might help you.

Here are some commonly misspelled words. Can you correct each of them?

absense	changable	forein
acomplish	colum	genrally
apparant	critisize	goverment

beleive	definate	grammer
biscit	developement	greatful
broccolli	dissapear	garantee
calender	embarass	heighth
candidat	existance	humorus
ignorence	lesure	offishial
independant	litening	phisical
inteligence	magicaly	peice
jewellry	maintainance	plesant
nowledge	occassion	thum
adress	beutiful	arguement
bussiness	extroordinary	freind
posesion	truely	untill

TIP Be aware of silent letters in English. Common silent letters are *w* as in *wrong*, *k* as in *knee* and *b* as in *dumb*.

TIP I before E except after C
Memorise this simple rhyme to help you remember the usual position of *i* and *e*: however, there are exceptions!

TIP When you add a prefix, you should not change the spelling of the original word. For example, *misspell* has a double *s* because it is *mis + spell*.

UNIT 11

Common Essay Types

In the IELTS exam you might need to write essays of a number of different types. You have already seen examples of them in previous units of this book. This unit will give more information on what questions of this type look like and how to answer them.

1 Agree or disagree

In essays of this kind you will sometimes be asked a direct question, such as:

Men are naturally better than women at certain kinds of job.

To what extent do you agree or disagree?

Or

Some people think children are given too much homework these days.

What are your views?

Sometimes you might just be given a statement. In this case it is implied that you should agree or disagree with the statement. For example:

Everyone should pay the same rate of tax.

You have the option in this kind of task to completely agree, to completely disagree, or to partly agree. However, if you choose to partly agree you have to be very specific about which parts of the statement you agree with and which you don't. This can make writing your essay more complicated.

An example outline for this kind of essay could be:

INTRODUCTION

- general statement
- thesis statement presenting your opinion (whether you agree or disagree)

BODY PARAGRAPH 1

- first reason why you agree or disagree
- support (examples or explanation)

BODY PARAGRAPH 2

- second reason why you agree or disagree
- support (examples or explanation)

BODY PARAGRAPH 3

- third reason why you agree or disagree
- support (examples or explanation)

CONCLUSION

- restatement of opinion and summary of reasons

2 Discuss both sides

These kinds of questions are almost exactly the same as agree or disagree questions, except that you must present both sides of the issue before coming to your own decision. For example:

Some people think giving longer prison sentences is the best way to prevent crime, while others believe there are more effective methods.

Discuss both sides and give your opinion.

An example outline for this kind of essay could be:

INTRODUCTION

- General statement
- Thesis statement introducing both sides of the issue

BODY PARAGRAPH 1

- Arguments in favour of the statement
- Support (examples or explanation)

BODY PARAGRAPH 2

- Arguments against the statement
- Support (examples or explanation)

CONCLUSION

- Your own opinion

3 Cause and effect

This type of question has a number of variations. Sometimes you may be asked just to discuss the causes of a problem or situation, such as:

Many couples these days are choosing to have fewer children. Why is this the case?

In other cases, you may be asked to discuss only effects, such as:

Migration between countries is becoming increasingly common. Discuss any consequences this might have, whether positive or negative.

Sometimes the two might be combined and you could be asked to discuss both causes and effects. For example:

An increasing number of adults in their twenties or even thirties are moving back into their parents' homes. What are the factors that lead to this situation, and how can it affect everybody involved?

How you write your essay, of course, depends on which variation you are given. Here are possible outlines for each:

Causes

INTRODUCTION

- General statement introducing problem or situation
- Thesis statement about causes

BODY PARAGRAPH 1

- First cause
- Support (examples or explanation)

BODY PARAGRAPH 2

- Second cause
- Support (examples or explanation)

Extra body paragraphs may be used if there are further causes.

CONCLUSION

- Summary of causes

Effects

INTRODUCTION

- General statement introducing problem or situation
- Thesis statement about effects

BODY PARAGRAPH 1

- Present first effect
- Support (examples or explanation)

BODY PARAGRAPH 2

- Present second effect
- Support (examples or explanation)

Extra body paragraphs may be used if there are further effects.

CONCLUSION

- Summary of effects

Causes and effects

INTRODUCTION

- General statement introducing problem or situation
- Thesis statement about causes and effects

BODY PARAGRAPH 1

- All causes
- Support (examples or explanation)

BODY PARAGRAPH 2

- All effects
- Support (examples or explanation)

CONCLUSION

- Summary of causes and effects

Suggestion or solution

In this kind of question, you are given a problem and asked to suggest possible ways to solve the problem. For example:

It is common nowadays for people to accumulate large credit card debts, which they are unable to deal with. What can be done about this?

Here is a possible outline for this kind of essay:

INTRODUCTION

- General statement introducing problem
- Thesis statement about suggestions

BODY PARAGRAPH 1

- First suggestion
- Why it is a good suggestion

BODY PARAGRAPH 2

- Second suggestion
- Why it is a good suggestion

Extra body paragraphs may be used if there are more suggestions.

CONCLUSION

- Summary of suggestions

Practice activity 11.1: Practising further

Write your own answers to the questions in this unit, using the suggested outlines. When you feel confident enough, try doing the practice tests in Unit 12.

UNIT 12

Writing Practice Tests

Writing Practice Test 1

Task 1

You should spend about 20 minutes on this task.

You saw a brochure for a one-week walking tour in the mountains. You're very interested in taking part, but you're not very fit and are worried you wouldn't be able to keep up. Write to the tour operator. In your letter:

- Explain why you're interested in the tour.
- Ask for information about dates and prices.
- Express your concerns about your fitness level.

Write at least 150 words. You do *not* need to write any addresses. Begin your letter as follows:

Dear Sir or Madam,

Task 2

You should spend around 40 minutes on this task. Write about the following topic:

More children in developed countries are becoming overweight. This is a serious problem for wealthy countries.

Discuss some causes and effects of this problem. Give reasons for your answer, and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Writing Practice Test 2

Task 1

You should spend about 20 minutes on this task.

You are planning a short visit to a city where one of your relatives lives. Write a letter to your relative. In your letter:

- Explain when and how long you will be in town.
- Ask whether you can stay at their home.
- Offer to pay for yourself.

Write at least 150 words. You do *not* need to write any addresses. Begin your letter as follows:

Dear _____,

Task 2

You should spend around 40 minutes on this task. Write about the following topic:

Labour-saving devices such as dishwashers and communication tools such as computers are supposed to make our lives easier. However, some people argue that these devices only make them more difficult.

Does modern technology reduce or increase stress?

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

Write at least 250 words.

Writing Practice Test 3

Task 1

You should spend about 20 minutes on this task.

You have just received a credit card statement from your bank. The statement lists a number of expensive purchases that you are sure you did not make. Write a letter to the bank manager. In the letter:

- Introduce yourself.
- Explain that you did not buy the items listed.
- Say what you would like the bank to do to fix the problem.

Write at least 150 words. You do *not* need to write any addresses. Begin your letter as follows:

Dear Sir or Madam,

Task 2

You should spend around 40 minutes on this task. Write about the following topic:

Some people feel that paparazzi should not follow celebrities and invade their privacy by taking pictures of them everywhere, while others believe this is just the price of fame.

Discuss both sides and give your opinion. Give reasons for your answer, and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Writing Practice Test 4

Task 1

You should spend about 20 minutes on this task.

You have recently moved into a new house. You want to tell your friend about your good news. Write to your friend. In the letter:

- Describe the house.
- Describe the neighbourhood.
- Invite your friend to come and see the house.

Write at least 150 words. You do *not* need to write any addresses. Begin your letter as follows:

Dear _____,

Task 2

You should spend around 40 minutes on this task. Write about the following topic:

Should private schools receive government funding?

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

APPENDIX 1

ANSWER KEY

Part 1: General Training Reading

Unit 2: Section 1: Answering Questions to Short Texts

Practice activity 2.1

Text 1: On the city doorstep

Questions 1–5

- | | |
|------------------------|-----|
| 1 C, D and E | 2 F |
| 3 G | 4 B |
| 5 any two from A, G, F | |

Text 2: Beez Neez Apiaries

Questions 6–10

- | | |
|--------------|-------------|
| 6 false | 7 true |
| 8 not given | 9 not given |
| 10 not given | |

Text 3: Donate life: discover the facts about organ donation

Questions 11–14

- | | |
|---------------------------|------------------------|
| 11 organ donation | 12 10 people |
| 13 condition/state/health | 14 kidney and pancreas |

Extra practice questions

1 over 16 years

2 or withdraw

Practice activity 2.2

Text 1: Our community magazine

Questions 1–4

1 page 19

2 page 20

3 page 21

4 page 21

Extra practice questions

1 page 16

2 page 14

Text 2: Travel this summer

Questions 5–10

5 false

6 true

7 not given

8 false

9 false

10 false

Text 3: Preparing for a flood

Questions 11–14

11 getaway kit

12 should be closed

13 turn off water

14 enter/re-enter your home/return home

Practice activity 2.3

Text 1: European river cruising

Questions 1–4

1 B

2 C

3 B

4 D

Questions 5–9

- | | |
|-------------|---------|
| 5 true | 6 false |
| 7 false | 8 false |
| 9 not given | |

Extra practice question

- 1 not given

Text 2: Hit the shops in Canberra, Australia

Questions 10–14

- | | |
|----------|--------------|
| 10 true | 11 false |
| 12 true | 13 not given |
| 14 false | |

Extra practice question

- 1 not given

Text 3: How to grow strawberries

Questions 11–14

- | | |
|---------------------------------|---------------------|
| 11 free of disease/disease free | 12 remove all weeds |
| 13 (the) fruit clean | 14 flowers |

Extra practice questions:

- 1 produce several crops 2 in early spring

Unit 3: Section 2: Answering Questions to Longer Texts

Practice activity 3.1

Text 1: Making the transition to university studies

Questions 15–21

- 15 section A–ix 16 section B–v

- 17** section C-viii **18** section D-ii
19 section E-vi **20** section F-iv
21 section G-i

Text 2: Common hazards in the workplace

Questions 22–30

- 22** ear plugs **23** protective clothing
24 aprons **25** sufficient light
26 a damaging reaction/explosion **27** corrosion
28 burning/explosion or injury **29** gas/fuel
30 correct height

Practice activity 3.2

Text 1: Short community courses—Spring term

Questions 15–21

- 15** F **16** A
17 D **18** C
19 E **20** A
21 F

Text 2: Acton Community Health Centre

Questions 22–28

- 22** not given **23** true
24 false **25** false
26 not given **27** true
28 false

Unit 4: Section 3: Answering Questions to a Longer Text

Practice activity 4.1

Text 1: Sleep on it

Questions 28–36

- | | | | |
|-----------|---------------|-----------|----------------|
| 28 | section 1–vii | 29 | section 2–viii |
| 30 | section 3–x | 31 | section 4–ii |
| 32 | section 5–iii | 33 | section 6–iv |
| 34 | section 7–ix | 35 | section 8–vi |
| 36 | section 9–xi | | |

Practice activity 4.2

Text 2: What is happiness?

Questions 28–34

- | | | | |
|-----------|---|-----------|---|
| 28 | G | 29 | A |
| 30 | B | 31 | F |
| 32 | H | 33 | J |
| 34 | K | | |

Practice activity 4.3

Text 1: Sleep on it

Questions 28–35

- | | | | |
|-----------|-----------|-----------|-----------|
| 28 | true | 29 | true |
| 30 | false | 31 | true |
| 32 | not given | 33 | false |
| 34 | true | 35 | not given |

Practice activity 4.4

Text 3: How video games are good for the brain

- | | |
|----------------------------------|--|
| 35 negative/bad | 36 boost mental function |
| 37 (very) structure | 38 adaptive/challenging/demanding |
| 39 more efficient/thicker | 40 affection |

Practice activity 4.5

Text 3: How video games are good for the brain

Questions 35–40

- | | |
|-------------|-------------|
| 35 C | 36 B |
| 37 A | 38 C |
| 39 C | 40 A |

Practice activity 4.6

Text 4: Hey, little spender

Questions 36–40

- | | |
|-----------------|------------------|
| 36 iv–JM | 37 i–AY |
| 38 ii–KH | 39 iii–MR |
| 40 v–MM | |

Unit 5: Practice Reading Tests

IELTS General Training Reading Practice Test 1

Section 1 (questions 1–14)

Text 1: Community business cards

Questions 1–4

- | | | | |
|----------|---------|----------|---|
| 1 | C | 2 | B |
| 3 | D, E, F | 4 | A |

Text 2: Highlights of Peru

Questions 5–10

- | | | | |
|----------|-----------|-----------|-------|
| 5 | false | 6 | true |
| 7 | true | 8 | false |
| 9 | not given | 10 | false |

Text 3: Seasonal influenza vaccination program

Questions 11–14

- | | | | |
|-----------|-----------------------------|-----------|---|
| 11 | hands infected | 12 | be/get vaccinated annually/regularly/frequently/often |
| 13 | pneumonia and/or bronchitis | 14 | immunity can develop |

Section 2 (questions 15–27)

Text 1: Guard against burnout!

Questions 15–21

- | | | | |
|-----------|-----------|-----------|-------|
| 15 | true | 16 | false |
| 17 | not given | 18 | true |
| 19 | false | 20 | true |
| 21 | not given | | |

Text 2: Campus library information

Questions 22–27

- | | | | |
|-----------|-----|-----------|----|
| 22 | II | 23 | I |
| 24 | III | 25 | VI |
| 26 | III | 27 | IV |

Section 3 (questions 28–40)

Text: Food and drink in China

Questions 28–34

- | | |
|-------------|-------------|
| 28 B | 29 A |
| 30 G | 31 C |
| 32 E | 33 D |
| 34 F | |

Questions 35–40

- | | |
|----------------------|---|
| 35 vegetables | 36 over-use of pickling |
| 37 seafood | 38 south of |
| 39 France | 40 beautiful surroundings/near lakes |

IELTS General Training Reading Practice Test 2

Section 1 (questions 1–14)

Text 1: What's on in winter

Questions 1–4

- | | |
|---------------|------------|
| 1 A, B | 2 E |
| 3 C | 4 F |

Text 2: Bare-headed biker dies in helmet protest ride

Questions 5–10

- | | |
|--------------------|----------------|
| 5 true | 6 false |
| 7 not given | 8 true |
| 9 false | 10 true |

Text 3: Kennedy Range National Park

Questions 11–14

- | | |
|--------------------------------|------------------------------|
| 11 heavy rain | 12 portable gas stove |
| 13 fossils or gemstones | 14 travel 60 km |

Section 2 (questions 15–27)

Text 1: Volunteering in the AMEP

Questions 15–21

- | | |
|--|------------------------------|
| 15 young people/people under 18 | 16 Australian culture |
| 17 travel or expenses | 18 undertake training |
| 19 awareness | 20 Home Tutor Scheme |
| 21 one hour | |

Text 2: University life: group oral presentations

Questions 22–27

- | | |
|-----------------------------------|--|
| 22 will be assessed-marked | 23 what is required/its requirements/
the requirements |
| 24 strengths/strong points | 25 finish/complete tasks |
| 26 organise and volunteer | 27 PowerPoint/PowerPoint presentation |

Section 3 (questions 28–40)

Text: Driven to distraction

Questions 28–40

- | | |
|---|---|
| 28 section D (All conversations are not equal) | 29 section E (New technologies, new dangers) |
| 30 section A (Distractions while driving) | 31 section C (Distraction and accidents) |
| 32 section B (Familiar danger) | 33 section E (New technologies, new dangers) |
| 34 section F (Measuring the effects) | 35 true |

36 not given

37 true

38 true

39 not given

40 false

IELTS General Training Reading Practice Test 3

Section 1 (questions 1–14)

Text 1: Total Fire Bans

Questions 1–4

1 true

2 false

3 not given

4 false

Text 2: Food poisoning

Questions 5–10

5 iv

6 v

7 i

8 vi

9 ii

10 iii

Text 3: The facts about plastic

Questions 11–14

11 milk bottles

12 new/soft drink bottles

13 lightweight

14 South Pacific islands

Section 2 (questions 15–27)

Text 1: Advice to help you prevent plagiarism in your work

Questions 15–21

15 ii

16 iv

17 i

18 vii

19 viii**20** vi**21** v

Text 2: Acton Community Health Centre

Questions 22–27

- | | |
|-------------------------|-----------------------------|
| 22 accessibility | 23 8:30 am |
| 24 main clinic | 25 cholesterol check |
| 26 permission | 27 diving course |

Section 3 (questions 28–40)

Text: Trolley psychology

- | | |
|--------------|--------------|
| 28 C | 29 B |
| 30 A | 31 D |
| 32 D | 33 C |
| 34 NG | 35 NG |
| 36 F | 37 T |
| 38 F | 39 NG |
| 40 T | |

Part 2: General Training Writing

Unit 1: About the General Training Writing Module

TEST YOURSELF: What is the significance of each of these numbers?

- 40 The time you should spend on Task 2
- 150 The minimum number of words for Task 1
- 0–9 The band scale on which your essays will be marked

- 20 The time you should spend on Task 1
- 2 The number of tasks you will have to complete
- 4 The number of criteria on which you will be marked
- 60 The total time for the writing test
- 250 The minimum number of words for Task 2

Unit 2: Task 1: How to Write a Letter

Practice activity 2.1

- | | |
|--|-------------------------------|
| 1 Yours faithfully/sincerely (most formal) | 2 Best regards |
| 3 Best wishes | 4 Lots of love (least formal) |

Practice activity 2.2

Dear Sir or Madam,

I'm writing to complain about my treatment at your store, Stylish Ladies Fashion. I have been a loyal customer for many years, and have always been pleased with the quality of the clothing and the service.

However, last Tuesday I was shocked by the behaviour of one of your sales assistants. Firstly, she was clearly making a personal phone call when I entered the store and did not ask me if I needed any assistance. After browsing for a while I found a skirt that I was interested in, but I had to wait more than ten minutes for her to finally finish her phone call and help me. When I finally had her attention, I asked her if she had the skirt I wanted in a larger size and she answered very rudely that they didn't and suggested that I was too large for all their clothes.

As you can imagine, I left feeling extremely upset. I feel that I deserve both an apology for your assistant's behaviour and a promise that in the future you will implement better customer service training for your employees.

I hope to hear from you soon on this matter.

Yours faithfully,
Caroline Customer

Unit 3: Task 1: Writing a Casual Letter

Practice activity 3.1

- | | | | |
|-----------|--------------|-----------|------------|
| 1 | D | 2 | H |
| 3 | B | 4 | I |
| 5 | G | 6 | C |
| 7 | A | 8 | J |
| 9 | F | 10 | E |
| 11 | come along | 12 | keeps on |
| 13 | come up | 14 | pick/up |
| 15 | work out | 16 | give up |
| 17 | take up | 18 | picked up |
| 19 | working out | 20 | sorted out |
| 21 | coming along | 22 | turned out |
| 23 | put/off | | |

Practice activity 3.2

Dear Juan,

Thanks so much for your letter telling me all about Mexico. I'd love to visit, if I got the chance!

You asked what I usually do every day. Well, I'm a student at the moment, studying electrical engineering. I also work part-time as a tutor for young kids, which I really like. In my free time I usually read or get together with friends.

As far as food goes, you can get a huge variety here. There's a really big influence from Asian food, like Thai and Malaysian. I'm crazy about cooking, and if you visited I could make you one of my Thai stir-fries.

You also asked me about the weather here. Most of the year it's beautiful and sunny, though in summer it can sometimes be boiling hot! Our winters are pretty cool but never too cold, and usually there's a fair bit of rain.

Looking forward to hearing more about beautiful Mexico.

Best wishes,
Susan

Unit 4: Task 1: Writing a Formal Letter

Practice activity 4.1

- 1 The test must be taken today.
- 2 Many essays have been written about the differences between formal and casual English.
- 3 At any given moment, emails are being sent by millions of people all around the world.
- 4 Your skills will be improved if you continue to work hard.
- 5 Any complaints should be sent to the customer service department.
- 6 Your letter has been received and the problem is being dealt with.
- 7 All applications will be personally reviewed by the manager.
- 8 I would appreciate it (*or* It would be appreciated) if the information could be forwarded to me via email.

Practice activity 4.2

- | | |
|---------------|--|
| 1 information | 2 complaint |
| 3 attachment | 4 application |
| 5 enjoyment | 6 response |
| 7 request | 8 injury |
| 9 damage | 10 advertisement |
| 11 insistence | 12 purchase (<i>buy</i> has no noun form) |
| 13 solution | 14 apology |
| 15 intention | |

Practice activity 4.3 (example answer only)

Dear Sir or Madam,

My name is Bob Jones and I have been a client of your insurance company for six years. My client number is 36664Y. During the time I have been with your company I have never needed to make a claim until yesterday, when my car was damaged in an accident.

The damage to my car is fairly serious, and makes it impossible for me to drive. The front section is quite crumpled as a result of hitting a tree, and one light is broken. My mechanic has looked at the damage and says it will cost \$2000 to repair.

Could you please let me know how quickly you can process my claim? It is vital that my car be repaired promptly as I need to drive extensively as part of my work. I can be contacted at this address or on 0403 615623.

I hope to hear from you soon with confirmation that my claim has been processed.

Yours faithfully,
Bob Jones

Unit 5: Task 1: Common Letter Types

Practice activity 5.1

- | | |
|-----------------------|--------------------------|
| 1 apology | 2 request |
| 3 apology | 4 asking for information |
| 5 gratitude | 6 gratitude |
| 7 complaint | 8 complaint |
| 9 giving information | 10 invitation |
| 11 giving information | 12 giving information |
| 13 complaint | |

Practice activity 5.2

- 1 **COMPLAINT** I wish to make a complaint about ...
- 2 **REQUEST** Would it be possible for me to ...?
- 3 **APOLOGY** I am so sorry about ...
- 4 **COMPLAINT** If you don't solve this problem, I will be forced to ...
- 5 **REQUEST** Is there any chance you could ...?
- 6 **GIVING INFORMATION** Please feel free to contact me for further information.
- 7 **APOLOGY** I am sorry for any inconvenience caused.
- 8 **COMPLAINT** I am very unhappy with ...
- 9 **COMPLAINT** Please give this matter your immediate attention.

10 ASKING FOR INFORMATION I am writing to enquire about ...

11 GIVING INFORMATION I hope you will find this helpful.

Practice activity 5.3

A

- 1 I wish to make a complaint about
- 2 I am very unhappy with
- 3 If you don't solve this problem, I will be forced to

B

- 1 Would it be possible for me to
- 2 Is there any chance you could
- 3 I am sorry for any inconvenience caused.

C

- 1 I hope you will find this information helpful.
- 2 Please feel free to contact me for further information.

Unit 6: Task 2: How to Write an Essay

Practice activity 6.1 (possible answers only)

EDUCATION <i>e.g whether students should wear uniforms/single-sex schools/should education be free/online learning/the future of education/what makes a good teacher</i>	THE ENVIRONMENT <i>causes and effects of global warming/how to save energy/protecting endangered animals/government vs. individual responsibility</i>	MEN AND WOMEN <i>how to communicate/how to increase women in the workforce/changes from previous generations/innate differences</i>
EMPLOYMENT <i>what makes a good work environment/working from home/changes in work/how to motivate workers/the future of work/work-life balance</i>	TECHNOLOGY <i>most important invention/advantages and disadvantages/future developments</i>	GOVERNMENTS <i>responsibilities of governments/importance of tax/mandatory voting</i>

MARRIAGE AND FAMILY <i>best age to get married/changes in families/families in the future/nuclear vs extended families</i>	ENTERTAINMENT <i>new forms of entertainment/advantages and disadvantages of TV/ways to spend leisure time</i>	FOOD AND NUTRITION <i>vegetarianism/causes and effects of obesity/how people can be healthier/banning junk food advertisements/smoking</i>
SPORTS AND HOBBIES <i>advantages of sports/should governments fund sports/hooliganism in sport/getting children to be more active</i>	COUNTRIES AND CULTURES <i>why people emigrate/preserving traditional customs/effect of English on other languages</i>	TRANSPORT <i>reducing car use/advantages of travelling/transport in the future</i>

Practice activity 6.2

- | | |
|-----------|-------------|
| 1 agree | 2 disagree |
| 3 effect | 4 solutions |
| 5 problem | 6 contrast |
| 7 support | 8 examples |

Unit 7: Task Response

Practice activity 7.1

- 1 **Topic:** personal devices making people ruder. **Task:** agree or disagree
- 2 **Topic:** criminals should apologise. **Task:** give your opinion (agree or disagree)
- 3 **Topic:** changing jobs and careers. **Task:** give causes and effects
- 4 **Topic:** student absenteeism (problem). **Task:** give solutions
- 5 **Topic:** learning a language. **Task:** choose most effective way

Practice activity 7.2

- MP3 players and mobile phones can cause health problems **I**
- Being rude or polite depends on upbringing, not technology **R**
- Personal devices are getting smaller and more portable **I**
- People don't listen to each other, use devices during conversations **R**
- There have always been rude people in the world **R**
- Devices used in 'quiet' places like cinemas and classrooms **R**
- Parents shouldn't allow young children to have mobile phones **I**

Practice activity 7.3 (possible answer only)

Portable electronic devices have brought a level of convenience to our lives that was unimaginable just a few short decades ago, enabling us to stay in touch and be entertained wherever we are. Like almost all technological advances, however, there are some negative effects. One such effect is that these personal devices are making people ruder both to people they know and to strangers.

It is a common sight to see two people at a café or restaurant together but not talking, because they are busy playing with their iPad or iPhone. It is also common to be having a conversation with someone and have them suddenly ignore you to read a text. Even in situations where it has traditionally been considered especially important to respect other people and be polite, such as a classroom or business meeting, people cannot tear themselves away from their devices. All of these examples make clear how this technology is interfering with accepted social behaviour.

As well as being rude to the people they are with, people are often rude to others in their general environment as a result of their addiction to technology. Perhaps the best example of this is people who answer their phone in cinemas, ruining the experience of an entire audience. But there are also the people who conduct loud personal conversations in public places or, on the other side of the spectrum, bus-takers who perpetually have their earphones in and use this as an excuse to ignore another passenger's question or request for help.

There will always be rude people in the world, regardless of how society and technology may change. However, we need to do our best to see that the lure of personal entertainment does not take away our basic respect and concern for others.

(300 words)

Unit 8: Getting a Good Score: Coherence and Cohesion

Practice activity 8.1

In today's global world, people who are bilingual or multilingual have an enormous advantage in many areas of life. I believe that in order to improve their future prospects, children should be taught a second language as a fundamental part of their education.

The most obvious reason to know more than one language is to communicate. This may be while travelling abroad, or interacting with visitors to one's own country. With overseas travel becoming ever more common, and countries becoming increasingly multicultural, it is likely to be crucial for young people to be able to communicate with speakers of other languages. Learning the language of a country is also the best way to develop an understanding of the culture of that country, and so by learning a second language children are on the right path to become the global citizens of tomorrow.

On a more practical note, today's young people will one day have to step out into a competitive job market, and those who can speak another language will have a significant advantage. There has been consistent growth in the number of positions for which speaking another language is either required or recommended. Children should learn while they

are young, when it is easy to do so; otherwise they will find it much more difficult as adult job seekers.

The arguments presented above make it clear how important it is for children to learn another language. It is the responsibility of parents and teachers to prepare young people for the world they will meet as adults, and introducing them to a second language is an integral part of this.

(269 words)

Practice activity 8.2

Answers may vary. Possible answers:

- 1 People choose to learn English for a variety of reasons.
- 2 A computer is the most valuable study tool for any student.
- 3 The eating habits of Australian families have changed considerably in the past 30 years.

Practice activity 8.3

Addition	Contrast and concession	Sequencing	Example	Cause/effect
moreover in addition not only ... but also	while although conversely on the other hand however despite whereas nevertheless even though	then in conclusion finally firstly	for instance such as for example	consequently as a result therefore thus due to so because [of]

Practice activity 8.4

- | | |
|--------------------------------|-----------------------------|
| 1 Firstly | 2 due to/because of |
| 3 As a result/Consequently | 4 even though |
| 5 In addition | 6 such as |
| 7 Conversely/On the other hand | 8 Not only |
| 9 But also | 10 For example/For instance |
| 11 Finally | 12 nevertheless/however |
| 13 In conclusion | 14 Despite |
| 15 Moreover | 16 so |

Unit 9: Getting a Good Score: Grammatical Range and Accuracy

Practice activity 9.2

Corrected examples

- 1 My country exports a lot of goods to other nations.
- 2 Crime is the number 1 problem in my city.
- 3 On the other hand, people should take care of their pets.
- 4 I don't agree with that statement.
- 5 This situation has been getting considerably worse.
- 6 Alcohol can be as addictive as drugs.
- 7 At the moment, many people are living in poverty.
- 8 More and more families are having only one child.
- 9 There are many reasons people change careers. For example, they may be seeking money or excitement.
- 10 Technology can make our lives a lot better. Most people's lives have been improved immensely by technological advances.

Unit 10: Getting a Good Score: Lexical Resource

Practice activity 10.1

- | | |
|------------------|-----------------|
| 1 purpose | 2 numeracy |
| 3 market | 4 fundamental |
| 5 household | 6 nutritious |
| 7 manage | 8 argue |
| 9 responsibility | 10 institutions |
| 11 educate | 12 result |
| 13 generations | 14 evident |

Practice activity 10.2

Answers will vary.

Practice activity 10.3

absence	changeable	foreign
accomplish	column	generally
apparent	criticise	government
believe	definite	grammar
biscuit	development	grateful
broccoli	disappear	guarantee
calendar	embarrass	height
candidate	existence	humorous
ignorance	leisure	official
independent	lightning	physical
intelligence	magically	piece
jewellery	maintenance	pleasant
knowledge	occasion	thumb
address	beautiful	argument
business	extraordinary	friend
possession	truly	until

Unit 11: Common Essay Types

Practice activity 11.1

Answers will vary.

Unit 12: Writing Practice Tests

Writing Practice Test 1: Task 1

Real student sample answer with comments

This sample answer was written by a student from Colombia:

Dear Sir/Madam,

I am interested in obtaining further information about the one-week walking tour that you offer to the Cotopaxi as I have always wanted to climb it to the top since I was a child.

Moreover, the time when it is mostly covered by snow and the ski centre opens is getting closer. However, I am not a person who exercises regularly which makes me doubt about taking the tour. That is why I would like to be informed about the difficulty level of the hiking and what kind of training would you recommend me to do from now until the day of the tour.

The brochure I have do not specify the costs of the tour. Besides, it does not clarify what is included in the package and which dates can be chosen to start the tour. Therefore, I would be grateful if you could give me more details about these topics as soon as possible in order to start planning my trip.

Your faithfully,
(185 words)

COMMENTS

Task achievement: the task is achieved very well. All of the bullet points are covered and developed. Tone is appropriate for a formal letter. Length is appropriate.

Coherence and cohesion: paragraphing is achieved well. The candidate has used a range of linking words and phrases accurately, although there may be some overuse and lack of flexibility in the position of linking phrases. Grammatical links are used well.

Lexical resource: the candidate has used a wide range of vocabulary, including some less common items such as the verbs *specify* and *clarify*. The candidate has shown a good understanding of collocation, e.g. *obtaining further information*, *difficulty level* and *exercises regularly*. Only one word formation error can be seen, with *doubt* instead of *doubtful*. Spelling is flawless.

Grammatical range and accuracy: the candidate has flexibly used a variety of simple and complex sentences, including structures such as passives, relative clauses and noun phrases. The majority of sentences are error-free. Mistakes in subject–verb agreement (*The brochure I have do not*), and word order (*what kind of training would you recommend*) do not affect understanding. The word *your* instead of *yours* is used at the end of the letter but appears to be a slip. Punctuation is managed well.

The candidate would be likely to receive a high score in the exam.

Writing Practice Test 1: Task 2

Native speaker model answer

In virtually all developed countries around the world, rates of overweight and obesity have been rising alarmingly. This trend can be seen in all age groups, but is particularly worrying where children are concerned. Before looking at the consequences of childhood obesity, it is necessary to examine the various interconnecting causes.

There is no one cause of obesity in children, but instead a variety of contributing factors. There is a growing body of evidence that certain genes predispose young people to be obese. However, environment and lifestyle still play a major role. Children today lead far more sedentary lives than those in the past; instead of playing sports and games outdoors they are more likely to spend their time sitting in front of a television or computer screen.

Even though they use little energy, they consume large numbers of calories in the form of junk food and soft drinks, and these excess calories are likely to manifest as weight gain.

Whatever the causes of juvenile obesity, the effects are extremely serious. People who have weight problems when they are children will in all likelihood have a lifelong struggle with their weight, which in turn can lead to serious health problems such as diabetes and heart disease. In some extreme cases they might not even make it to adulthood. There have been cases of children as young as eight suffering from heart attacks linked to obesity.

To sum up, it is clear that obesity in children is one of the major health issues facing developed nations today. Unless governments make a serious investment in examining and dealing with both the genetic and environmental causes of this problem, it is one that is likely to grow.

(284 words)

Writing Practice Test 2: Task 1

Native speaker model answer

Dear Aunt Joan,

How are you? How's Uncle Steve?

I'm writing because I'm planning to visit Melbourne next month. I've got school holidays coming up, and I thought it would be a good time to come over (and do some shopping!). I've booked a flight arriving on 15 May and leaving on the 25th, so I'll be in town for eleven days altogether.

Would it be possible for me to stay with you? If it's inconvenient I completely understand, but I'd really appreciate it. It would also give me a real chance to catch up with you guys, and with my cousins. Are they all still living at home?

Of course, I'd be happy to pay my own way and buy my own groceries etc. In fact, I could cook you all dinner! You'll probably be surprised to hear it, but I'm a pretty good cook these days.

Anyway, if it's a problem just let me know, and I can make other arrangements. Either way, looking forward to seeing everyone.

Love,

Tina

(174 words)

Writing Practice Test 2: Task 2

Real student answer and comments

This answer was written by a student from Sweden:

It has been argued that the modern technology has an immense impact on our lives. Some people claims that it has reduced stress while others state it has an increasing effect on stress.

The modern technology has naturally made our lives easier by simplifying for instance house chores and transport. That gives us more time to do other activities such as spending time with our friends and family. In addition to this, the revolution of the Internet during the last decade has made our communication easier. We are able to always be online, using various social medias, emailing or texting. This results in a more global contact net where people all over the world are able to communicate with each other. This has been especially useful in the business world where a quick email is more effective than a longdistance phone call between two different time zones.

However, other people argue that the modern technology actually increases stress rather than reducing it. While constantly being online there will be less social interaction in person. Suddenly there will be no need for speaking to a person to find out the events in his life since you are able to read about it on his Facebook status. The lack of social interaction can result in antisocial behaviour which can be stressful to handle in different situations. Moreover, there will be an increasing need to have the latest gadgets. People will not be pleased with what they have which can effect their minds as well as economy.

In my opinion the modern technology might increase stress in some cases but overall I believe it reduced stress by helping our everyday life and keeping in touch with the rest of the world.

(294 words)

COMMENTS

Task response: the task response is appropriate and ideas are developed well, although supporting ideas sometimes lack focus or are slightly repetitive. Length is appropriate.

Coherence and cohesion: paragraphing is achieved well and ideas are logically arranged. The candidate has used a good range of linking words and phrases, such as *In addition*, *However* and *Moreover*. Grammatical links such as pronouns are used extremely well.

Lexical resource: the candidate has used quite a wide range of vocabulary, including some less common items such as *simplifying* (although misspelt). A good understanding of collocation is being shown with phrases like *an immense impact*, *less social interaction* and *the latest gadgets*. Minor word form and spelling mistakes occur (*constently*, *house choures*).

Grammatical range and accuracy: structures such as passives, relative clauses and comparatives are used flexibly. Error-free sentences are frequent, and errors that occur in articles (*the modern technology*), subject-verb agreements (*some people claims*) and noun phrases (*the revolution of the Internet*) do not affect understanding. Punctuation is usually appropriate.

This candidate would be likely to receive a high score in the exam.

Writing Practice Test 3: Task 1

Native speaker model answer

Dear Sir or Madam,

My name is Danielle Waters. I have been a customer at your bank, Honest Savings and Loans, for close to seven years. I am writing today because the recent credit card statement I have received from you is completely incorrect.

According to the statement, I spent \$500 on sporting equipment on August 2nd. This is ridiculous, as I have no interest in sport and have never in my life purchased any sporting goods. Moreover, the statement claims I bought this equipment in a shopping centre in Sydney, but I was in Perth at the time. Clearly, someone has gained access to my credit card details and used them to make expensive purchases in my name.

Please remove these false charges and any associated interest immediately. Unless you do so, I will be forced to contact the Consumer Protection Bureau. I would also like a new credit card sent out to me as soon as possible.

I thank you in advance for dealing with this matter promptly.

Yours faithfully,
Danielle Waters
(170 words)

Writing Practice Test 3: Task 2

Real student answer and comments

This answer was written by a student from Russia:

Today the show business has reached an ineffable level compared to what was decades ago and, consequently, the celebrity life has become an object of extreme interest which attracts tactless and ubiquitous paparazzi to invade their privacy. Some could argue that celebrities have to have rights on private life whereas others consider it is the price they agreed to pay for being famous.

It is undisputable that people intruding on your territory, trying to take a picture of your every movement could, to put it mildly, irritate. Apart from great annoyance, the feeling of the constant chase could eventually lead to different sorts of mental disorders. As a result, celebrities themselves and their families would suffer. From this point of views, it is crucial to clarify to what extent could paparazzi should invade celebrities' privacy. Moreover, this clarification must be written in laws so that photographers had an idea of probable repercussions in case of violation of the laws.

However, famous people should not expect the legislation to protect all parts of their lives. The fame they have got requires them to give their fans something back. Making the decision to become a star is considered as volunteer and this means that a wannabe celebrity understands which consequences his or her popularity would have.

In conclusion, even though the attention to celebrities' lives is exacerbated by media workers trying to pictures every its moment and going sometimes over the norms of civilized behaviour, celebrities in their turn should understand that it is the price they agreed to pay for being on the cover of tabloids.

(265 words)

COMMENTS

Task response: the task response is appropriate, and ideas are supported and developed well. A clear position is presented. Length is appropriate.

Coherence and cohesion: paragraphing is achieved well, and ideas are logically arranged. A wide range of linking words and devices have been used including *whereas*, *as a result*, *moreover* and *however*. Grammatical links such as pronouns and articles are used extremely well.

Lexical resource: the candidate has used a very wide range of vocabulary, including a number of less common items such as *ubiquitous*, *to put it mildly*, *repercussions* and *exacerbated*. While there are some problems with word form (*undisputable*), register (*wannabe*) and word choice (*an ineffable level*), vocabulary is generally handled very well, with a good understanding of collocation. Spelling is flawless.

Grammatical range and accuracy: the candidate has used a variety of complex structures such as relative clauses, passives and noun clauses. Errors that occur in articles (*the show business*), singular/plural (*from this point of views*) and word order (*every its moment*) do not affect understanding. Punctuation is controlled well.

This candidate would be likely to receive a high score in the exam.

Writing Practice Test 4: Task 1

Real student answer and comments.

This answer was written by a student from Brazil:

Dear James,

How are you doing? As you know, I've moved to my new house and I want to tell you about this amazing place.

First of all, the house is awesome. It is huge and has a beautiful backyard with a mini-park for my children and a garden. The house has also two floors: the first contains four bedrooms and a bathroom in each, while on the second floor there are an enormous living room, a kitchen and a visit room.

One other thing that a really appreciated was the neighbourhood because it has so many facilities like a pharmacy, a supermarket, a medical center and a gas station. As I told you, it's a very nice place.

I really want you to come to my home. Bring your wife and we can have a BBQ this weekend.

I'm looking forward to your visit.

Take care and see you soon.

(150 words)

COMMENTS

Task achievement: the student has achieved the task well. All three bullet points have been covered, although the second (describe the neighbourhood) lacks some detail. The tone is appropriate throughout.

Coherence and cohesion: paragraphing is managed well, and ideas are arranged logically. The student has used a range of linking words and devices such as *first of all*, *while* and *one other thing*. Grammatical linking devices such as pronouns are used well.

Lexical resource: the vocabulary is adequate for the task and is flexible enough for language to be fairly precise (*a beautiful backyard, so many facilities*), but could have shown more range. Spelling is flawless.

Grammatical range and accuracy: the candidate has used a few complex sentences, but most are simple. Most sentences are error-free and mistakes in word order (*has also*) and subject–verb agreement (*there are an enormous living room*) do not affect understanding. Another error appears to be a slip (*a really appreciated*). Punctuation is handled extremely well.

This candidate would be likely to get a high score in the exam.

Writing Practice Test 4: Task 2

Native speaker model answer

In countries such as Australia, there are two types of schools for primary and secondary students: public (government) schools and private schools. Private schools still typically receive funding from the government, something I believe is wrong and should end immediately.

The first reason government funding to private schools should be discontinued is simple fairness. Private schools already receive a great deal of money from their tuition fees, not to mention the large donations they are often given by wealthy alumni. To add government money to this is patently unfair to public schools, who often struggle to pay for materials and quality teachers.

Secondly, private schools should not receive money because they are not subject to the same controls as public institutions. They might teach subjects that go against the public interest, and many religious private schools discriminate against students who do not practise their religion. They should not, therefore, receive money that comes from taxpayers.

Finally, I believe that giving money to private schools is likely to lead to the erosion of the public system. Parents naturally want the best for their children, and so they will fight to send them to private schools that have more resources. In the end it may be impossible for

the government to maintain the public school system, which would be a disaster for poorer families.

In conclusion, I feel very strongly that the funds which go to private schools would be better used if they went towards improving the quality of our public schools, many of which are greatly in need.

(258 words)

APPENDIX 2

READING ANSWER SHEET

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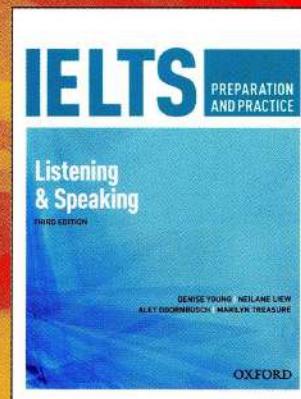
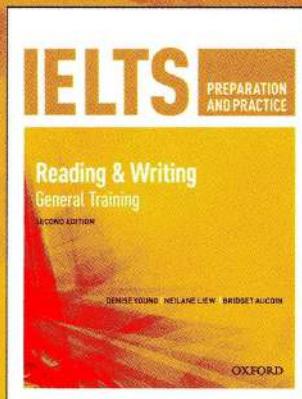
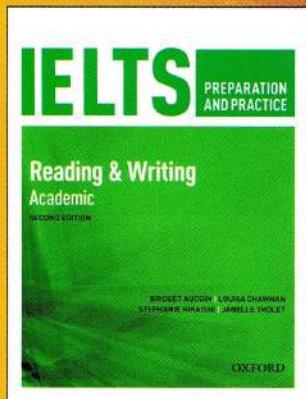
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