

THE NEW

Prepare for IELTS

GENERAL TRAINING MODULES

Penny Cameron & Vanessa Todd

**Preparation
for the new
Speaking test**

**5 complete
practice tests for
the new IELTS test**



INSEARCH



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Unit 1

Introduction to the IELTS test

Part 1: About the IELTS test

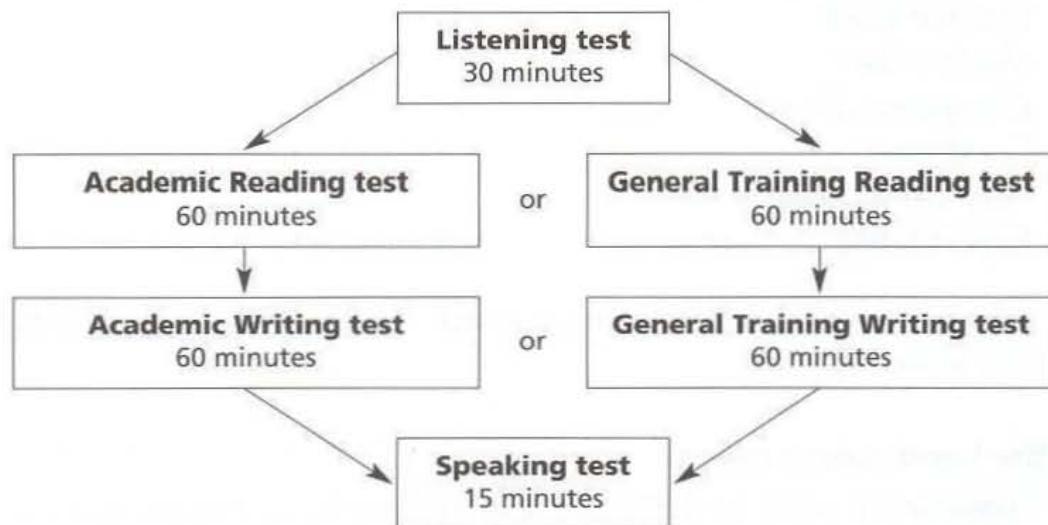
Not only has English become an international language, it is used by more and more people around the world as a medium of post-school study. To help universities and colleges select students with sufficient English skills to succeed in their courses, the IELTS test was introduced in 1989 to assess “whether candidates are ready to study or train in the medium of English”. It is now used for this purpose around the globe.

Depending on the course of study that students plan to take, students must elect to sit either the Academic IELTS test or the General Training IELTS test. This choice must be made when applying to sit the test. The Academic IELTS test is necessary for students who plan to study at university (undergraduate or postgraduate courses), and will test the student’s ability both to understand and to use complex academic language. The General Training IELTS test is required by other institutions, such as colleges and high schools, for courses that require less complex language skills, and is also used as a general test of English proficiency e.g. for immigration purposes in Australia and New Zealand.

The Test Format

There are four subtests, or modules, to the IELTS test: Reading, Writing, Listening and Speaking. Students must sit all four subtests. While all students take the same Listening and Speaking tests, they sit different Reading and Writing tests, depending on whether they have selected the Academic IELTS test or the General Training IELTS test.

On the day of the test, the four subsections will be taken in the following order:



The Speaking test may even take place a day or two later at some test centres.

The Listening test lasts for about 30 minutes. It consists of four sections, played on cassette tape, in order of increasing difficulty. Each section might be a dialogue or a monologue. The test is played once only, and the questions for each section must be answered while listening, although time is given for students to check their answers. **Unit 2** of this book contains five practice Listening tests, recorded on the accompanying cassette tape.

The Reading test lasts for 60 minutes. Students are given either an Academic Reading test, or a General Training Reading test. Both tests consist of three sections, and in both tests different question types are used to assess students' comprehension. In both tests the sections are in order of increasing difficulty. **Unit 3** of this book contains five Reading practice tests.

The Writing test also lasts for 60 minutes. Again, students take either an Academic test, or a General Training test. Students must perform two writing tasks, which require different styles of writing. There is no choice of question topics. For more detail and Writing practice tests, turn to **Unit 4** of this book.

The Speaking test consists of a one-to-one interview with a specially trained examiner. The examiner will lead the candidate through the three parts of the test: an introduction and interview, an individual long turn where the candidate speaks for one to two minutes on a particular topic, and a two-way discussion thematically linked to the individual long turn. This interview will last for approximately 11-14 minutes. For more detail, turn to **Unit 5** of this book.

How the test is marked

Each module is marked on a scale from 1 up to 9. These bands are given according to highly detailed marking guidelines. These marking guidelines are not made public, but correspond roughly to the following descriptions:

- 1 Non User
- 2 Intermittent User
- 3 Extremely Limited User
- 4 Limited User
- 5 Modest User
- 6 Competent User
- 7 Good User
- 8 Very Good User
- 9 Expert User

The test results form will show the mark for each module as well as an average (overall) band score.

What do the band scores mean?

There is no pass or fail mark in the IELTS test. The marks, or bands, that a student receives show their ability to use and understand English. However, it is up to

each university and college to decide what bands will be acceptable for entry into each course. This will usually depend on the language requirements for the course, that is, how difficult is the level of language that students are required to use and understand in each course.

The advantages of the IELTS test

The IELTS test is very comprehensive. It rates a student's ability to use English in the four major language skill areas: Reading, Writing, Listening and Speaking. Each module contains a variety of question types, and all of them are designed to simulate the language tasks that are needed in real life academic and training situations. Thus the scores that a student achieves in the IELTS test will give the student and the institution to which they have applied a clear idea of the student's ability to use English and whether their language skills are strong enough for them to study their desired course, or to fit more easily into the English-speaking community.

The interval between tests

Students may take the IELTS test as many times as they like, but after sitting an IELTS test, they must wait for THREE MONTHS before they can take it again. This is an official rule, but in any case it is unlikely that a student's score will improve in less than three months.

Part 2: For the student: How to prepare for IELTS

In this chapter you will find some suggestions for activities and approaches to help you do your best in the IELTS test. You will probably find it most useful after you have completed one or more of the practice tests in this book.

Analyse your weaknesses

To begin with, read the following statements and tick any that apply to you.

- | | | |
|------------------|-----------------------------------------------------------------------------|--------------------------|
| Listening | I cannot listen and read the questions at the same time (E) | <input type="checkbox"/> |
| | I do not understand what the question is asking me to do (E) | <input type="checkbox"/> |
| | I do not understand what I hear (L) | <input type="checkbox"/> |
| Reading | I run out of time and do not answer all the questions (F) | <input type="checkbox"/> |
| | It takes me a long time to read the passages (E) | <input type="checkbox"/> |
| | I do not understand what the question is asking me to do (E) | <input type="checkbox"/> |
| | I do not understand the reading passages (L) | <input type="checkbox"/> |
| Writing | I am not sure what the question means (E) | <input type="checkbox"/> |
| | I cannot write quickly enough (E) | <input type="checkbox"/> |
| | I do not have enough ideas to write about on the topic (L) | <input type="checkbox"/> |
| | I cannot say what I think in English (L) | <input type="checkbox"/> |
| Speaking | I get nervous and make mistakes (E) | <input type="checkbox"/> |
| | The examiner asks me questions I have not thought about before (E) | <input type="checkbox"/> |
| | I do not understand the examiner's questions (L) | <input type="checkbox"/> |
| | I feel threatened when the examiner asks me to speak for 1 or 2 minutes (F) | <input type="checkbox"/> |

After each statement you will find a letter: **F**, **E** or **L**. These refer to: **Format**, **Exam Practice** and **Language Practice**. As you read the sections below, you will find suggestions under each heading to help you improve your IELTS score.

Know the Format

An important preparation for the IELTS test is to find out about the structure of the test. What are the sections of the test? Which one comes first? Second? How much time is allowed for each section? How many questions are there? How long must I speak?

These are simple questions to answer, but important. Once you are familiar with the test format, you will be more relaxed. You will be able to focus on answering questions well, rather than worrying about how many questions there are, or how much time is left.

You will find the answers to these questions in the introduction to this book, and (in more detail) in the *IELTS Handbook*, available from test administration centres.

Exam Practice

Once you have found out about the format of the IELTS exam, you need to practise your **exam skills**. These are techniques to help you show off your language skills during the short time you have in the exam.

The first skill to work on is **timing**. You will have to practise reading and writing under time constraints. Practise speed reading every day. Try reading a short passage in a fixed time (for example, set yourself three minutes to read it quickly). You will not understand everything in the first reading, but you will become more used to skimming a text to get a general idea of its main points. Then you can come back to read certain parts of the text with more attention.

Likewise, try writing for a set period of time every day. For this exercise, total accuracy is not necessary; rather you are trying to practise getting your ideas down on paper quickly. Set yourself a different topic each day, such as Computers, the Family, Industry in my country, etc., and write as much as you can for, say, five minutes. Write notes to your friends, or short descriptions of something you have seen. Your speed will improve gradually, and will be very useful in the exam, when you must write a certain number of words for each task in a set period of time.

Another exam preparation is to familiarise yourself with the **question types** used in the IELTS exam. There are many different types, and they do not all appear in every exam. But by knowing some types, you will be familiar with the kinds of tasks you are expected to do, and you will save time because you can interpret the question more easily.

Start with the exams in this book. Do each test under exam conditions, then afterwards look at the tests again. What kind of questions were asked in each section? Multiple choice? Short answers? Matching parts of sentences? Filling in diagrams? Look at the kinds of questions used, and what they are asking you to do. If you had problems with any of them, do them again, slowly, so that you are sure of what you are doing. Then when you sit the real test, you will be more familiar with the kinds of questions asked, and will understand what you have to do more quickly.

Note: always read the questions carefully. Do not assume they will be exactly the same as the practice tests!

Finally, you might think about sitting a real IELTS test “just for practice”. You will get to know how it works, and get practice working under exam conditions. Then, when you are ready to take the IELTS test in earnest, you will know about the IELTS format, and will have already practised your exam skills.

If this is not possible, you can ask other students who have taken the IELTS test about their experience, and find out which tasks they think require the most preparation.

Language Practice, in class and on your own

This is where the hard work lies. Exam practice and knowing the format will help you in the IELTS test by leaving you free to concentrate on your language skills. However, you will need to work hard to further develop these skills.

The IELTS test measures how well students can perform the language skills needed for study. To do this, it uses the kinds of tasks that might be found in real-life situations. Therefore, you will not be able to simply memorise answers. Your IELTS score will be a reflection of your language ability, and to do well, you will have to work on your language skills. To achieve the IELTS score you want will require hard work, usually with the help of a teacher.

Class Work

In class your teacher will be introducing and extending a range of skills, all essential for the IELTS test. These will include:

Speaking: pronunciation and intonation practice, fluency practice, using and understanding common phrases, interacting with other speakers, speaking for an extended time on a particular topic, discussing that topic.

Listening: recognising voice tone (questions, surprise, etc.), listening for keywords, listening for general information, listening for numbers, listening for discourse markers (*firstly, secondly, Or I could say that another way, the most significant result was that ...*).

Reading: skimming (to get a general understanding), scanning (looking for specific information), vocabulary development, summarising, determining the writer's attitude and opinion.

Writing: adjusting style according to purpose, writing paragraphs, introductions and conclusions, using conjunctions and reference, organising information within a text, using supporting evidence to prove a claim.

Make the most of the work you study in class by reviewing it regularly. Re-read your class notes; note carefully any areas where you had problems. Work on them again and see your teacher if you still have questions. Try to use new vocabulary in your writing compositions, or in conversation. Practise grammatical structures in the same way.

Your teacher knows what you need and will try to help you overcome language problems. By going over lessons you will get the maximum benefit from your teacher's skills and work.

Out of class work

Most experts agree that the quickest way to improve in a language is to immerse yourself in it. Therefore, to improve your English skills, try to get into as many situations where you and other people are using English.

This may be difficult if you live in a non-English speaking country. However, try to find English interest groups, go to English films and listen to English on the radio. Read English books and magazines.

In an English-speaking country this is much easier. Wherever there are people, you will be able to use and understand English. English books and magazines will also be easier to obtain. Try to spend as much of your day as possible using English. You will probably end up dreaming in English, too!

A final word

The practice tests in this book are designed to help you understand the nature of the test. You cannot use your results in these tests to accurately predict your performance in a live IELTS test where you will be doing an examination with all its attendant stresses. You can, however, get to know the form of the test very well.

With all this preparation - getting to know the format of the IELTS test, practising exam techniques, class work and private study - you will be ready to do your best in the IELTS exam.

Try also to relax, and do some activities that you enjoy. An occasional break from your studies will give you fresh energy and motivation to continue studying hard.

The day of the test

After all your preparation for the IELTS test, follow these simple suggestions to ensure your test day goes smoothly.

- Plan to arrive early (perhaps half an hour). Then if you have unexpected transport problems or some other delay, you will have extra time to sort them out before the test starts. There is nothing worse than arriving late, upset and flustered, when you need all your mental energy for the exam.
- Don't worry about the parts of the test that are finished, or those yet to come. Concentrate fully on the module you have in front of you.
- Use your time carefully. Don't spend too much time on any one answer; if you do, you may not answer the other questions properly. Don't finish quickly, then sit doing nothing. In the time remaining, check your answers - you might change a wrong answer to a right answer and gain extra marks.

The Listening test

- Before each listening section is played, read the questions through quickly. The vocabulary (and any diagrams) will give you some idea of what you are about to hear.
- Note what kinds of questions you must answer: filling in numbers, choosing a description, finding the speaker's opinion. You will then make the most of what you hear, because you will know what to listen for.

The Reading test

- You have one hour to answer questions on three sections, so divide up your time - perhaps 15 minutes for the first section, 20 minutes for the second section, and 25 minutes for the third section (the sections get harder as you go on, so you might like to spend more time on the last one).
- As a general strategy, do not start by reading the passage. You do not yet know what information you are looking for, and you will waste precious time if you try to read and understand everything.

Firstly, read the heading of the text. This will give you a very general idea of what the passage is about.

Secondly, quickly read through the questions. How many questions are there relating to this text? What kind of questions are they? (sentence completion, diagram completion ...). This will help you focus when you read the text, as you will have some idea what to look for.

Thirdly, turn to the reading passage, and read it through quickly. The purpose here is to get a general understanding of the passage - you do not need to understand every detail.

Finally, turn again to the questions and begin to work through them, referring back to the passage when you need to, and reading important sections carefully and slowly.

If at any time you cannot answer a question, or it is taking you a long time, leave it and come back to it at the end.

The Writing test

The style and shape of your answer will be covered in more detail in **Unit 4** of this book.

On a very practical level, however:

- write in pen (not pencil), as it is easier to read. Bring several pens to the test with you.
- do not write a rough draft, then re-write it. You will waste valuable time.
- use time at the end to check for small errors: verb agreements, plurals, punctuation, verb tense. These things are easily corrected and affect what mark your work will receive.

The Speaking test

Preparation for this test will be covered in more detail in **Unit 5** of this book.

Some things to think about:

- Talk to your friends in English while you are waiting for your interview.
- Do not simply answer the examiner's questions; elaborate on your answers. Talk as much as possible. This is not rude; the examiner needs to hear you talk a lot, so he or she can find out your proficiency level.
- You will find it easier to talk if you have something to say. Use the suggestions in Unit 5 to prepare for the interview. Think about your opinions and your reasons for holding them. Think of important/funny/exciting things that have happened to you and be ready to talk about them.
- Phase 2 of the test requires you to speak for one to two minutes. Use all the information on the card to help you, and practise with a timer so you know how long you should speak.

If you prepare carefully for the IELTS test using the practice tests and the strategies in **Units 4** and **5**, and note the hints for the day of the test, you will show your language skills to their best advantage.

Good luck!

Unit 2

The Listening test

How to use this Unit

This Unit contains:

- A photocopiable master of a Listening Practice Tests Answer Sheet which resembles the actual Answer Sheet you will use in an IELTS test. Make a copy of this Answer Sheet to use for each Listening Practice Test.
- Five Listening Practice Tests. Each test, which is made up of four sections, should take 30 minutes only, plus 10 minutes to transfer your answers to the Answer Sheet, as you will do in the real IELTS test.

Each Listening Practice Test is recorded on cassette. There is no need to stop the cassette during a test; all pauses for you to read the next questions are included on the cassette.

In Unit 1 of this book you will find general information about the Listening Module and strategies to help you before you begin.

You should complete each test under exam conditions. DO NOT use a dictionary to help you until after you have completed each Practice Test.

Write your answers on each page as you complete each question, as you would in an IELTS test. After you have finished each Listening Practice Test, transfer your answers to a Listening Practice Tests Answer Sheet before you correct them. This will give you practice in transferring your answers, which must be done with care.

The answers to each Listening Practice Test can be found in Unit 6, along with complete tapescripts for you to confirm your understanding of information and of vocabulary items.

Listening Practice Tests Answer Sheet

You may photocopy this page.

Transfer your answers from the question pages to this Answer Sheet at the end of the Listening Test.

Use one Answer Sheet for each Listening Practice Test.

1		22	
2		23	
3		24	
4		25	
5		26	
6		27	
7		28	
8		29	
9		30	
10		31	
11		32	
12		33	
13		34	
14		35	
15		36	
16		37	
17		38	
18		39	
19		40	
20		41	
21		42	

Listening total:

Listening Practice Test 1

SECTION 1 Questions 1-12

Questions 1-8

Listen to the conversation between a student, Angela Tung, and Bob Wills, who is the student adviser at a language school. Complete the form. Write NO MORE THAN THREE WORDS OR NUMBERS for each answer.

REQUEST FOR SPECIAL LEAVE

Name: Angela Tung

Example Student number: H5712

Address: (1) _____ Tamworth, 2340

Telephone number: _____

Course: (2) _____

Teacher's name: (3) _____

Student visa expiry date: (4) _____

I wish to request leave in Term: (5) _____

Dates of leave: (6) _____ to (7) _____

Number of working days missed: (8) _____

Questions 9-12

Circle the appropriate letter A-D.

9. Why does Angela want to take leave?

- A to visit her aunt and uncle
- B to see the National Gallery
- C to see the Southern Highlands
- D to study more writing

10. Where is Angela going?

- A Tamworth
- B Brisbane
- C Armidale
- D Sydney

11. Who is going with Angela?

- A her uncle
- B her mother
- C her aunt
- D her father

12. When will Angela go home to her own country?

- A in five years
- B in twelve months
- C in two months
- D when her mother goes home

SECTION 2 Questions 13-24

Questions 13-18

Complete the calendar while you listen to the tape. Use words from the box. There are more words in the box than you need. Some words may be used more than once.

cleaner	garbage	filters	stove
dry cleaner	charity	gardener	paper
lift	library	electricity	water

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
May						
17	18	19 (16) ____	20	21	22 (13) ____	23
24	25 (17) ____	26	27	28	29 (14) ____	30
31 (18) ____	June	1	2	3	4	5 (15) ____
						6

Questions 19-24

Circle the appropriate letter A-D.

19. Where has Martha gone?

- A London
- B Sydney
- C New York
- D Paris

20. Why is Martha away from home?

- A She's visiting friends
- B She's at a conference
- C She's on business
- D She's setting up a business

21. Who will Martha meet while she's away?

- A an old school friend
- B a friend of her mother's
- C an old university friend
- D an old teacher

22. What has Martha left for John?

- A a letter
- B a meal
- C a book
- D a bill

23. Who does Martha want John to telephone?

- A the optometrist
- B the telephone company
- C the doctor
- D the dentist

24. What is the code for Martha's alarm system?

- A enter 2190
- B 2190 enter
- C 9120 enter
- D enter 9120

SECTION 3 Questions 25-36

Questions 25-29

Complete the table below. Write NO MORE THAN THREE WORDS OR NUMBERS for each answer.

LANGUAGE SCHOOL ENROLMENT FORM

Name of Applicant: Vijay Paresk

Telephone number: 909 2467

Language to be learned: (25) _____

Location of class: (26) _____

Time of class: (27) _____

Name of class: (28) _____

Date of commencement of class: (29) _____

Questions 30-32

Circle the appropriate letters A-D.

30. Anne is

- A Vijay's friend
- B Denise's friend
- C Vijay's boss
- D Denise's boss.

31. When Anne speaks she

- A congratulates Denise
- B ignores Denise
- C criticises Denise
- D praises Denise.

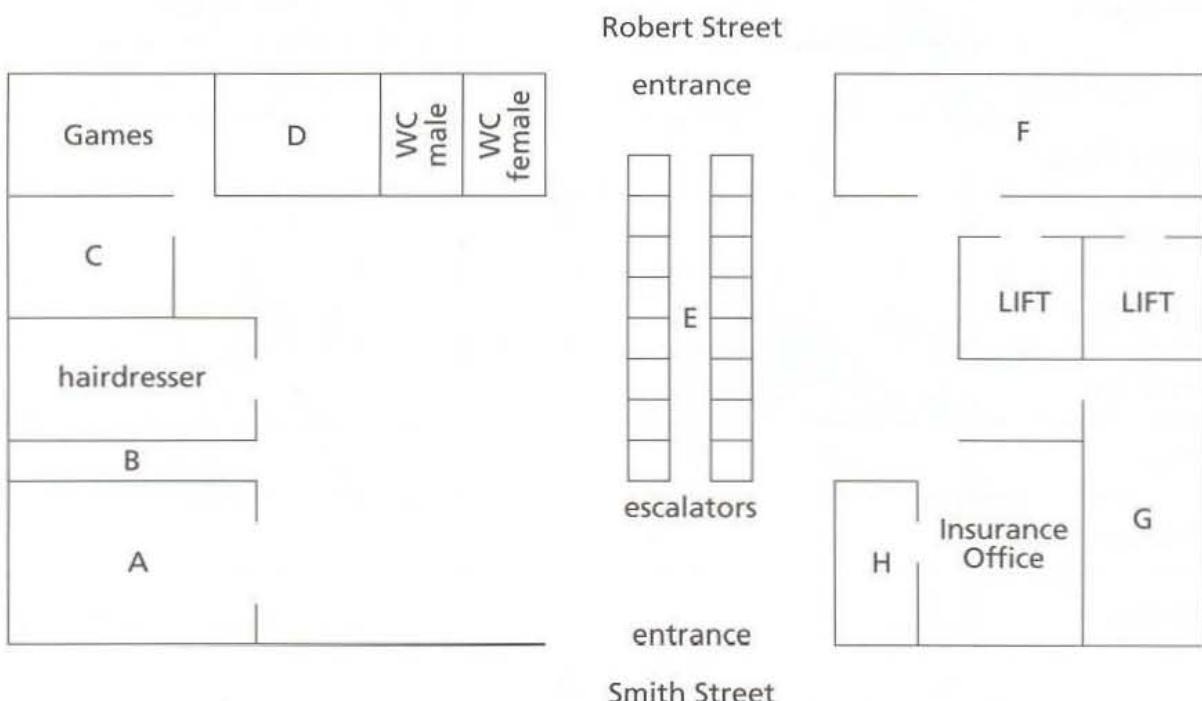
32. When Denise replies she

- A laughs at Anne
- B sympathises with Anne
- C argues with Anne
- D apologises to Anne.

Questions 33-36

Listen to the directions and match the places in questions 33-36 to the appropriate letter A-H on the plan.

33. Reception area, admissions _____
34. Fees office _____
35. Book and stationery supply _____
36. Travel agency _____



SECTION 4 Questions 37-41

Questions 37-38

Look at questions 37-38 below and study the grid. Tick all the relevant boxes in each column.

CITY	37. Cities with old-structure problems	38. Cities with good public transport
Los Angeles		
London		
Bangkok		
Hong Kong		
New York		
Taipei		
Houston		
Sydney		
Paris		
Tokyo		
Dallas		

Questions 39-41

Write NO MORE THAN THREE WORDS to complete these sentences.

39. The public transport available in Houston is _____
40. To reduce peak hour traffic jams, people can travel _____
41. Vehicles carrying more than one passenger can use _____

Listening Practice Test 2

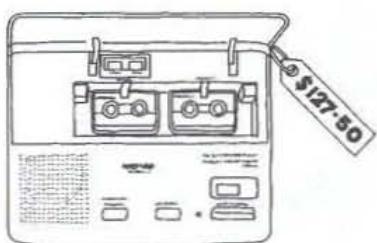
SECTION 1 Questions 1-10

Questions 1-4

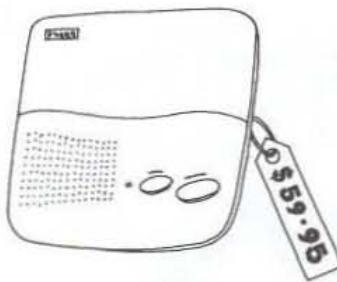
Listen to the conversation between two people in a shop which sells electronic goods.
Put a circle around the letter of the item they choose.

Example:

A



(B)



C



D



Question 1

A



B



C



D

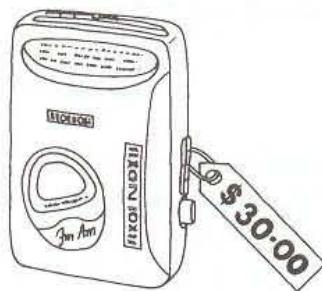


Question 2

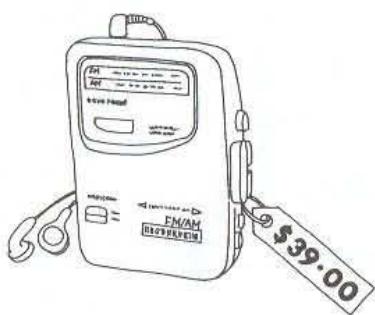
A



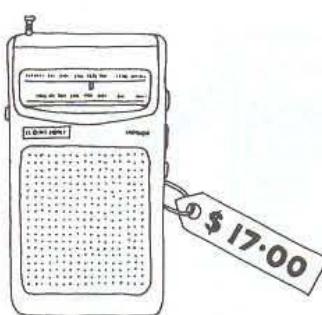
B



C

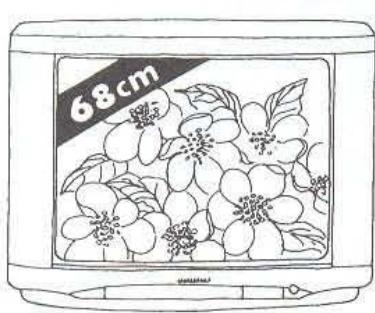


D

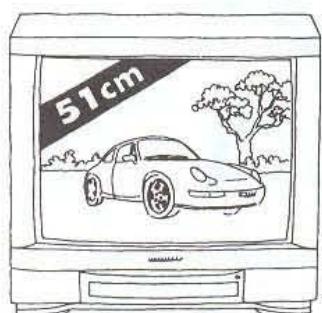


Question 3

A



B



C



D

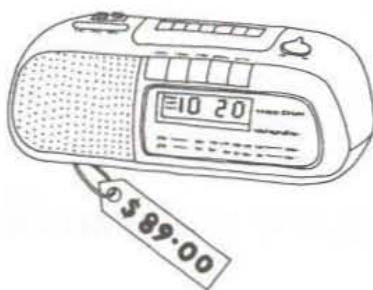


Question 4

A



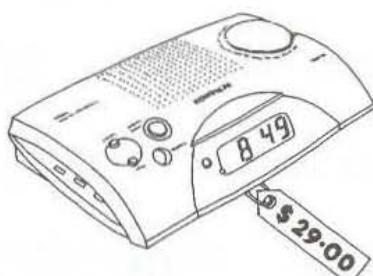
B



C



D



Questions 5-10

Write NO MORE THAN THREE WORDS for each answer.

5. Where will Mary go now? _____
6. Who is waiting for Tom? _____
7. What time does Mary expect to come home? _____
8. Where is Mary's office? _____
9. What TV program does Tom plan to watch tonight? _____
10. Where does Tom have to go tomorrow? _____

SECTION 2 Questions 11-22

Questions 11-17

Complete the request to terminate or transfer form.

REQUEST TO TERMINATE OR TRANSFER CLASSES

Message for: (11) _____ Student affairs

Student's family name: (12) _____

Student's first name: (13) _____

Student number: (14) _____

Teacher's name: (15) _____

Student's address: (16) _____

(11) _____

Telephone: (17) _____

Questions 18-22

Circle the appropriate letter A-D.

18. May wants to change classes because
 - A she doesn't like her teacher
 - B too many students share a language
 - C she can't understand the work
 - D the class is too large.

19. In the evening class most students' first language is
 - A English
 - B Italian
 - C Spanish
 - D Japanese.

20. There is room in the new class because two students
 - A went home
 - B dropped the course
 - C transferred
 - D graduated.

21. May prefers the evening class because it is
 - A in the same room
 - B in the room next door
 - C in the same building
 - D in the building next door.

22. May wants Mrs Brooks to leave a message at
 - A the library
 - B her work
 - C her friend's house
 - D her home.

SECTION 3 Questions 23-31

Questions 23-27

Complete the table showing the students' opinions. Choose your answers from the box below. There are more words than spaces so you will not use them all. You may use any of the words more than once.

INSTRUMENT		
guitar	violin	pipa
organ	flute	bouzouki
piano	drums	harp
STYLE OF MUSIC		
ballet music	rap	classical
heavy metal	opera	jazz
rock	be-bop	country

Student	favourite instrument	favourite style of music
<i>Example</i> Greg	<i>drums</i>	<i>classical</i>
(23) Alexandria		
(24) Katja		
(25) Rachel		
(26) Harry		
(27) Emiko		

Questions 28-31

Write NO MORE THAN THREE WORDS to complete the sentences.

28. Stimulating music speeds up our _____
29. Calming music reduces our _____
30. _____ music has very predictable rhythms.
31. Research may show if people of different _____ perceive music differently.

SECTION 4 Questions 32-40

Questions 32-36

Using **NO MORE THAN THREE WORDS**, answer the following questions.

32. Who should take charge of the patient's health?
-

33. What, in the speaker's opinion, is the single greatest threat to health?
-

34. Which group in the study was most at risk of early death?
-

35. Which environmental hazard does the speaker find most under-rated?
-

36. What will be improved by an education campaign?
-

Questions 37-40

Write **NO MORE THAN THREE WORDS** to complete the sentences.

37. Statistics quoted show that _____ would prevent many illnesses.
38. Exercise should be _____, so find someone to join you in your activity.
39. One important way of preventing sports injury is by adequate _____
40. Injuries can also be reduced by using _____ techniques.

Listening Practice Test 3

SECTION 1 Questions 1-8

Questions 1-5

Listen to the conversation between the manager of the Student Hostel and a student. Tick (✓) if the information is correct, or write in the changes.

STUDENT HOSTEL

Charges for meals

Example

BREAKFAST	\$2.00	<u>82.50</u>
-----------	--------	--------------

LUNCH	\$3.00	<u>✓</u>
-------	--------	----------

DINNER	\$3.00	(1) _____
--------	--------	-----------

THREE MEAL PLAN	\$48.00 per week	(2) _____
-----------------	------------------	-----------

TWO MEAL PLAN	\$36.00 per week	(3) _____
---------------	------------------	-----------

Meal Times

BREAKFAST	7.00 - 9.30 am	(4) _____
-----------	----------------	-----------

LUNCH	noon - 2.00 pm	_____
-------	----------------	-------

DINNER	6.00 - 7.30 pm	(5) _____
--------	----------------	-----------

Questions 6-8

Listen to the conversation and match the places in questions 6-8 to the appropriate letters A-F on the map.

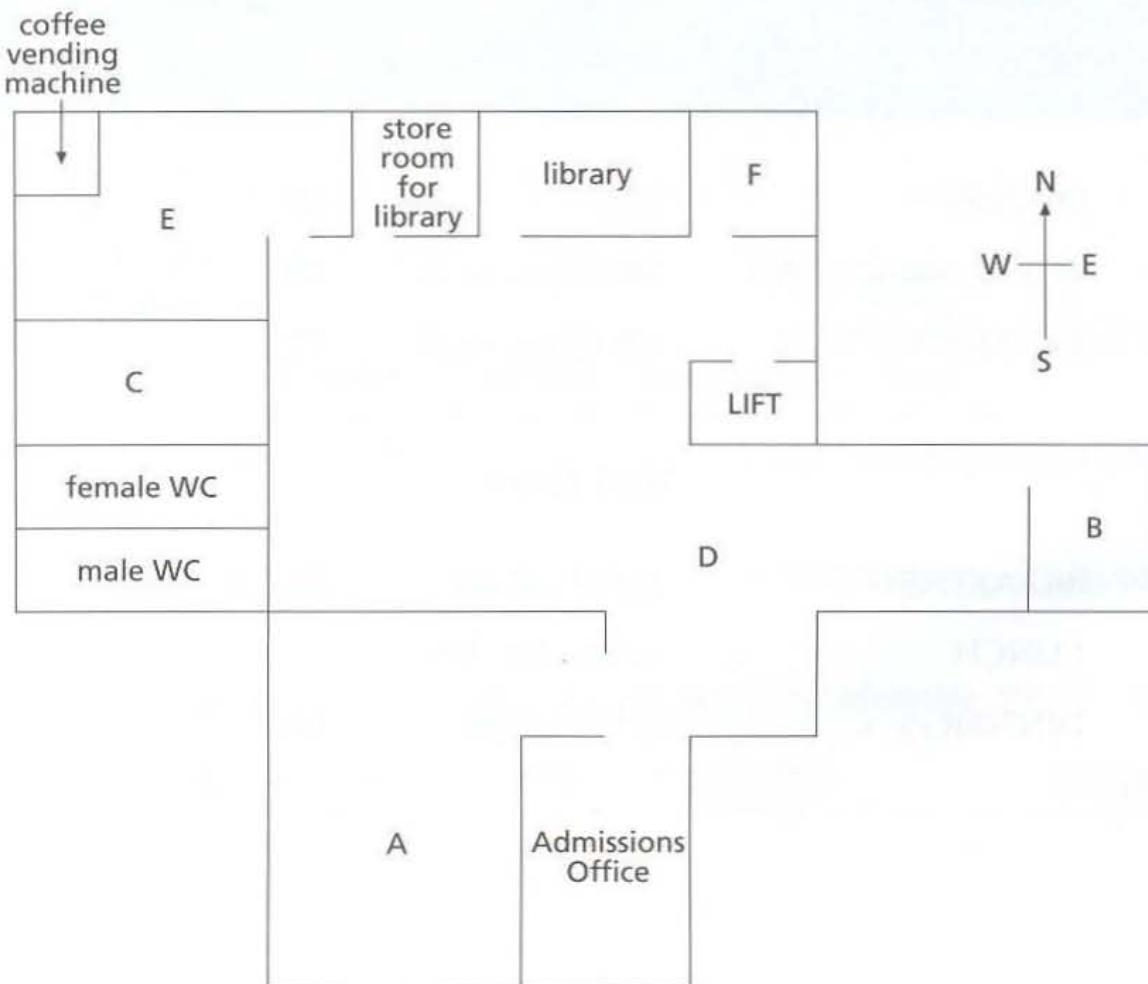
Example

Fees Office

Answer

B

6. Student Lounge _____
7. Key Room _____
8. Box Room _____



SECTION 2 Questions 9-19

Questions 9-16

Listen while a teacher tells you how to complete this note. Write **NO MORE THAN THREE WORDS OR NUMBERS** for each answer.

SCHOOL EXCURSION PERMISSION NOTE

Example

Class: 3A

School excursion to: (9) _____

on: (10) _____
day date

Bus will depart from: (11) _____ at: (12) _____

Bus will return to: (13) _____ at: (14) _____

Students must bring: (15) _____

Clothing: students will need: (16) _____

Signature of Guardian / Group Leader

Questions 17-19

Write **NO MORE THAN THREE WORDS OR NUMBERS** for each answer.

17. When will the bus get to the Blue Mountains? _____
18. What special equipment is on the bus? _____
19. What other class is going on the excursion? _____

SECTION 3 Questions 20-30

Questions 20-22

Complete the table which shows when visitors may go to the different parts of the hospital.

	Intensive Care	Maternity	Surgical	Emergency
Permitted visiting hours	Example <i>6 am - midnight</i>	(20)	(21)	(22)

Questions 23-25

Complete the table showing who is allowed to visit, and the number of visitors permitted.

- | |
|----------------------------------|
| A = Adults may visit |
| E = Everyone may visit |
| I = Immediate family only |

	Intensive Care	Maternity	Surgical	Emergency
Visitors permitted	Example <i>1 2</i>	(23)	(24)	(25)

Questions 26-27

Circle TWO letters.

Example

On Monday Andrew will visit these wards

- (A) male surgical
- (B) female surgical
- (C) children's surgical
- (D) male geriatric
- (E) female geriatric
- (F) infectious diseases.

26. On Tuesday Andrew will be with

- (A) Dr Chang
- (B) Dr Thomas
- (C) Dr Gray
- (D) Dr Robertson
- (E) Dr Shay
- (F) Dr Kominski.

27. On Thursday and Friday Andrew will visit

- (A) the nursery
- (B) the hospital gymnasium
- (C) the administration office
- (D) the school room
- (E) the teenage ward
- (F) the children's ward.

Questions 28-30

Write NO MORE THAN THREE WORDS OR NUMBERS for each answer.

28. What time on Wednesday morning will Andrew be in lectures?

29. How many first year students are there?

30. What job does Andrew's father do?

SECTION 4 Questions 31-38

Questions 31-35

Write **NO MORE THAN THREE WORDS** to complete these sentences.

31. Samuel Wells _____ before Scholastic House opened in 1903.
32. Scholastic House became _____ in 1963.
33. There were _____ original students.
34. One of these students became a prominent _____.
35. The college has a tradition of learning and _____.

Questions 36-38

Circle the appropriate letter A-D.

36. The college discusses controversial issues because it
 - A informs the debate
 - B reduces tension
 - C encourages argument
 - D brings positive publicity.
37. The principal believes that
 - A science is less advanced than medicine
 - B philosophy is more useful than science
 - C science is ahead of philosophy
 - D science is more useful than philosophy.
38. The principal urges the students to
 - A accept what they are told
 - B ask questions at all times
 - C think only about their studies
 - D think where progress will lead them.

Listening Practice Test 4

SECTION 1 Questions 1-8

Listen to the conversation and complete the table. Write C for Cookery, S for Sports and T for Travel.

Name of author	C = Cookery S = Sports T = Travel
Peter Adams	Example ST
Stephen Bau	(1)
Pam Campbell	(2)
C. Kezik	S
Ari Hussein	(3)
Sally Innes	S
Meg Jorgensen	(4)
Bruno Murray	(5)
Ruby Lee	(6)
Jim Wells	(7)
Helen Yeung	(8)

SECTION 2 Questions 9-18

Questions 9-14

Look at this invitation. Tick (✓) if the information is correct or write in the changes.

Example	Answer
INVITATION TO A WELCOMING LUNCH AT BLACKWELL HOUSE	<u>dance party</u> ✓
ON FRIDAY JUNE 15 AT 8 PM	(9) _____
THE PARTY WILL END AT 10 PM	(10) _____
FREE TRANSPORT TO THE STUDENT HOSTEL IS AVAILABLE LEAVING BLACKWELL HOUSE AT 10.30	(11) _____
OTHER STUDENTS MAY ATTEND	(12) _____
PLEASE BRING YOUR STUDENT IDENTIFICATION CARD	(13) _____
PLEASE REPLY BY TUESDAY IF YOU CAN COME	(14) _____

Questions 15-18

Complete the sentences below. Write NO MORE THAN THREE WORDS for each answer.

15. There is new road work on

16. Do not use Blackwell Street because workmen are

17. When you pass the roundabout, go along Brown Crescent into

18. It's wise to use the

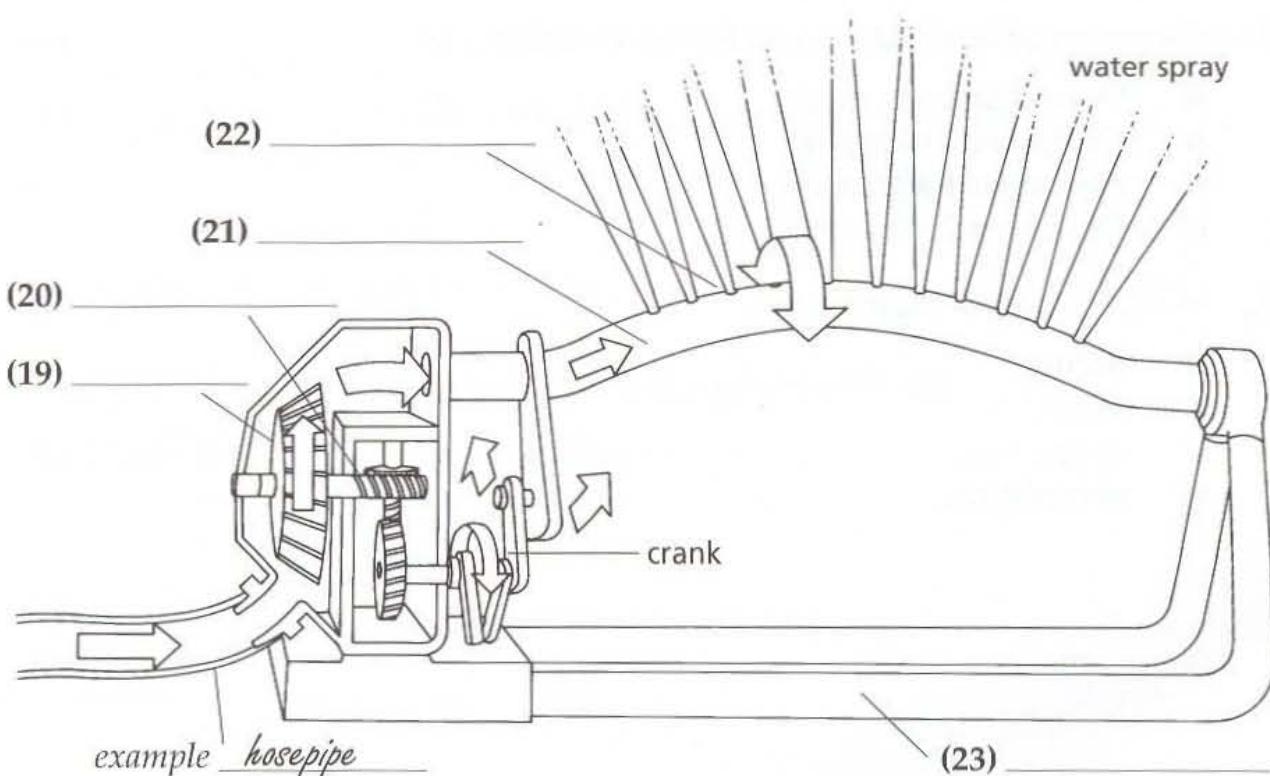
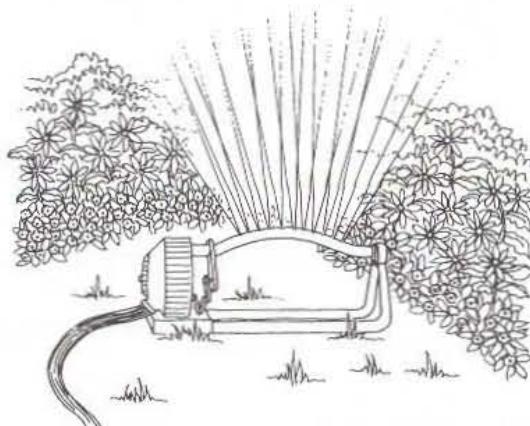
SECTION 3 Questions 19-29

Questions 19-23

Label the parts of the lawn sprinkler. Choose words from the box below. There are more words in the box than you will need.

Write the appropriate words on the diagram.

holes	base	crank
spray tube	handle	gears
hinge	hose pipe	water wheel
guide	chain guard	pulley



Questions 24-29

Circle the appropriate letter A-D.

24. The last examinations will be held on

- A November 26
- B November 29
- C December 2
- D December 4.

25. Scott is going to the United States

- A to study
- B to teach
- C to travel
- D to visit friends.

26. The general science course in the United States is

- A similar
- B simple
- C difficult
- D different.

27. Linda has had an extension to

- A complete her assignment
- B do more research
- C study
- D go on holiday.

28. Communications and English will be examined on

- A December 1 morning
- B December 2 morning
- C December 1 afternoon
- D December 2 afternoon.

29. Mark finds teaching this class

- A boring
- B tiring
- C depressing
- D stimulating.

SECTION 4 Questions 30-39

Questions 30-39

Complete the summary. Use words from the box. There are more words in the box than you need. Some words may be used more than once.

rest	relaxed	angry	warm
stress	work	hunger	45 degrees
chew	exhaustion	desk	40 degrees
noise	tense	study	crowded
speak	smoky	relaxation	
tired	exercise	raised	

The most usual cause of headaches is (30) _____. Headaches can also come as a result of excessive (31) _____.

Some people say they get a headache when they (32) _____. This is probably because they get very (33) _____.

It may also be because they are working in poor light which makes them very (34) _____. It is helpful if your reading material is on a bookrest at (35) _____ to the desk. It is also important to be (36) _____ in bed.

You may even get a headache because you (37) _____ too hard.

The best advice is to try to eat regular meals, get enough (38) _____ and avoid (39) _____ places.

Listening Practice Test 5

SECTION 1 Questions 1-9

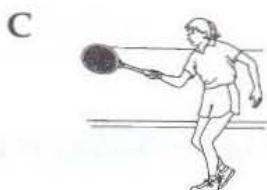
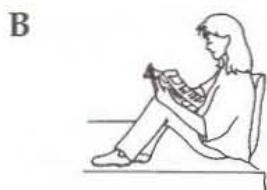
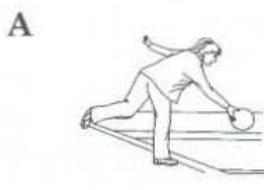
Questions 1-7

Listen to the conversation between Megan and Ken about how they will spend the evening. Circle the appropriate letter.

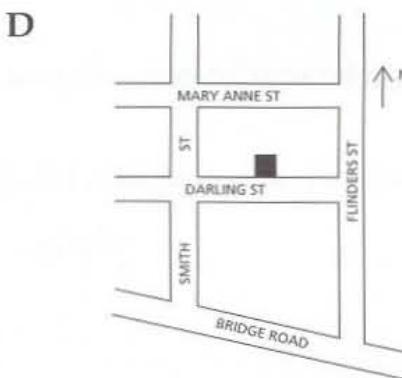
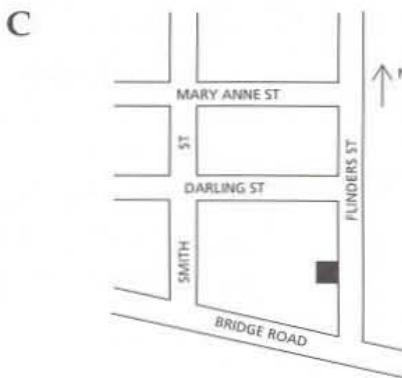
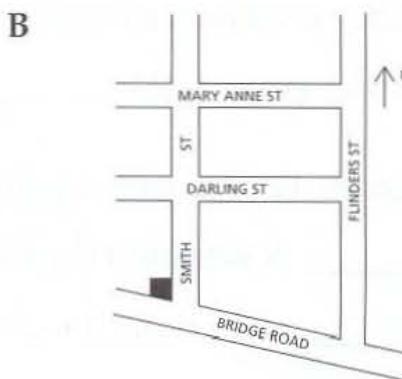
Example: What is Thomas's new home phone number?

- A 9731 4322 B 9813 4562 C 9452 3456 D 9340 2367

1. What will Ken and Megan do this evening?



2. Where is Entertainment City?



3. When will Ken leave?

- A now
- B in ten minutes' time
- C at 10 o'clock
- D in 30 minutes

4. How will Megan travel to Entertainment City?

A



B



C



D



5. How many people will they meet there?

- A none
- B three
- C two
- D a group

6. How much will the evening cost?

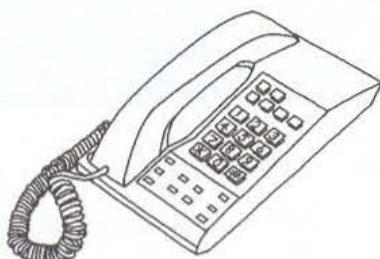
- A nothing
- B just the fares
- C less than \$40.00
- D more than \$40.00

7. What time does Megan plan to come home?

- A before midnight
- B after midnight
- C on the last bus
- D on the last train

Questions 8-9

Write **ONE NUMBER** for each answer.



Which telephone button will Ken press:

Example: If he wishes to order a cab now? _____ 1 _____

Which telephone button will Ken press

8. if he wishes to order a cab for later? _____

9. if he has lost something in a cab? _____

SECTION 2 Questions 10-20

Questions 10-15

Complete the notes below. Write **NO MORE THAN THREE WORDS OR NUMBERS** for each answer in the spaces provided.

The plane will leave Gatwick Airport at (10) _____ in the morning. The transport from Athens Airport will be by (11) _____. The hotel is booked for (12) _____ nights. During our stay, the group will visit the National Archaeological Museum in the morning. Group members will then have free time on (13) _____ evening. The group will see the Greek Islands and will travel by (14) _____. Traditional (15) _____ will be part of the package.

Questions 16-18

Circle **TWO** letters

16. The organiser would like to thank
 - A the Greek government
 - B the travel agent
 - C British Airways
 - D staff at the British Museum.
17. People should bring to the party
 - A photographs
 - B food
 - C camera
 - D drinks.
18. The members of the group share an interest in
 - A Greek culture
 - B studying old societies
 - C fine food
 - D travel.

Questions 19-20

Complete this baggage label.

Write **NO MORE THAN THREE WORDS** in the spaces provided.

<input type="radio"/>	19 _____
	20 _____

SECTION 3 Questions 21-31

Questions 21-26

Write NO MORE THAN THREE WORDS OR NUMBERS for each answer.

21. When did the Language Learning Centre enter its new building? _____

22. Which country do most of the students come from now? _____

23. What were the Indonesians studying at the Language Learning Centre?

24. How long should students stay at the Language Learning Centre?

25. What is the most common class size? _____

26. Who does Dr Robinson consider to be the best promoters of the Centre?

Questions 27-31

Complete the table showing which activities are available. Tick (✓) in the column if an activity is available.

Activity	all students	beginners	advanced students
<i>Example</i> Soccer club	✓		
(27) Non-English language courses			
(28) Jazz club			
(29) Drama society			
(30) Choral group			
(31) Special conversation group			

SECTION 4 Questions 32-40

Questions 32-37

Circle the appropriate letter A-D

32. Most postgraduate students are studying
 - A courses that feature vocational training
 - B full-time courses
 - C part-time courses
 - D research-based courses.
33. Postgraduate students are advised to
 - A take as many diverse subjects as possible
 - B accept an intellectual challenge
 - C be sure to have a definite goal
 - D have already completed training.
34. The speaker says that where you study
 - A is of minimal importance
 - B must be somewhere you like
 - C must be reasonably priced
 - D should be based on your course.
35. Choosing an institution should be mainly based on
 - A the quality of the housing for postgraduate students
 - B the reputation of the department they work in
 - C the reputation of the organisation they attend
 - D the quality of the supervision they receive.
36. These facilities are the most important to the speaker:
 - A libraries and laboratories
 - B computer facilities
 - C secretarial support
 - D recreational organisations.
37. Postgraduates can avoid feeling alone by
 - A joining associations of their peers
 - B developing outside interests
 - C participating in the outside community
 - D making friends outside the university.

Questions 38-40

Complete the sentences below. Write **NO MORE THAN THREE WORDS** for each answer.

38. Students should not forget to budget for their
-

39. Students should check all study costs carefully because institutions may
-

40. Postgraduate students cannot get loans from
-

Unit 3

The Reading test

How to use this Unit

This Unit contains:

- A photocopyable master of a Reading Practice Tests Answer Sheet which resembles the actual Answer Sheet you will use in an IELTS test. Make a copy of this Answer Sheet to use for each Reading Practice Test.
- Five General Training Reading Practice Tests. Each test, which is made up of three sections, should take one hour.

In Unit 1 of this book you will find general information about the Reading Module and strategies to help you before you begin.

You should complete each test under exam conditions. DO NOT use a dictionary to help you until after you have completed each Practice Test.

Write your answers on a copy of the Reading Practice Tests Answer Sheet (see the next page). Do not write your answers on the question pages, because in an IELTS test all answers in the Reading test are written on an Answer Sheet.

The answers to each General Training Reading Practice Test can be found in Unit 6.

Reading Practice Tests Answer Sheet

You may photocopy this page.

Use one Answer Sheet for each Reading Practice Test.

1		22	
2		23	
3		24	
4		25	
5		26	
6		27	
7		28	
8		29	
9		30	
10		31	
11		32	
12		33	
13		34	
14		35	
15		36	
16		37	
17		38	
18		39	
19		40	
20		41	
21		42	

Reading total:

General Training Reading Practice Test 1

SECTION 1 Questions 1-15

Questions 1-3

On the following page is a Contents page from a magazine.

Answer questions 1-3 by writing the appropriate page number or numbers where the information appears in the magazine, in boxes 1-3 on your answer sheet.

Example On what page is the main article in the magazine?

Answer 5

1. What page would you turn to for advice about money?
2. On what TWO pages can you read about art?
3. On what page is the new sports stadium discussed?

Question 4

Answer Question 4 by writing **NO MORE THAN THREE WORDS** in box 4 on your answer sheet.

4. How often does this magazine appear?

WHY MAGAZINE

From the Editor

In this issue we publish some of the many letters we received on the new Sports Stadium, our cover story last month. Your reactions were certainly mixed! Read our exclusive interview with film-star Mike Mikeson and his plans to start a fast-food chain. But there's so much more... enough to keep you going for the rest of the month.

Until next time,

The Editor

COVER STORY 5

Mike Mikeson: a new smash-hit movie, but plans for a dramatic career change

REGULAR FEATURES

Film Review	30
Crossword	31
Letters to the Editor	32
What's on Round Town	33
Art, Music, Theatre	

12 Getaway Holidays

Some popular and some unusual

18 Start Now

Marissa Brown of EastBank sets out a sound investment and savings plan for young professionals

26 Best Wheels

Racing car driver Marco Leoni changes teams: will it be Ford or Ferrari?

28 The Met

Metropolitan Art Museum hosts a new exhibition of post-modern paintings

Read the advertisements for musical concerts below and answer the questions that follow.

SYDNEY CONSERVATORIUM OF MUSIC CONCERTS

for January 2001

A. **Sydney Youth Orchestra**

Conservatorium High School students play a selection of Mozart concertos.

Date: Sat. 4th and 11th January, 8.00 pm. \$10 and \$5

B. **Let's Sing Together**

An afternoon for the young and the young-at-heart. Led by the Giggles Band, sing children's songs from your childhood and from all over the world.

There will be a special appearance by Willy Wallaby, from the popular children's programme, Hoppy!

Date: Sun. 5th January, 3.00 pm. \$5

C. **One Romantic Evening**

Bring someone special with you and listen to some of the greatest love songs as you gaze at the stars together!

Date: Sat. 25th January, 8.00 pm. \$20 and \$12

Note: This concert will be held in the Conservatorium Rose Garden, not in the Concert Hall.

D. **Rock n' Roll**

Bop along 'til late to the rock hits of the last 10 years. Bands playing include The Hippies, The Hypers, and The Heroes. If you have a special request, write it down at the ticket counter when you come in.

Date: Sat. 18th January, 8.00 pm. \$10 and \$5

E. **Flamenco!**

World-famous classical guitarist Rodrigo Paras will play a selection of traditional Spanish Flamenco pieces.

Date: Sun. 19th and 26th January, 7.30 pm. \$20 and \$12

Questions 5-10

Read the advertisements for musical events on the previous page.

Answer the questions below by writing the appropriate letter or letters A-E in boxes 5-10 on your answer sheet. Your answer may require more than one letter.

Example At which concert will a television character appear?

Answer **B**

5. At which concert will young performers play?
6. Which concert will be held outdoors?
7. Which concerts will happen more than once?
8. Which concert will feature only one performer?
9. Which concert is NOT being held at night?
10. At which concert can the audience choose what will be performed?

Questions 11-15

Read the information below on treatment for snake bite, then answer Questions 11-15.

FIRST AID FOR SNAKE BITES

Snakes are not normally aggressive and tend to bite only when they are threatened or mishandled. Some snakes, e.g. the carpet snake, are not poisonous. Others, e.g. the brown snake, tiger snake and taipan, are very poisonous.

A *Prevention*

- leave snakes alone and do not collect snakes
- do not put your hands in hollow logs, under piles of wood, or in rubbish
- be noisy when walking in the bush
- look carefully when walking through thick grass
- use a torch around camps at night

B *Symptoms and signs*

These do not appear immediately, but from about 15 minutes to 2 hours after the casualty is bitten. There are often no visible symptoms or signs. Take seriously any information from a casualty concerning:

- strong emotional reaction
- headache or double vision
- drowsiness, giddiness or faintness
- nausea and/or vomiting and diarrhoea
- puncture marks about 1 centimetre apart at the site of the bite.
Bites are usually on the limbs, especially the legs.
- reddening
- bruising
- sweating
- breathing difficulties

C *Management*

- reassure the casualty
- apply a pressure immobilisation bandage over the bitten area and around the limb
- seek medical aid urgently

D *Snakebite Warnings*

- **never** wash the venom off the skin as this will help in later identification
- **never** cut or squeeze the bitten area
- **never** try to suck the venom out of the wound

Questions 11-15

The passage "First Aid for Snake Bites" explains what to do in the event of a snake bite.

Read the additional instructions below and choose the section A-D to which each instruction belongs. Write the appropriate letter in boxes 11-15 on your answer sheet.

Example • never use a tight bandage

Answer D

11. • help the casualty to sit or lie down
12. • wear stout shoes, walk-socks and jeans (or similar clothing) in areas where snakes could be present
13. • pain or tightness in the chest or abdomen
14. • do not try to catch the snake
15. • swelling of the bitten area

SECTION 2 Questions 16-25

Read "Student Accommodation at Northside University" below and answer the questions that follow.

STUDENT ACCOMMODATION AT NORTHSIDE UNIVERSITY

Situated about 20km from the city centre, **Northside University** is not easy to get to by public transport. However, students have several different alternatives for accommodation on or near the University campus.

Firstly, the University has several residential colleges; Burnside College, Boronia College and Helen Turner College. Each of these colleges provides a single fully furnished room with shared bathroom facilities, and meals. Burnside College is the most expensive, with 1996 fees ranging from \$154 - \$165 per week. However, each student room is equipped with a private telephone and voice-mailing facilities, and within the next few months college students will have access to E-MAIL, On-Line library, INTERNET and AARNET via a network with the University. Boronia College has similar room facilities but does not offer the same computer access. It also offers only 17 meals per week, compared to Burnside's 21. Fees vary from \$147 - \$157 per week. Helen Turner College is a college exclusively for women, with similar fees to Boronia College. To attend classes, students have a short walk from the residential Colleges to the main University campus.

The University also provides 23 self-contained furnished townhouses. These townhouses have either 3, 4 or 6 bedrooms each and student residents are expected to be studying full-time. Rents in 1996 ranged from \$54 per week for a room in a six bedroom flat to \$68.50 per week for a room in a three-bedroom house. Students wanting to live in university housing should apply to the university housing officer in August of the previous year, as it is in high demand. Smoking is banned in University housing.

Off campus, there are many flats, townhouses and houses for rent in the local area. These can be found by looking in the local newspaper under ACCOMMODATION, or by checking notices pinned up on the boards around the university. There are always students advertising for housemates and you can even add a notice of your own to the board. However, even sharing accommodation with others can be expensive; tenants are usually required to pay a rental bond, rent in advance, and telephone/electricity/gas bills in addition to food bills. Be sure that you know what you will be required to pay before you enter into any written agreement.

Questions 16-19

Choose the appropriate letter A-C and write it in boxes 16-19 on your answer sheet.

16. The University Residential Colleges provide

- A a place to live and regular classes
- B regular classes only
- C a place to live only.

17. Smoking is

- A allowed in University housing
- B not allowed in University housing
- C allowed only in certain areas in University housing.

18. University townhouses are available for

- A full-time students only
- B part-time students only
- C all students.

19. Accommodation in the area surrounding the university is

- A scarce
- B plentiful
- C scarce and expensive.

Questions 20-25

Complete the following sentences with information from the passage. Write your answers in boxes 20-25 on your answer sheet.

A student living in a 3-bedroom University townhouse would pay _____ (20) _____ per week for a room; in comparison, the cheapest accommodation available at Burnside College is _____ (21) _____ per week. The fee charged at Burnside College includes _____ (22) _____ meals per week, but at Boronia College only _____ (23) _____ meals per week are included in the fee. Helen Turner College has a similar fee structure to _____ (24) _____ College, but only _____ (25) _____ may live there.

SECTION 3 Questions 26-40

Read the passage below and answer questions 26-40 that follow.

Kormilda College

Section A

Kormilda College is a unique school situated near Darwin in Australia's Northern Territory. For 20 years, to 1989, Kormilda College operated as a government-run, live-in school for high school Aboriginal students. In 1989 it was bought from the Government by two Christian church groups and since then it has expanded enormously, to include a day school as well as boarders (residential students) in Years 8-12. Although 320 pupils of the College's total number are Aboriginal students, drawn mainly from isolated communities across the Northern Territory, Kormilda also has a waiting list of non-Aboriginal students. With a current enrolment of 600, student numbers are expected to grow to 860 by 1999.

Section B

Central to the mission of the school is the encouragement of individual excellence, which has resulted in programs designed especially for the student population. Specialist support programs allow traditional Aboriginal students, who are often second language users, to understand and succeed in the mainstream curriculum. A Gifted and Talented Program, including a special Aboriginal and Torres Strait Islander Tertiary Aspirations program, has been introduced, as has an Adaptive Education Unit. Moreover, in Years 11 and 12, students may choose to follow the standard Northern Territory Courses, or those of the International Baccalaureate (I.B.).

Section C

To provide appropriate pastoral care, as well as a suitable academic structure, three distinct sub-schools have been established.

- Pre-Secondary: For Aboriginal and Torres Strait Islander students in Years 8-10 who are of secondary school age but have difficulties reading and writing.
- Supported Secondary: For Aboriginal and Torres Strait Islander students who are of secondary school age and operating at secondary school year levels 8-12 who need specific second language literacy and numeracy support.
- Secondary: For multi-cultural Years 8-12 students.

Students remain in their sub-schools for classes in the main subject areas of English, Maths, Social Education and Science. This arrangement takes into account both diverse levels of literacy and the styles of learning and cultural understandings appropriate to traditional Aboriginal second-language users. In elective subjects chosen by the students - which include Indonesian, Music, Art, Drama, Science for Life, Commerce, Geography, Modern History, Woodwork, Metal Work, Economics and Legal Studies - students mix on the basis of subject interest.

Section D

To aid the development of the Aboriginal Education program, a specialist curriculum Support Unit has been set up. One of its functions is to re-package school courses so that they can be taught in ways that suit the students.

The education program offered to Aboriginal students uses an approach which begins with the students' own experiences and gradually builds bi-cultural understanding. In one course, "Introducing Western European Culture Through Traditional Story-Telling", students are helped to build a common base for approaching the English literature curriculum. Drawing on the oral culture of traditional Aboriginal communities, they are introduced to traditional stories of other cultures, both oral and written. In a foundational Year 10 course, "Theory of Learning", concepts from Aboriginal culture are placed side by side with European concepts so that students can use their own knowledge base to help bridge the cultural divide.

Another project of the Support Unit has been the publication of several books, the most popular, *Kormilda Capers*. The idea for *Kormilda Capers* came about when it became obvious that there was a lack of engaging material for the school's teenage readers. One of the stories in the book, "The Bulman Mob hits the Big Smoke", recounts the adventures of Kormilda pupils on their first visit to Sydney, Canberra and the snow country. Focussing on experiences which have directly affected the lives of students at the College, and on ideas and issues which are of immediate interest to Aboriginal students, *Kormilda Capers* has earned enthusiastic support within and outside the school.

Questions 26-27

Complete the following sentences with a **NUMBER OR DATE** from the passage.

Write your answers in boxes 26-27 on your answer sheet.

26. Kormilda College opened as a school in _____
27. At the time of writing there were _____ non-Aboriginal students at Kormilda College.

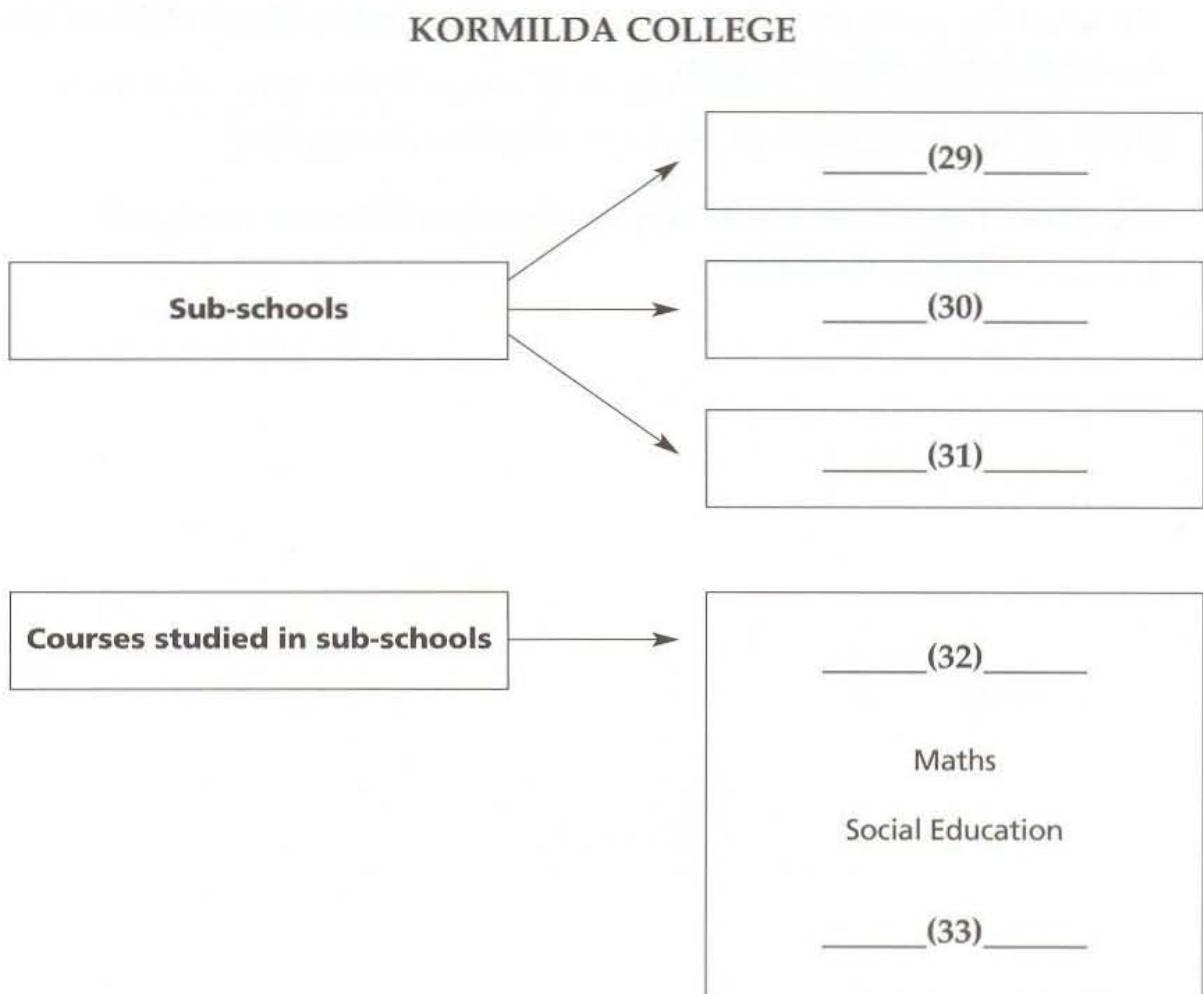
Question 28

From the list below, choose the best heading for **Section B** of the reading passage. Write the appropriate letter A-D in box 28 on your answer sheet.

- A Specialist teaching and teachers at Kormilda College
- B Special Programmes at Kormilda College for Aboriginal students
- C The new look Kormilda College
- D Programmes at Kormilda College to promote individual excellence

Questions 29-33

The following diagram shows how Kormilda College is organised. Complete the diagram using information from the text. Use **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes 29-33 on your answer sheet.



Questions 34-40

Read the passage about Kormilda College and look at the statements below.
In boxes 34-40 on your answer sheet write:

- | | |
|------------------|-------------------------------------------------------|
| TRUE | <i>if the statement is true</i> |
| FALSE | <i>if the statement is not true</i> |
| NOT GIVEN | <i>if the information is not given in the passage</i> |

34. Kormilda College educates both Aboriginal and non-Aboriginal students.
35. Some students travel from Arnhem Land to attend Kormilda College.
36. Students must study both the International Baccalaureate and Northern Territory courses.
37. The Pre-Secondary School attracts the best teachers.
38. The specialist curriculum Support Unit adapts school courses so the students can approach them more easily.
39. There are no oral traditional stories in Western communities.
40. The school helps the students make connections between Aboriginal and non-Aboriginal cultures.

General Training Reading Practice Test 2

SECTION 1 Questions 1-20

Questions 1-6

There are 5 advertisements A-E on the next page.

Answer the questions below by writing the letters of the appropriate advertisements in boxes 1-6 on your answer sheet.

1. Which advertisement is not for a restaurant?
2. Which TWO advertisements offer facilities for parties?
3. Which restaurant states that it serves breakfast?
4. Which restaurant will give you an extra serving if you present the coupon?
5. Which restaurant does not offer a takeaway service?
6. Which restaurant will bring the food you order to your house?

A

IT'S YOUR CHOICE

Buy a Burger
Get the same one
FREE!

You are invited to enjoy a special treat at Jaspar's Macquarie Plaza. Simply present this coupon with your next order and when you purchase the burger of your choice it will be our pleasure to give you another burger of the same variety absolutely FREE! Valid only at Macquarie and ONE voucher per customer per day.

Jaspar's Macquarie Plaza

North Richmond

Expires 9th May, 1997. Cannot be used with any other Jaspar's offer.

Eat in or Takeaway
Level 3, next to the cinema complex

B

TRELLINIS RESTAURANT

Fine Italian Food
B.Y.O Eat In - Takeaway
OPEN Lunch - Dinner

Now: Better Menu - Food - Service Superb
Winter Dishes and Dessert

Perfect for Parties
Separate party rooms and choice
of set menu available
For 10-80 people and value for \$\$\$

Ph: 271 8600 12 Oxford St. EPPING
Opp. PO. Ample parking

C

BYO 693 2258
No Corkage 693 2260
and licensed

Indian Flavour

DINNER 7 NIGHTS

- 10% discount on takeaways
- Free home delivery (local areas only)
- Banquet - only \$16.50 per person
- Separate party room (up to 90 people)

63-65 John Street, RYDE

D

writers cafe

Dante Trattoria, Shop 4, Spring Centre,
Soldier's Road, Neutral Bay. Ph: 953 1212

OPEN: 8am-midnight

CUISINE: Italian influence, menu changes every four months. Breakfast includes toast, pancakes, smoked salmon, scrambled eggs, gourmet sausages and fruit; light meals and lunch menu includes pasta, salad, crepes, seafood, soups, focaccia, burgers, desserts.

PRICES: Breakfast \$4.50 - \$8.90
Lunch \$6.90 - \$13.90

ATMOSPHERE: Relaxed and quiet. Patrons can dine inside or out.

CREDIT CARDS: Yes

E

VEGETARIAN COOKING CLASSES

Are you looking for some healthy alternatives to your menu? Join our creative and nutritious three week program conducted by qualified professionals, including delicious tastings and demonstrations.

Starting Wednesday May 10
at 7.15 pm.

Centre for Health Management
SYDNEY DAY HOSPITAL
BOOK NOW 748 9696

Questions 7-12

The following text is a series of general instructions for using a microwave oven. Part of each instruction is underlined. In boxes 7-12 on your answer sheet write:

- E if the underlined section gives an EXAMPLE of the instruction
- R if the underlined section gives a REASON for the instruction
- CP if the underlined section is a CORRECT PROCEDURE.

GENERAL INSTRUCTIONS FOR THE USE OF YOUR MICROWAVE

Example

Answer

Do not boil eggs in their shell (unless otherwise stated).
Pressure will build up and the eggs will explode.

R

7. Whilst heating liquids which contain air (e.g. milk or milk based fluids), stir several times during heating to avoid spillage of the liquid from the container.
8. Potatoes, apples, egg yolks, whole squash and sausages are all foods with non-porous skins. This type of food must be pierced before cooking, to prevent bursting.
9. Do not dry clothes or other materials in the oven. They may catch on fire.
10. Do not cook food directly on glass oven tray unless indicated in recipes. Food should be placed in a suitable cooking utensil.
11. Do not hit control panel. Damage to controls may occur.
12. Clean the oven, the door and the seals with water and a mild detergent at regular intervals. Never use an abrasive cleaner that may scratch the surfaces around the door.

Questions 13-20

Read the "Guided Walks and Nature Activities" information below, and answer Questions 13-20.

Kuringai Chase National Park Guided Walks and Nature Activities

SUNDAY MAY 7

EASY

Early Morning Stroll in Upper Lane Cove Valley

Meet at 7.30 am at the end of Day Rd, Cheltenham while the bush is alive with birdsong.

Round trip: 4 hours

FRIDAY MAY 12

MEDIUM

Possum Prowl

Meet 7.30 pm at Seaforth Oval carpark. Enjoy the peace of the bush at night. Lovely water views. Bring torch and wear non-slip shoes as some rock clambering involved. Coffee and biscuits supplied.

Duration: 2 hours

SUNDAY JUNE 4

HARD

Bairne / Basin Track

Meet 9.30 am Track #8, West Head Road. Magnificent Pittwater views. Visit Beechwood cottage. Bring lunch and drink. Some steep sections. Reasonable fitness required.

Duration: approx. 6 hours.

FRIDAY JUNE 16

EASY

Poetry around a mid-winter campfire

Meet 7.00 pm Kalkaari Visitor Centre. Share your favourite poem or one of your own with a group around a gently crackling fire. Billy tea and damper to follow. Dress up warmly. Bring a mug and a rug (or a chair).

Cost \$4.00 per person.

Duration: 2.5 hours

SUNDAY JUNE 25

EASY

Morning Walk at Mitchell Park

Meet 8.30 am entrance to Mitchell Park, Mitchell Park Rd, Cattai for a pleasant walk wandering through rainforest, river flats and dry forest to swampland. Binoculars a must to bring as many birds live here. Finish with morning tea.

Duration: 3 hours.

GRADING

EASY suitable for ALL fitness levels

MEDIUM for those who PERIODICALLY exercise

HARD only if you REGULARLY exercise

Questions 13-20

Below is a chart containing some of the Kuringai Chase Park Nature Activities. Fill in the blanks using information from the brochure "Guided Walks and Nature Activities". Write NO MORE THAN THREE WORDS in boxes 13-20 on your answer sheet.

ACTIVITY	WHAT TO BRING / WEAR	WHAT IS SUPPLIED	CHIEF ATTRACTION
EARLY MORNING STROLL			____(13)____
MORNING WALK	____(14)____		varied landscape, birds
POETRY	warm clothes, mug rug/chair, poem	____(15)____ ____(16)____	
____(17)____	____(18)____ ____(19)____	coffee, biscuits	peace, ____(20)____

SECTION 2 Questions 21-31

*Below are the course descriptions for five courses offered by a local community college.
Read the descriptions and answer questions 21-31.*

Community College Courses

COURSE A

If you have no previous experience with computers, or you have some gaps in your knowledge of the basics, then this is an appropriate course for you. This course will give you a thorough grounding in the fundamental concepts of computing common to all computers. It is a practical "hands on" course that looks at how a computer operates and how the programs work. Using three of the most widely used programs in business, you will learn the basics of word processing, spreadsheets and databases. By the completion of the course you will be productive at a basic level and competent to progress to the elementary level of any of the specialised programs. No previous computer skills assumed.

2 days

Fee: \$279

25045 Wed/Thurs 12, 13 April 9.15 am-5.15 pm

25006 Tues/Wed 30, 31 May 9.15 am-5.15 pm

COURSE B

In dealing with your customers you are in a position of great importance. Your abilities directly influence the company's bottom line. This course will look at ways to revitalise the customer contact skills you already have and add many more. Learn ways to improve your communication with customers, at all levels; techniques to use with difficult customers, how to confidently handle complaints and keep your cool in stressful situations. Most importantly, you will learn to build goodwill and trust with your customers. Course notes, lunch and refreshments provided.

Joshua Smith

Fee: \$145

25026 Sat 20 May 9.00 am-4.00 pm

COURSE C

Everything you need to know before purchasing or starting a coffee shop, tearooms or small restaurant. A useful course for all aspiring owners, managers, and employees of these small businesses to assist them in ensuring they don't make expensive mistakes and that their customers return again and again... Bring lunch. Notes and manual available (if required) for \$25 from Tutor.

Sarah Bridge

Fee: \$55 (no concession)

25252 Sat 6 May 10.00 am- 3.00 pm

COURSE D

This course covers three areas of business communication:

- Interpersonal Communication
- Telephone Skills
- Business Writing Skills

Learning Outcomes: At the end of the course participants will be able to effectively: Plan and write workplace documents in plain English; gather, record and convey information using the telephone and in a face-to-face situation; interact with clients within and external to the workplace about routine matters using the telephone and face-to-face contact. An excellent course for those entering or returning to the workforce. A Statement of Competency is issued if the assessment requirements are successfully completed.

Douglass McDougall

Fee: \$135

25021 Wed 3 May-21 June 7.00-9.00 pm

COURSE E

Are you hating work, wanting a different job, needing a change or wanting a promotion? Come along to a new two day program for women. We will explore your work goals and what holds you back, your fears in a work environment and how you handle them, your image and what it says to others, your communication style and what it says. You will develop more confidence to make changes, get clearer about what you want and have the courage to act. It is a relaxed, informative and fun workshop with lots of practical tips!

Sophie Bradley

Fee \$199

25036 Sun 18,25 June 9.30 am-4.30 pm

Questions 21-25

Choose the title which best fits each course and write the number I to IX in boxes 21-25 on your answer sheet. Note: there are more titles than you will need.

- I. MANAGING EXPANSION IN YOUR RESTAURANT
- II. MAKING CAREER CHANGES FOR WOMEN
- III. EFFECTIVE WORKPLACE COMMUNICATION
- IV. EXCEPTIONAL CUSTOMER SERVICE
- V. ADVANCED COMPUTING SKILLS
- VI. COMMUNICATING EFFECTIVELY
- VII. INTRODUCTORY COMPUTER SKILLS
- VIII. RESTAURANT MANAGEMENT FOR NON-MANAGERS
- IX. BUSINESS WRITING COURSE

Course A: _____ (21) _____

Course B: _____ (22) _____

Course C: _____ (23) _____

Course D: _____ (24) _____

Course E: _____ (25) _____

Questions 26-30

From the information about the courses, answer Questions 26-30 by writing the appropriate LETTER OR LETTERS A-E in boxes 26-30 on your answer sheet.

26. Which course is not specifically related to people's jobs?
27. In which course are men not invited to participate?
28. Which TWO courses have course notes to go with them?
29. Which course will deal with writing skills?
30. Which course is on at night?

Question 31

Three of the courses specifically cover the same subject. Choose the subject from the list below and write its name in box 31 on your answer sheet.

Writing skills

Computers

Communication

Finance

Work goals

Management

Great Inventions

There are some things we use every day. Can you imagine a world without zippers to fasten clothing? Have you ever wondered about the layout of the keyboard of a typewriter, which we see every day on the computer? These are just two of the many inventions which have made our lives easier. Maybe that's why we don't think about them very much!

The Zipper

Whatever did we do before the invention of the zipper?

In 1893 the world's first zipper was produced in Chicago. Although the inventor claimed that it was a reliable fastening for clothing, this was not the case. The Chicago zipper sprang open without warning, or jammed shut, and it swiftly lost popularity. Twenty years later a Swedish-born engineer called Sundback solved the problem. He attached tiny cups to the backs of the interlocking teeth, and this meant that the teeth could be enmeshed more firmly and reliably.

At first zippers were made of metal. They were heavy, and if they got stuck it was difficult to free them. Then came nylon zippers which were lighter and easier to use, and had smaller teeth. The fashion industry liked the new zippers far better because they did not distort the line of the garment or weigh down light fabrics. They were also easier for the machinists to fit into the garment.

Meanwhile a new fastening agent made its appearance at the end of the twentieth century: velcro. Velcro is another product made from nylon. Nylon is a very tough synthetic fibre first developed in the 1930s, and bearing a name to remind the hearer of the two places where it was developed: NY for New York and LON for London. Velcro is made with very small nylon hooks on one side of the fastening which catch tiny looped whiskers on the other side of the fastening. It is strong and durable.

Velcro is used on clothing, luggage and footwear. It is quick and easy to fasten and unfasten, and has taken a large part of the zipper's share of the market. It is also used in ways a zipper cannot be used - for instance as an easily changed fastening on plaster casts, and to hold furnishing fabrics in position.

The Typewriter and the Keyboard

The keyboard of the modern typewriter is laid out in a most odd fashion. Why would anyone place the letters on the left side of the top row of the keyboard in the order Q W E R T Y? The answer is simple: to slow the typist down. But first, let's consider the history of the typewriter itself.

In the 1860's a newspaper editor called Christopher Sholes lived in Milwaukee, USA. Sholes invented the first of the modern typewriters, although there had been patents for typewriter-like machines as early as 1714, when Queen Anne of England granted a patent to a man called Henry Mill for a machine which would make marks on paper "so neat and exact as not to be distinguished from print". In 1829, across the Atlantic in Detroit USA, William Austin Burt took out a patent on a typewriter-like machine, four years before the French inventor Xavier Projean produced his machine designed to record words at a speed comparable to someone writing with a pen.

So the typewriter was not a new idea, although there had not been a successful realisation of the idea before Christopher Sholes' machine. His typewriter became very popular, and soon people learned to type very quickly - so quickly, in fact, that the keys became tangled. On manual typewriters the characters were set on the end of bars which rose to strike the paper when the key was pressed. In the first models, the keys were set alphabetically. When a quick typist tapped out a word like *federal*, it was very likely the adjacent *e* and *d* keys would become entangled.

Sholes therefore set about finding ways to slow the typist down. He looked for the letters which were most often used in English, and then placed them far away from each other. For instance, *q* and *u*, which are almost always used together in English, are separated by five intervening letters. The plan worked, and the typist was slowed down a little.

When computers came into use in the latter part of the twentieth century it was suggested that the keyboard should be rationalised. After all, there was no longer any need to avoid clashing manual typewriter keys. One new board included keys which produced letters which frequently occur together in English, like *ing* and *th* and *ed*, so the word *thing* would take two strokes to write instead of five. Although this made perfect sense, people found it very hard to learn to use a new keyboard, and the idea was dropped. It is unlikely that the keyboard will ever be changed: as we approach the twenty-first century the voice-activated computer, already in an advanced state of development, is becoming more and more accessible. It is very likely that we will soon have machines which take dictation as we speak to them, and the keyboard will be used for corrections.

Questions 32-37

From the information in the reading passage, classify the following events as occurring:

- A - before the nineteenth century
- B - during the nineteenth century
- C - in the first half of the twentieth century
- OR D - at the end of the twentieth century

Write the appropriate letters A-D in boxes 32-37 on your answer sheet.

32. Sundback's zipper
33. the development of nylon
34. the development of velcro
35. the development of the first typewriter-like machine
36. the first appearance of Sholes' typewriter
37. the development of the voice-activated computer

Questions 38-42

Read the passage about Great Inventions and look at the statements below. In boxes 38-42 on your answer sheet write

TRUE	<i>if the statement is true</i>
FALSE	<i>if the statement is not true</i>
NOT GIVEN	<i>if the information is not given in the passage</i>

38. The first zipper was successful as a fastener.
39. Nylon was used a lot during the Second World War, 1939-1945.
40. The first typewriter's keyboard was different to the modern keyboard.
41. The keys of Sholes' first machine were likely to jam.
42. New computers will use the rationalised keyboard.

General Training Reading Practice Test 3

SECTION 1 Questions 1-14

Questions 1-3

Use information in the description below to answer Questions 1 to 3. Write your answer in boxes 1-3 on your answer sheet.

Morpeth is today a small town about two hours' drive north of Sydney. The town of Morpeth grew from an original 2000 acres of land given to an English army officer, Lieutenant Edward Close (1790-1866), in 1821. During the 1830s and 1840s Morpeth became a major river port, due to its favourable location. Produce, hides and timber were brought to Morpeth from inland New South Wales and shipped down the Hunter river to the coast and then to Sydney. However, in 1870 a railway line reached the town, and the importance of river shipping began to decline. Today, Morpeth, with its beautiful old buildings, is a popular tourist destination.

1. When was Lieutenant Close given the land on which Morpeth grew?
2. On what river is Morpeth situated?
3. When did trains first get to Morpeth?

Questions 4-7

There are four advertisements on the next page for places to stay near Morpeth.

Answer the questions below by writing the letters of the appropriate advertisements in boxes 4-7 on your answer sheet.

4. Which TWO places to stay have restaurants?
5. Which place claims to offer the cheapest rate?
6. For more information, to which place can you telephone free of charge?
7. At which place can the guests cook their own food?

WHERE TO STAY

Accommodation

A

Country Comfort Inn, Hunter Valley

The Country Comfort Inn, Hunter Valley, is a beautifully restored 125-year-old building just 20 minutes from the vineyards. Formerly an orphanage, the Inn is set on 10 acres of landscaped gardens complete with pool, sauna, tennis court, spa, gym, billiard room, guest lounge, fireplace, cocktail bar, and two restaurants. Special packages available.

**New England Highway,
Maitland.**

Call toll free 1800 065 064
or (049) 32 52 88

B

Siesta Motel

"Spend a night - not a fortune" That's the Budget Motel chain motto. The Siesta Motel, rated 3-star, is conveniently placed at the gateway to the winery district and nearby to the historic towns of Morpeth and Wollombi. The family-owned and operated Siesta offers airconditioned comfort and a friendly atmosphere. A free light breakfast is delivered to your suite and excellent meals are available at the Maitland City Bowling Club next door. Quality of accommodation is assured and the tariff is the lowest in the district.

258 New England Highway, Maitland.
Phone (049) 32 83 22

C

Endeavour East Maitland Motel

28 modern, comfortable 3-star units which open onto the swimming pool and barbecue area. All units feature TV and videos, airconditioning, 2 with spas.

Fully licensed restaurant with cocktail bar and lounge is open 7 nights. Close to all amenities.

**New England Highway,
East Maitland.**

Phone (049) 33 54 88

D

Eskdale Country Cottages

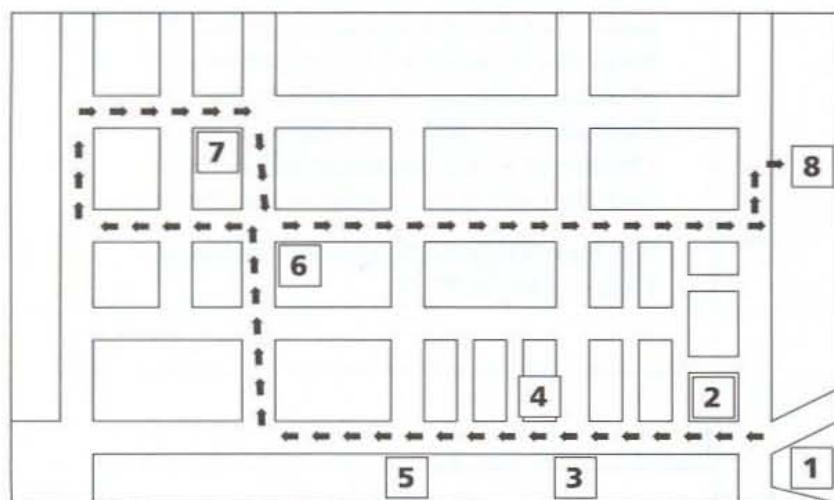
Rustic cottages secluded amongst gum trees provide quietness and privacy on 200 acres. The cottages are located on the historic beef cattle property, "Eskdale", nestled in the Williams Valley. Each cottage is completely self-contained having 2 bedrooms, full kitchen facilities, and sitting rooms with TV and video, and offers comfortable rural accommodation to those who enjoy the delights of the country yet still retain access to the city. Situated close to the towns of Morpeth, Maitland, Port Stephens & rainforests around Dungog.

Nelson Plains Road, Seaham NSW 2324.
Phone (049) 88 62 07, 88 62 09
Fax (049) 88 62 09

Questions 8-14

Read the description below of the town of Morpeth and answer the questions that follow.

The best way to see Morpeth is to take the Morpeth Heritage Walk. This covers about three kilometres, and takes visitors past many beautiful historical buildings. Starting at Fig Tree Hill, which has picnic facilities, stroll past the Surgeon's Cottage, built in 1845, formerly home of the local doctor, now shops. From there you will come to Morpeth Bridge, erected in 1870, which replaced a ferry boat. Opposite it on the right is the Courthouse, still in use today. Continue your walk past the historic Railway Station, then turn into George Street. Stroll past gracious houses until you come to the Church of the Immaculate Conception on your right, built of bricks made in Gosford. Continuing up George Street, you come to the shopping district; browse through the shops or stop for refreshment. Your tour of Morpeth will finish at magnificent Closebourne House, built in 1826 by Lieutenant Edward Close.



Tourist attractions

- A Fig Tree Hill
- B Ferry Boat
- C George Street
- D Gosford
- E Church of the Immaculate Conception
- F Closebourne House
- G Morpeth Bridge
- H shopping district
- I Surgeon's Cottage
- J Railway Station
- K Courthouse

Using information from the text, fill in the names of the numbered tourist attractions on the map. Write your answers in boxes 8-14 on your answer sheet. The first one has been done for you as an example. Note: there are more names than you will need.

Example 1 = A

8. 2 = _____
9. 3 = _____
10. 4 = _____
11. 5 = _____
12. 6 = _____
13. 7 = _____
14. 8 = _____

SECTION 2 Questions 15-27

Read the information about the Numeracy Centre below, and answer Questions 15-27.

Numeracy Centre

Many business and marketing courses require a knowledge of introductory statistics, computing or mathematics. If you feel inadequately prepared for your course, you can get help from the **Numeracy Centre**, which offers FREE elementary help in maths and statistics. Grab a timetable from the Centre and drop in when it suits you.

COURSE A

The first course available to students is a **Revision Course in Basic Maths**. This 3-hour lecture will review mathematical concepts necessary for elementary statistics, such as fractions, area and percentages up to a Year 8 level of mathematics. It is not necessary to book, so feel free to drop in. This session is FREE!

COURSE B

For those students doing marketing courses, and other courses requiring statistical analysis, there is the **Bridging Course in Statistics for Marketing**. This three-day course introduces ideas in elementary statistics to provide a starting point for further developments in statistical skills later on in other courses. The course is run in sessions of three hours, in the form of a one-hour lecture followed by a two-hour tutorial. Examples will be drawn from the reference books listed. The tutorials will be interactive where possible (eg. drawing random samples from the population of numbered cards in class) with hands-on experience of data manipulation using MINITAB on a bank of PCs.

COURSE C

Statistics for the Practitioner is slightly different to the previous course, which must be completed before this course. This course is largely non-mathematical. It will instead concentrate on the interpretation and application of statistics rather than on computation. The statistical package MINITAB will be used as a teaching tool. This course will be conducted over two days in the form of workshops and small group discussions, with a strong emphasis on hands-on experience of data manipulation using computers.

COURSE D

A further course of interest to many students is **English for Computer Studies**. Students with English as their second language who will be needing elementary computing for their courses are encouraged to enrol in this 8-hour course. Students will learn through workshops giving hands-on experience. The cost of the course is \$15 which includes notes and refreshments.

Questions 15-22

Below is a chart summarising information about the Numeracy Centre courses. Complete the required details using information from the passage. Write your answers in boxes 15-22 on your answer sheet.

Course	Cost	Number of hours / days	Name of previous studies required	Teaching Method
A	____(15)____	3 hours	None	____(16)____
B		____(17)____ hours	None	lecture and ____(18)____
C		2 days	____(19)____	____(20)____ and small groups
D	____(21)____	8 hours	None	____(22)____

Questions 23-27

Courses A to D are each aimed at helping a specific group of students. Below is a list of different students. Match the students to the course that would help them most. In boxes 23-27 on your answer sheet write the letter A, B, C or D for the number of the course, or N if there is no course available for the student's needs.

23. Narelle, from Taiwan, has to use a computer to do assignments in her business studies classes.
24. Joe, who left high school 10 years ago, wants to brush up on his maths before he starts his studies for the year.
25. Jenny needs an advanced course on computer graphics for her studies in Graphic Design.
26. Geoff, who has to read many articles containing statistics, needs to know how to interpret and apply the facts and figures.
27. Bob needs to know how to perform some of the basic statistic equations for the assignments in his business course.

SECTION 3 Questions 28-40

Read the passage below and answer Questions 28-40 that follow.

Business Planning

What is a Business plan?

It is probably best described as a summary and evaluation of your business idea, in writing.

Preparation of a business plan is the first and most important task for the business starter. The plan should include details concerning the industry in which you operate, your product or service, marketing, production, personnel and financial strategies.

What purpose does it serve?

A business plan allows you to think through all the factors of a business, and to solve potential problems before you come to them. It will identify strengths and weaknesses and help to assess whether the business can succeed. It is a blueprint for starting, maintaining or expanding a business. It is a working plan to use in comparing your achievements to the goals you set. It should provide information required by financial institutions when finance is sought.

How to produce a Business plan

Step 1: Collect Information

Gather as much relevant information as possible concerning the industry in which you intend to operate (the number of businesses already operating, the size of their operations, where they are located). Use books, industry associations, and existing business owners to help you.

Collect all possible information regarding the market/s you are aiming for (who buys, why do they buy, what are the key features the customer looks for).

Learn all you can about the product/s or services you intend to produce, distribute or offer.

Step 2: Analysis

Read over all the material you have collected and decide what is relevant to your business idea. You may have to modify your idea depending on what your research shows. The key question to ask is:

“Can you design a business that will earn enough to cover costs and pay a wage and reasonable profit to you as proprietor?”

When Steps 1 and 2 are completed, you should have decided if there is a market for your product or service which is large enough and sufficiently accessible to make your new business financially worthwhile. Now you are ready to commit your plan to paper.

Step 3: Strategy Formulation

Decide how the business will operate. You should describe how the business will be managed, and the staff and organisational structure that will be in place. Diagrams may be useful to show how these areas will work. Don't forget to include the areas of responsibility for each member of staff. This is especially important if some of your staff will be family members.

There are three further parts that go together to make a comprehensive business plan:

- A Marketing plan, which includes location, method of selling, packaging, pricing and so on. In all these areas you must be aware of consumer trends to make sure that your business does not become outdated or irrelevant.
- An Operational plan, which describes the day-to-day running of the business. You should include supply sources, cost and quantities of materials, processes, equipment and methods of extending the services or products offered.
- A Financial plan, which is a master budget for the operation and includes:
 - cash flow forecast
 - balance sheet
 - profit and loss statement
 - sources of finance
 - sales forecast and target.

The financial aspects of the plan are most important and you should develop or access financial skills to make sure this part of your plan is accurate and realistic. Don't forget set-up costs and the money needed to see you through an initial period of low cash flow when calculating your first year's budget.

Update your Business plan

Nothing remains constant in business; circumstances change, markets change, fashions change, methods change.

From time to time you must check your sources of information and reassess your business plan. What is relevant when you start is not necessarily so in five years' time. You may also need to revise targets and budgets if external factors (such as interest rates) vary.

Keep your information up-to-date and be prepared to change as circumstances demand. A business plan should be thought of as flexible, not fixed. If you use these steps to develop a business plan, changing it according to circumstances, you will be well on the way to a successful business.

Questions 28-34

Do the following statements agree with the views of the writer in the passage "Business Planning?"

In boxes 28-34 on your answer sheet write

YES

if the statement agrees with the writer

NO

if the statement does not agree with the writer

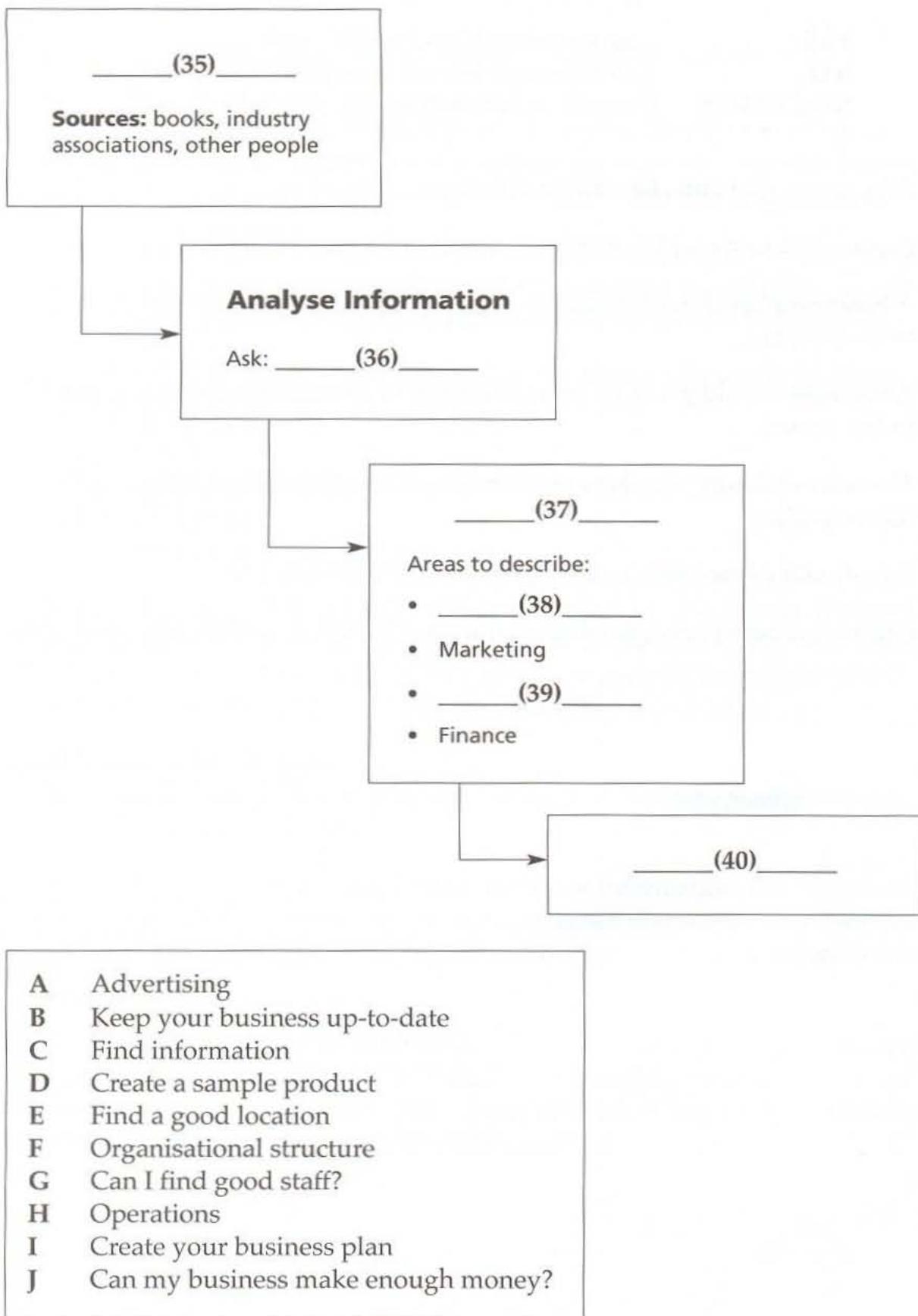
NOT GIVEN

if there is no information about this in the passage

28. A business plan must be written down.
29. Creating a business plan is only necessary for a new business.
30. A business plan should include a diagram of your proposed office or shop layout.
31. A business should generate enough money to pay salaries, and some profit to the owner.
32. The roles of family members in the business must be clearly defined in the business plan.
33. You should expect not to earn much money in the first year.
34. Once a business plan is finished, no further changes will need to be made to it.

Questions 35-40

The text describes how to make a business plan. Choose the correct word or phrase from the box to complete the following flow chart of how to make a business plan. Write its letter in boxes 35-40 on your answer sheet.



General Training Reading Practice Test 4

SECTION 1 *Questions 1-13*

Questions 1-3

There are 6 office messages A-F on the next page.

Answer Questions 1-3 by writing the appropriate letter A-F in boxes 1-3 on your answer sheet.

1. Which message changes the time and place of a meeting?
2. Which message is probably personal?
3. Which message is from a company which is trying to sell something?

A

Please call Nancy.
She will be at
818 7546 if you
miss her at home.

B

INTEROFFICE MEMO

Meeting in the boardroom on Friday, July 10 at 10 am has been changed to Monday, July 13. Same time, same place.

Please bring the notes of the previous meeting.

C

You are invited

to a demonstration of our new audio-visual office products
at
10 Barry Avenue
Queenstown
5 pm, July 28.

RSVP. Refreshments will be served.

E

Please note:

~~10.30~~ 12.30

July 27

Websters Trading Company meeting,
~~30 Barrow Street~~

12 Jones Road

D

MEMO TO: C. Gates

Please confirm your flights with Qantas. We have you booked to depart August 21 at 10 am and to return a week later, arriving August 28 at 7 pm. The company will pay all expenses of this trip.

F

MEMO TO: C. Gates

Check amendments to the Ling Kee contract. Do we really want to offer 10%? Please see me this morning at 10 in my office.

Questions 4-13

Read the Daily Work Record form below. It records a week's work by Amanda Lee, a temporary typist, who has been sent on a job by her employer, J & B Office Temps Pty Ltd. Some sections of the Daily Work Record form are marked with the letters A-O.

A	J & B Office Temps Pty Ltd Temporary Office Staff - no job too small		Level 4, 356 Elizabeth Street, Elswick Telephone 390 5647 Facsimile 390 7733			B	
DAILY WORK RECORD							
COMPANY DETAILS			EMPLOYEE DETAILS				
C	Reporting to: Kate Shea Office Removalists Pty Ltd 21 West Street Box Hill			Name: (BLOCK CAPITALS PLEASE) AMANDA LEE			D
				Week ending: Sunday 14/11/96			E
F	DAY	DATE	START	FINISH	(LESS) BREAK	TOTAL	
G	MONDAY	8/11/96	9:00	5:15	:45	7:30	
H	TUESDAY	9/11/96	8:30	5:00	:30	8:00	
I	WEDNESDAY	10/11/96	8:45	5:30	:15	8:30	
J	THURSDAY	11/11/96	9:15	5:45	1:00	7:30	
	FRIDAY	12/11/96	9:00	5:00	:30	7:30	
	SATURDAY	13/11/96	:	:	:	:	K
	SUNDAY	14/11/96	:	:	:	:	
					TOTAL	39:00	
CLIENT SIGNATURE			ASSIGNMENT DETAILS				
L	Please sign and also print name (BLOCK CAPITALS PLEASE)			PLEASE TICK			
	<i>Kate Shea</i> KATE SHEA			Completed <input type="checkbox"/>	Continuing <input checked="" type="checkbox"/>		M
				J & B TEMP SIGNATURE			
				<i>Amanda Lee</i>			N
				I certify that the above hours, including any overtime, are a true and correct record of hours worked.			
INSTRUCTIONS							
O	<ol style="list-style-type: none"> 1. Complete this Daily Work Record using the format hh:mm (nine-fifteen in the morning = 9:15 am). If you do not use this format your hours may not be entered properly and your pay may be delayed. Work to the nearest 15 minutes. 2. Sign the completed Daily Work Record as a correct record of your hours worked. 3. When you have completed the Work Record, ask your Supervisor to check and sign. Your pay will not be processed until this is done. 4. Make a copy of the Daily Work Record for your own records. 5. Fax the Work Record back to J & B Pty Ltd., on 390 7733, by 10:00 am Monday. 						
TO PROCESS YOUR PAY WE REQUIRE:			DETAILS REQUIRED ARE:			your Tax Number, to ensure you are taxed correctly. Tax Certificates are sent out at the end of the financial year to your home address.	
			Bank Code (BSB), Account Number, Account Name. A completed Employment Declaration Form including				

Questions 4-7

Using the information in the daily work record form and the instructions, answer the questions below by writing the letter of the appropriate section A to O in boxes 4-7 on your answer sheet.

4. Which section has the address of the company to which Amanda has been sent?
5. Which daily time record shows the longest working day?
6. Which daily time record shows the longest break?
7. In which section did Amanda indicate whether the job is still going on?

Questions 8-12

Using NO MORE THAN THREE WORDS, answer the following questions. Write your answers in boxes 8-12 on your answer sheet.

8. What format must be used to record the hours worked?
9. What should employees copy for their own records?
10. Who must check and sign the work record before payment will be processed?
11. What day must the work record be received?
12. What must be written on the Employment Declaration form?

Question 13

Using NO MORE THAN THREE WORDS, complete the following sentence. Write your answer in box 13 on your answer sheet.

13. Tax certificates are sent to _____.

SECTION 2 Questions 14-27

Here and on the next page are several passages giving information for overseas students at the Language and Culture Center in Houston in the USA.

Information for students at the Language and Culture Center

Student information

Campus Activities

LCC students can enjoy many sports at the university. You will find tennis and handball courts, gymnasiums, and indoor and outdoor swimming pools. At the University Center (UC), you can play pool or table tennis. LCC student teams compete in university intramural sports. The LCC has one of the best soccer teams on campus! Please sign up and play.

You can also see films and plays, attend lectures, and go to concerts on campus. There are many international clubs where you can meet other students from your home country.

Emergencies

Weather Emergency

If the University of Houston closes because of emergency weather conditions, the LCC will also close. In the event of an emergency, all LCC students are advised to listen to major radio or television stations for announcements regarding cancellation of classes or the closing of the campus.

Teacher Emergency

Always wait in the classroom 15 minutes for your teacher. If the teacher does not come after 15 minutes, you may leave. Please go to your next scheduled class on time.

Withdrawning from the LCC

You may withdraw from the LCC if you have a medical emergency, a family emergency, or if you wish to return to your home country. If you withdraw for one of these reasons, you may receive a partial refund of your tuition. The LCC cannot refund your application fee, contract fee, insurance fee, or late registration fee. A tuition refund must be approved by the director and will be given according to the following schedule:

Time of Withdrawal	Amount of Refund
Registration week	90%
First week of classes	75%
Second week of classes	50%
Third week and after	No refund

Health Care

If you are ill, see a doctor at the University Health Center first. LCC students can visit a doctor at the Health Center. Medicines are available through the pharmacy. You should use the Health Center as often as you need to. The Health Center is located behind the Student Service Center.

For some health problems, you may need to see an outside doctor. The Health Center can help you find one. There are many clinics in Houston for minor emergencies. Some of them are open 24 hours a day. For big emergencies there are good hospitals in Houston.

All LCC students must have health insurance. You must buy health insurance through the LCC unless you have proof of another health insurance plan or financial responsibility for at least \$50,000.

LCC policies

Attendance and Academic Progress

The best way to learn English is to come to class regularly and to do your homework. If you miss several days of classes, for any reason, you cannot keep up with the other students. The Language and Culture Center is a serious academic program in intensive English and wants all of its students to succeed. Therefore, students are expected to attend all classes regularly, do all classroom assignments, meet all class requirements, and make academic progress. Students who do not meet these standards may be placed on academic probation. Students placed on academic probation will meet with their teacher(s) and with either or both the associate director and foreign student advisor. Students will be informed in writing of the terms and length of their probation.

Students who have 30 hours of absences are in danger of being placed on academic probation. Students failing to meet the terms of their probation will be terminated from the LCC for the remainder of the semester. This will also likely result in loss of student status with the US Immigration and Naturalization Service.

Students who have 50 hours of absences will not receive a Certificate of Successful Completion and will be terminated from the program.

If a student is absent for ten consecutive days with no explanation, the student will be terminated automatically from the program.

Questions 14-20

Complete the sentences below with words taken from "Information for Students at the Language and Culture Center" on the previous pages. Use **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes 14-20 on your answer sheet.

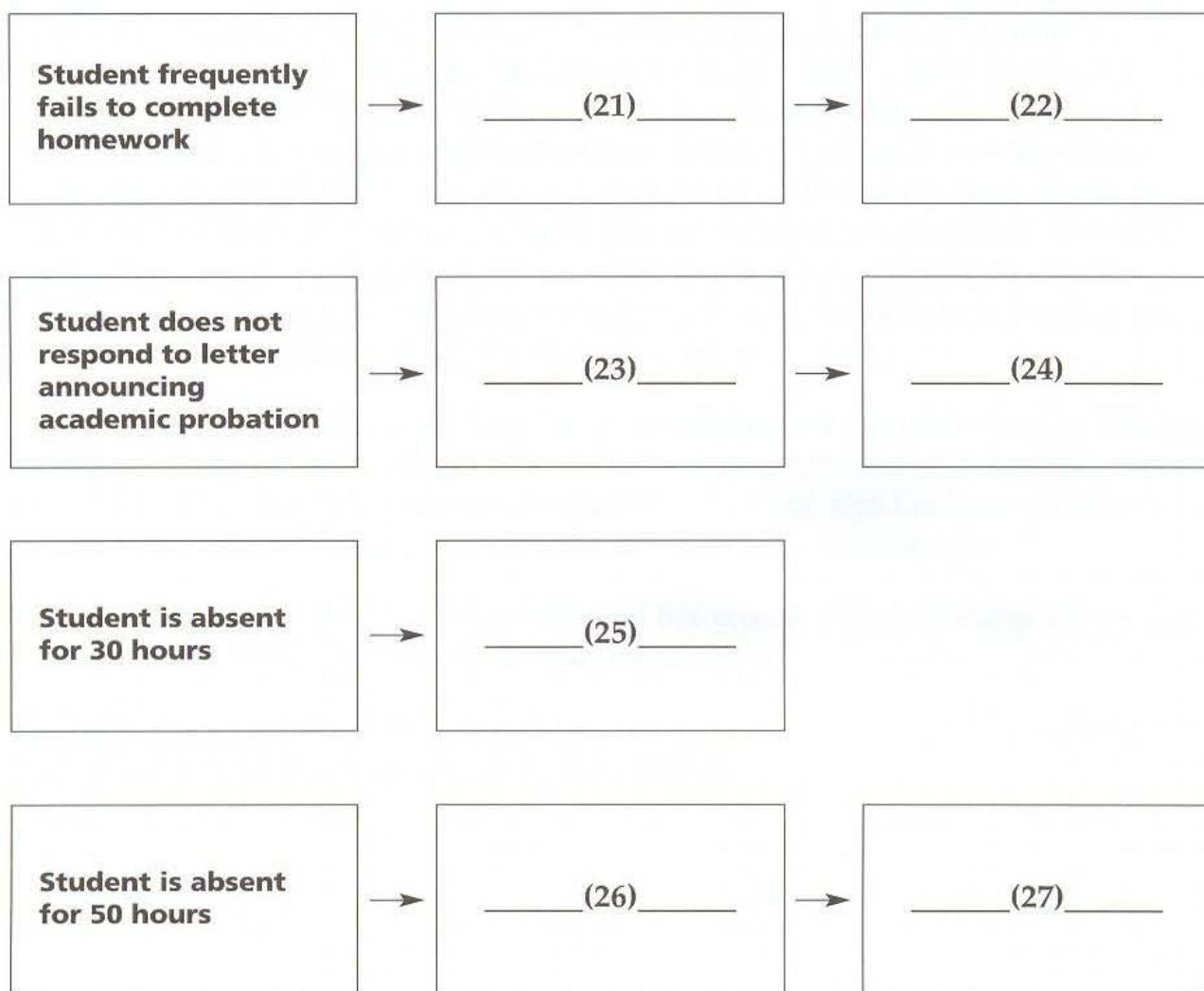
14. In the UC students can play _____ or _____
15. You can meet students from your own country at _____
16. You should go first to the _____ if you are sick.
17. _____ must be held by every student.
18. Cancellation of classes due to _____ is announced on radio and television.
19. If your teacher is late you should wait for _____
20. If you withdraw in the second week of classes you may receive _____ of your tuition fees.

Questions 21-27

Complete the following flow-charts of actions and their consequences by choosing the appropriate consequence from the list in the box, and writing its letter in boxes 21-27 on your answer sheet.

N.B. You may use any consequence more than once.

- A terminated from the program
- B may lose student status with US Immigration and Naturalization Service
- C receives advice and counselling
- D may be put on academic probation



SECTION 3 Questions 28-41

Read the passage below and answer the questions that follow.

Employment in Japan

- A. Every autumn, when recruitment of new graduates and school leavers begins, major cities in Japan are flooded with students hunting for a job. Wearing suits for the first time, they run from one interview to another. The season is crucial for many students, as their whole lives may be determined during this period.
- B. In Japan, lifetime employment is commonly practised by large companies. While people working in small companies and those working for subcontractors do not in general enjoy the advantages conferred by the large companies, there is a general expectation that employees will in fact remain more or less permanently in the same job.
- C. Unlike in many Western countries where companies employ people whose skills can be effective immediately, Japanese companies select applicants with potential who can be trained to become suitable employees. For this reason, recruiting employees is an important exercise for companies, as they invest a lot of time and money in training new staff. This is basically true both for factory workers and for professionals. Professionals who have studied subjects which are of immediate use in the workplace, such as industrial engineers, are very often placed in factories and transferred from one section to another. By gaining experience in several different areas and by working in close contact with workers, the engineers are believed, in the long run, to become more effective members of the company. Workers too feel more involved by working with professionals and by being allowed to voice their opinions. Loyalty is believed to be cultivated in this type of egalitarian working environment.
- D. Because of this system of training employees to be all-rounders, mobility between companies is low. Wages are set according to educational background or initial field of employment, ordinary graduates being employed in administration, engineers in engineering and design departments and so on. Both promotions and wage increases tend to be tied to seniority, though some differences may arise later on as a result of ability and business performance. Wages are paid monthly, and the net sum, after the deduction of tax, is usually paid directly into a bank account. As well as salary, a bonus is usually paid twice a year. This is a custom that dates back to the time when employers gave special allowances so that employees could properly celebrate *bon*, a Buddhist festival held in mid-July in Tokyo, but on other dates in other regions. The festival is held to appease the souls of ancestors. The second bonus is distributed at New Year. Recently, bonuses have also been offered as a way of allowing workers a share in the profits that their hard work has gained.

- E. Many female graduates complain that they are not given equal training and equal opportunity in comparison to male graduates. Japanese companies generally believe that female employees will eventually leave to get married and have children. It is also true that, as well as the still-existing belief among women themselves that nothing should stand in the way of child-rearing, the extended hours of work often do not allow women to continue their careers after marriage.
- F. Disappointed career-minded female graduates often opt to work for foreign firms. Since most male graduates prefer to join Japanese firms with their guaranteed security, foreign firms are often keen to employ female graduates as their potential tends to be greater than that of male applicants.
- G. Some men, however, do leave their companies in spite of future prospects, one reason being to take over the family business. The eldest sons in families that own family companies or businesses such as stores are normally expected to take over the business when their parents retire. It is therefore quite common to see a businessman, on succeeding to his parents' business, completely change his professional direction by becoming, for example, a shopkeeper.
- H. On the job, working relationships tend to be very close because of the long hours of work and years of service in common. Social life in fact is frequently based on the workplace. Restaurants and *nomi-ya*, "pubs", are always crowded at night with people enjoying an evening out with their colleagues. Many companies organise trips and sports days for their employees. Senior staff often play the role of mentor. This may mean becoming involved in the lives of junior staff in such things as marriage and the children's education.
- I. The average age of retirement is between 55 and 60. For most Westerners, retirement may be an eagerly awaited time to undertake such things as travel and hobbies. Many Japanese, however, simply cannot get used to the freedom of retirement and they look for ways of constructively using their time. Many look for new jobs, feeling that if they do not work they will be abandoned by society. This has recently led to the development in some municipalities of municipal job centres which advertise casual work such as cleaning and lawn mowing. Given that Japan is facing the problem of an increasingly ageing society, such activities may be vital in the future.

Questions 28-35

The reading passage has 9 paragraphs marked A to I. Match each of the topics i to ix below with one of the paragraphs A-I and write the appropriate letter in boxes 28-35 on your answer sheet.

Example Topic i: how new employees are used in a company

Answer C

28. Topic ii: women and Japanese companies
29. Topic iii: why men sometimes resign from Japanese companies
30. Topic iv: permanency in employment in Japan
31. Topic v: recruiting season: who, when and where
32. Topic vi: the social aspect of work
33. Topic vii: the salary structure
34. Topic viii: the recruitment strategy of foreign firms
35. Topic ix: Japanese people after retirement

Questions 36-38

Complete the sentences below with words taken from the reading passage.

Use NO MORE THAN THREE WORDS for each answer. Write your answers in boxes 36-38 on your answer sheet.

36. Japanese employers believe that moving professionals within companies and listening to workers' views leads to _____
37. Employees receive their wages monthly and a bonus _____
38. Japanese workers often form close personal relationships and older staff may even become a _____ to junior staff.

Questions 39-41

Choose the appropriate letter A-D and write it in boxes 39-41 on your answer sheet.

39. Company training in Japan
 - A is not important
 - B is for factory workers only
 - C is for professionals only
 - D is for all staff.
40. Foreign firms are keen to employ Japanese women because
 - A the women are more intelligent than men
 - B the women that apply are more capable than the men that apply
 - C the women will be only short-term employees
 - D the women prefer guaranteed security.
41. Japanese people continue to work after retirement because
 - A they need the income
 - B they miss working
 - C they assist in the family business
 - D they have no status outside employment.

General Reading Practice Test 5

SECTION 1 Questions 1-15

Questions 1-6

Read the following notice.

Using NO MORE THAN THREE WORDS OR NUMBERS answer the questions below. Write your answers in boxes 1-6 on your answer sheet.

ART GALLERY

The Art Gallery's mission is to bring diverse forms of art and craft to the people of this city.

New Year festivities: a multimedia exhibition from the four corners of the earth on show in the Hanson Theatre, Level 2, Main Building
Free
Opens January 1, closes March 20.

The art of the early West: American art of the westward expansion is on show in the South Gallery, Level 3
\$15 adults, \$5.00 for members, \$4.50 for students.
Opens March 13, closes June 30

Greek Olympic sculpture: a historical exhibit of work by ancient artists is in the North Gallery
\$10 adults, \$8.00 for members, \$6.00 for students
Opens July 1, closes August 7

Developmental art: work by gifted local school children on show in the East Gallery.
\$2.00. Donations may be left in the box at the exit, and will be gratefully received.
Opens July 25, closes September 30

Headsets are available for the Greek Olympic Sculpture only.
A fee of \$6.00 per adult, \$5.00 for members and \$4.50 for students will be charged.

Example How much will it cost a student to see the Greek Olympic Sculpture?

Answer \$6.00

1. Which exhibition can you visit in late August? _____

2. A student would like a headset for the Greek Olympic Sculpture. How much will it cost?
-

3. Which exhibition shows the work of young people? _____

4. How much must a member pay to see the exhibition of art from the United States?
-

5. In which location would you find the oldest exhibits? _____

6. Which exhibit could a large group see most cheaply? _____

Questions 7-11

Read the extract below from the service directory of a Motorists' Association.

Answer the questions by writing the appropriate extension numbers in boxes 7-11 on your answer sheet.

What extension should you call if:

Example you want to pay your bill by Visa card?

Answer 344

7. you want to find out about a baby's car seat?
8. you feel cheated by a repair shop near your home in Newcastle?
9. you have trouble hearing and you need road service?
10. you are going on a road trip and want to find out what activities are available?
11. you want advice on purchasing a vehicle?

Call our main number 9292 9222 then call these extensions

MEMBER SERVICES, ROAD SERVICE AND INSURANCE		TECHNICAL ADVICE	443	LEGAL ADVICE	
All insurance enquiries	133	(8.30 am TO 5 pm, Monday to Friday, 8.30 am to 11 Saturday) for road tests, car buying, advice and assistance on motoring problems. Local call charge.		(8.30 am TO 5 pm, Monday to Friday)	
Credit card payments	344			Sydney	191
Visa, Mastercard for membership and insurance policies (open 24 hours, 7 days)				Newcastle	132
Teleclaims	123	Child restraint enquiries	632	Wollongong	132
For motor vehicle claims (open 24 hours, 7 days)		Recorded road report for major highways	222	Canberra	426
HELPLINE		VEHICLE INSPECTIONS (7am - 10 pm) 1 300 362 802		SMASH REPAIRS	900
Road Service (open 24 hours, 7 days)	114	FINANCIAL SERVICES (8.30 am TO 5 pm, Monday to Friday, 8.30 am to 11 Saturday)		Repairs guaranteed for life, (7.30 am TO 5 pm, Monday to Friday)	
HOME SECURITY Alarm systems	553 554	Home Loans	701	Batteries	111
		Life Insurance	976	DRIVE TRAVEL	122
		Personal Loans	978	Local touring information and attraction tickets	
				SERVICE (HEARING IMPAIRED)	
				Road Service	317
				Insurance enquiries	728

Questions 12-15

There are 9 paragraphs in this advice to motorists. Answer the questions below by writing the letter or letters of the appropriate paragraph or paragraphs in boxes 12-15 on your answer sheet.

Advice to motorists

- A. Always lock your car and never leave your keys in the car. Sounds obvious, but how often have you left your car unlocked while you paid for fuel at a service station or dashed into a shop? A recently-passed law will ensure that you never forget again - heavy penalties apply.
- B. Always lock valuables in the boot. Most car crime is opportunistic, so don't make it easy. And if something is too valuable to lose, the golden rule is *take it with you*.
- C. Thieves need little incentive. A lot of thefts from cars are carried out by youngsters after nothing more than a few dollars, so don't leave coin-holders if they can be seen from outside. The cost of repairs often far outweighs the value of what is stolen.
- D. At night, always try to park in a brightly-lit area where your vehicle can be seen by passers-by. Poorly-lit streets are the thief's favourite hunting ground.

- E. Never park where you can see broken glass from car windows on the ground. Thieves are creatures of habit and will return to the scene of past successes.
- F. Install a car alarm.
- G. Where available, use car parks that are well lit and have boom gates. Don't leave your parking ticket in the car.
- H. In high-risk areas leave your glove box and ashtray open to show thieves that there is nothing in the car worth stealing.
- I. Don't buy goods offered for sale if the price seems suspiciously low. Chances are the goods have been stolen.

Example Which paragraph suggests you add extra equipment to the car?

Answer F

- 12. Which TWO paragraphs advise you how to show there is nothing to steal from the car?
- 13. Which TWO paragraphs give advice about good places to park?
- 14. Which paragraph warns about the effects of a new law?
- 15. Which paragraph tells the reader how to protect valuable items?

SECTION 2 Questions 16-28

Questions 16-20

Read the passage below, and answer the questions that follow.

HOW TO USE THE LANGUAGE RESOURCE CENTRE (LRC)

General LRC rules

We have a number of simple rules to help you use the LRC. Please cooperate and enjoy your visit with us.

- No eating or drinking
- No copying of audio cassettes

Please work quietly. This is a library and many students are studying for exams.

Using the LRC

- You can use the LRC either on your own during self-access times or you may use it with your teacher as part of a lesson.
- If you use it as a self-access student you must scan your borrower barcode (issued by the library staff) when entering and leaving. The LRC is for use by Language Centre students only.
- All bags must be put in the bag-rack.
- Always work quietly.

Photocopying

We have a photocopier available. Please ask the library staff to help you. The cost is 20c for one A4 sheet.

Borrowing from the LRC

Language Centre students are permitted to borrow materials from the library. Other schools' students must use the facilities at their own schools.

Full-time students: Give your photo-ID card to the librarian and you will get an LRC number. Part-time students: You will need to bring your \$50.00 deposit receipt from the cashier. When your course finishes, bring your library card back and your deposit will be refunded in cash.

Loans

Language students can borrow up to 4 items (of which no more than 2 can be kits) at one time. Kits are bags containing book(s) plus cassette(s).

All teacher trainee students may borrow up to 3 items:

- IELTS materials 1 week
- Listening kits 1 week
- Most other books 2 weeks

Books marked REF in red are reference books and cannot be taken out of the library. Books marked REF in green may be removed by staff only.

Renewals

Most items can be renewed once. IELTS materials cannot be renewed.

Use **NO MORE THAN THREE WORDS OR NUMBERS** from the passage to answer the questions below.

Write your answers in boxes 16-20 on your answer sheet.

16. Which students may use the LRC?
17. What must full-time students show in order to receive an LRC number?
18. How will part-time students' deposits be refunded?
19. What mark shows a book cannot be removed from the library?
20. What materials must be returned after one borrowing period?

Questions 21-28

Read the passage below about the Buddy Peer Support Scheme, and answer the questions that follow.

International Business Institute - Buddy Peer Support Scheme

Think back to your first days and weeks in a new country. Were there times when you had questions that you wished you could ask a friend? Or when you wanted to have a chat about how you were feeling?

To help new students, the International Business Institute (IBI) plans to set up a buddy peer support scheme. The scheme will help new students meet current students at IBI who can provide them with some friendly company during their first months in Newcastle and help them with any small problems that they may have. Often, buddies may not be able to solve the problem, but they may know who can help.

What's in it for you?

We believe that being a buddy will be rewarding in several ways. As a volunteer, it will be personally satisfying to know that you are able to help new students. However, it will also help you to make contacts that may be valuable in your future academic and professional lives. If you are an overseas student, it will give you another opportunity to practise speaking English. Lastly and most importantly, we hope that it will be enjoyable for you to be a buddy!

Responsibilities of buddies

1. Telephone and arrange to make contact with the new student.
2. Meet the student and show him/her around the campus and the local area. Meet for coffee, perhaps. Answer questions about living in Newcastle and administration procedures at IBI. (We will give you a checklist of things to mention when we send you the new student's name and telephone number).
3. Arrange to meet the new student one morning or afternoon one weekend early in the semester, and take the student to places that you enjoy in Newcastle.
4. Be prepared to take phone calls from the new student to answer further questions that he/she may have from time to time. Meet to explain information to the new student in person, if required.
5. You will be matched to an individual new student. However, if you have friends who are also buddies, you might prefer to form a support group together. This would mean that you meet the new students as a group rather than one-on-one.

6. Being a buddy is voluntary. There is no "requirement" to provide assistance beyond the help outlined above. However, we hope that the buddy and new students will enjoy each other's company and continue to meet each other.

Please note that if you agree to become a peer support buddy, you will be expected to fulfil your role conscientiously and cheerfully. It will be important to be considerate and reliable so that our student can feel confident of your support.

7. When you agree to act as a buddy for a particular term, your commitment covers that term only. For example, if you act as a buddy for Term 2, and would prefer to be free in the following term, there is no obligation to continue as a buddy in Term 3. Of course, we hope that you will want to assist every term.

Questions 21-28

Look at the statements below. In boxes 21-28 on your answer sheet write

TRUE	<i>if the statement is true</i>
FALSE	<i>if the statement is false</i>
NOT GIVEN	<i>if the information is not given in the passage</i>

21. The main aim of the Buddy Peer Support Scheme is to help new students during exam periods.
22. Students will be put in touch with others from their own language group.
23. The principal reward for the buddy is making new friends.
24. The buddy is responsible for making the first move to meet the new student.
25. Buddies need to work one on one with the student in their care.
26. Buddies will be paid a small allowance.
27. The buddy's obligations finish at the end of each term.
28. Buddies are required to attend two meetings per term.

SECTION 3 Questions 29-40

Read the passage below and write the answers to the questions which follow in boxes 29-40 on your answer sheet.

How Babies Learn Language

During the first year of a child's life, parents and carers are concerned with its physical development; during the second year, they watch the baby's language development very carefully. It is interesting just how easily children learn language. Children who are just three or four years old, who cannot yet tie their shoelaces, are able to speak in full sentences without any specific language training.

The current view of child language development is that it is an instinct - something as natural as eating or sleeping. According to experts in this area, this language instinct is innate - something each of us is born with. But this prevailing view has not always enjoyed widespread acceptance.

In the middle of last century, experts of the time, including a renowned professor at Harvard University in the United States, regarded child language development as the process of learning through mere repetition. Language "habits" developed as young children were rewarded for repeating language correctly and ignored or punished when they used incorrect forms of language. Over time, a child, according to this theory, would learn language much like a dog might learn to behave properly through training.

Yet even though the modern view holds that language is instinctive, experts like Assistant Professor Lise Eliot are convinced that the interaction a child has with its parents and caregivers is crucial to its development. The language of the parents and caregivers act as models for the developing child. In fact, a baby's day-to-day experience is so important that the child will learn to speak in a manner very similar to the model speakers it hears.

Given that the models parents provide are so important, it is interesting to consider the role of "baby talk" in the child's language development. Baby talk is the language produced by an adult speaker who is trying to exaggerate certain aspects of the language to capture the attention of a young baby .

Dr Roberta Golinkoff believes that babies benefit from baby talk. Experiments show that immediately after birth babies respond more to infant-directed talk than they do to adult-directed talk. When using baby talk, people exaggerate their facial expressions, which helps the baby to begin to understand what is being communicated. She also notes that the exaggerated nature and repetition of baby talk helps infants to learn the difference between sounds. Since babies have a great deal of information to process, baby talk helps. Although there is concern that baby talk may persist too long, Dr Golinkoff says that it stops being used as the child

gets older, that is, when the child is better able to communicate with the parents.

Professor Jusczyk has made a particular study of babies' ability to recognise sounds, and says they recognise the sound of their own names as early as four and a half months. Babies know the meaning of Mummy and Daddy by about six months, which is earlier than was previously believed. By about nine months, babies begin recognizing frequent patterns in language. A baby will listen longer to the sounds that occur frequently, so it is good to frequently call the infant by its name.

An experiment at Johns Hopkins University in USA, in which researchers went to the homes of 16 nine-month-olds, confirms this view. The researchers arranged their visits for ten days out of a two week period. During each visit the researcher played an audio tape that included the same three stories. The stories included odd words such as "python" or "hornbill", words that were unlikely to be encountered in the babies' everyday experience. After a couple of weeks during which nothing was done, the babies were brought to the research lab, where they listened to two recorded lists of words. The first list included words heard in the story. The second included similar words, but not the exact ones that were used in the stories.

Jusczyk found the babies listened longer to the words that had appeared in the stories, which indicated that the babies had extracted individual words from the story. When a control group of 16 nine-month-olds, who had not heard the stories, listened to the two groups of words, they showed no preference for either list.

This does not mean that the babies actually understand the meanings of the words, just the sound patterns. It supports the idea that people are born to speak, and have the capacity to learn language from the day they are born. This ability is enhanced if they are involved in conversation. And, significantly, Dr Eliot reminds parents that babies and toddlers need to feel they are communicating. Clearly, sitting in front of the television is not enough; the baby must be having an interaction with another speaker.

Questions 29-34

Complete the summary below. Choose no more than THREE WORDS AND/OR NUMBERS from the passage and write them in boxes 29-34 on your answer sheet.

The study of _____ (29) _____ in very young children has changed considerably in the last 50 years. It has been established that children can speak independently at age _____ (30) _____, and that this ability is innate. The child will, in fact, follow the speech patterns and linguistic behaviour of its carers and parents who act as _____ (31) _____.

Babies actually benefit from "baby talk", in which adults _____ (32) _____ both sounds and facial expressions. Babies' ability to _____ (33) _____ sound patterns rather than words comes earlier than was previously thought. It is very important that babies are included in _____ (34) _____.

Questions 35-40

Do the following statements agree with the views of the writer in the passage "How babies learn language"?

In boxes 35-40 on your answer sheet write

YES

if the statement agrees with the writer

NO

if the statement does not agree with the writer

NOT GIVEN

if there is no information about this in the passage

35. Children can learn their first language without being taught.
36. From the time of their birth, humans seem to have an ability to learn language.
37. According to experts in the 1950s and '60s, language learning is very similar to the training of animals.
38. Repetition in language learning is important, according to Dr Eliot.
39. Dr Golinkoff is concerned that "baby talk" is spoken too much by some parents.
40. The first word a child learns to recognise is usually "Mummy" or "Daddy".

Unit 4

The Writing test

How to use this Unit

This Unit contains:

- Global strategies for the General Training Module Writing Tasks. These strategies will show you how to analyse the Writing Tasks, and what you must do to give a satisfactory answer.
- Five General Training Writing Practice Tests. Each has two Writing Tasks similar to the kind of tasks found in the real IELTS test. To do these practice tests under exam conditions, you must complete each test in one hour. Keep to the suggested time of 20 minutes for Writing Task 1 and 40 minutes for Writing Task 2. Sit in a quiet place where you will not be disturbed, and DO NOT use a dictionary.

Global Strategies for the General Training Module Writing Tasks

The General Training Writing test is challenging. In one hour you must do two tasks of different kinds, both of which require advanced language skills.

This section describes the two writing tasks required for the examination and specific strategies which you might use for these two tasks. There are also five practice tests.

Suggested approaches to the tasks in the Practice Tests are provided in the Answer Key. Please do not read these until you have attempted the tasks. Remember that these are suggestions only and that your answers may be equally valid. It is valuable to discuss your answers with other students.

The Tasks

For the General Training Writing test you are required to answer two tasks, of different types and lengths. The types of tasks are summarised below.

	Task 1	Task 2
<i>Suggested Time</i>	20 minutes	40 minutes
<i>Length</i>	150+ words	250+ words
<i>Type</i>	letter	essay
<i>Paragraphs</i>	1-2	4 or more
<i>Introduction</i>	greeting, 1 sentence	1 paragraph
<i>Conclusion</i>	1 sentence + yours sincerely, etc	1-2 paragraphs
<i>Function</i>	To: <ul style="list-style-type: none">• complain• request information• seek assistance• make arrangements	To describe To convince by: <ul style="list-style-type: none">• giving reasons, examples• comparing• weighing up advantages and disadvantages

The word length for both tasks should be taken seriously; if your answer is too short you will lose marks.

We will now look at each task in more detail.

Writing Task 1

Your task is to write a letter. To help you understand what you have to do, look at the example on the next page, and the strategies below.

Strategies

- 1. Who are you writing the letter to?** Look through the text and you will find that you have to write to a particular person or group of people. You do not need to give them names. As you can see in the example, the Writing Task itself tells you who you should write to. The introduction to a letter is the greeting, "Dear _____", and the first sentence gives the reason you are writing the letter.

- 2. What are you writing about?** Once again, you will find the clues in the question. Check the example, and you will see how to find the subject matter of the letter. Be careful to answer each point in the letter. This is the body of your letter, and it should be one or two paragraphs.
- 3. At the end of your letter** you have a final sentence summarising what you want the letter to achieve and perhaps thanking the person you are writing to. Finish a business letter, or letter to someone you don't know with "Yours sincerely" or "Yours faithfully", and then sign your name.

Example of Writing Task 1

You are organising a trip to the Snowy Mountains in New South Wales for a group of students from Perth in Western Australia. Write to the manager of Student Hostel Services and explain when you want to visit the Snowy Mountains, how long you will stay, how many students are in your party, and what accommodation you will require.

Who are you writing to?

The answer is: *the manager of the Student Hostel Services*, so you will write "Dear Manager" or "Dear Manager of Student Hostel Services". This person looks after accommodation and probably knows a lot about what is available in the area.

What are you writing about?

... explain when you want to visit the Snowy Mountains: give a time or times when you will visit.

... how long you will stay: make up a sensible period for students to visit. A weekend? A week? It's a long way to go for a few days!

... how many people are in your party: say how many people are going with you. Five? Ten? Thirty?

... what you will require: think of all the things a group of students might need. You could ask about hiring equipment for hiking or skiing. Maybe the students are all studying geology. You could ask about access to interesting geological sites. Think about the clues in the question, and use them to write your answer.

Enlarge upon the clues given in the question. You are looking for accommodation, so you might ask how many people can sleep in each room, and whether you will require separate accommodation for any of the students. You don't want to spend too much. You could consider, for instance, whether any student might bring other family members. If they do, you may need different accommodation for them. Use your imagination.

How will you end your letter?

Write a sentence summarising what you want the manager to tell you and finish with "Yours sincerely" or "Yours faithfully". Then sign your name.

The Sample Answer that follows shows you one satisfactory way of answering the example Writing Task, but any letter that gives the information requested and asks the required questions would also be acceptable.

Sample letter

Dear Manager of Student Hostel Services,

I am writing to seek accommodation in the Snowy Mountains for a group of students from Perth.

We expect to be in the Snowy Mountains between June 1 and June 12. There are fourteen people in our group, five men and seven women, and a married couple. The five men will accept dormitory accommodation, and the women are happy to share rooms, but the married couple would like a double room. We hope to keep our expenses as low as possible.

Please tell me about recreational services in the area. The group will bring their own boots for bushwalking, but we are hoping to hire equipment for other sports, like skiing. Some of our group will want to hire geological picks and other equipment, if possible. We also need to know about access to caves and other interesting geological features in the area.

I am looking forward to receiving information about the Student Hostel Services and other facilities.

Yours sincerely

Amanda Chan

Writing Task 2

First of all, make sure you understand what you are being asked to do. Identify the *instruction*, the *topic*, and the *way to answer the question*.

The Instruction

Often, Writing Task 2 begins with a statement like this:

As part of a class assignment you have to write ...

Who is your audience if you are writing for a class assignment? A teacher? Another student? The general public? Although other students may read your work, it is primarily addressed to a teacher, and so your answer to this Writing Task should have the tone of an essay for a teacher.

How will this influence the language you use? Will your language be *formal* or *casual*? Will your language be *intimate* or *distant*? The language of the classroom assignment is formal and a little distant.

The Topic

What is the topic that you must write about?

The first part of Task 2 usually introduces the topic or subject matter of the question. It is usually in the form of a statement, although it is sometimes a question.

For example, look at the statement, *Many people believe that education will solve the problem of poverty in the world*. You can see that the subject matter of the statement, the topic, is education as it relates to poverty.

To explore the topic, you should ask yourself questions like these: How do the ideas relate to each other? Are badly educated people likely to be poor? Are well educated people likely to be better paid? What do you know about poverty?

Are there any words in the statement you do not understand? Look at the whole sentence. For example, you may not know what *solve* means. If you know what *problem* means, you can guess that *solve* is something to do with fixing or overcoming a problem.

The way to answer the question

The second part of the task usually asks you to consider the topic of the first part of the task in a special way. Here are four different ways of developing the topic in the statement, *Many people believe that education will solve the problem of poverty in the world*.

1. *Do you agree? Give examples to support your argument.*
2. *Explain how your country uses education to overcome poverty.*
3. *Other people, however, believe that only the richest people should be educated.
Write an argument to support either of these ideas.*
4. *How would you use education to solve the problem of poverty?*

Look at the four endings numbered 1 to 4 above, and match them to these tasks:

- A provide general factual information
B outline a problem and present a solution
C present and possibly justify an opinion, assessment or hypothesis
D present and possibly evaluate and challenge ideas, evidence and argument

(These task types come from the IELTS Handbook, 2000, page 22)

The tasks match in this way:

A Provide general factual information

Explain how your country uses education to overcome poverty.

This task asks you to give an explanation of how something is done. When you explain you could:

- give examples of the education your country offers: is it free? for how many years?
- describe what is taught in the schools
- describe any programs which are specifically designed for poor people
- describe any scholarships which are offered to poor people.

Remember to relate what you write back to the topic of education and its relation to poverty.

To recognise information and explanation questions, look for words and phrases like:
describe ... explain ... what are ...? e.g. What are the features ...?

B Outline a problem and present a solution

How can we use education to solve the problem of poverty?

This task asks you to suggest solutions to a problem. When you set out to consider and solve the problem you could:

- give examples of training programs which help people to find work, e.g. literacy programs, language teaching programs, programs which help people update or change their skills so they can do new jobs, e.g. teach people different ways of farming. You could also talk about government planning for future employment needs and matching education to the skills that will be required.

When you are writing, think of *how* these things can be done.

Remember to relate what you write back to the topic of education and its relation to poverty.

To recognise problem solving questions, look for words and phrases like:

How can ...? How would ...? How should ...? Suggest ways to ...

C Present and possibly justify an opinion, assessment or hypothesis

Do you agree? Give examples to support your argument.

This task asks you to say whether you agree or disagree with a statement, in this case with the initial statement, *Many people believe that education will solve the problem of poverty in the world.*

In an opinion question you are expected to say what you think or feel about something. An assessment question asks you to say how important or valuable something is, and a question about a hypothesis asks you to consider a theory.

If you agree with the statement in the example, you could start by stating that you agree that education will solve the problem of poverty in the world. Then explain why. You could say that education will help people to get better jobs and to contribute more to society, that education helps people use natural resources better ... ; in short, you can give your opinion of the value of education as a weapon against poverty.

If you disagree, say so, and then say why. You could say that money spent on education will have no direct relationship to reducing poverty, that poverty has economic causes that education will not change, that there will always be poverty, that education is not going to change very much ...

Remember to relate what you write back to the topic of education and its relation to poverty.

To recognise questions where you must present or justify an opinion, assessment or hypothesis, look for words and phrases like:

What do you think ...? how do you think ...? To what extent do you agree/believe/think/feel ...?

D Present and possibly evaluate and challenge ideas, evidence and argument

Other people, however, believe that only the richest people should be educated. Write an argument to support either of these ideas.

This task is like the opinion question above but you do not have to originate the idea. Instead, you look at somebody else's idea and evaluate it.

Choose the idea you prefer. If you believe *that education will solve the problem of poverty in the world* say why you believe this. Your ideas might include that education will help people learn new skills, move from job to job and even country to country, learn how to use natural resources better ...

If you believe that *only the richest people should be educated* say why you believe this. For example, if the rich are educated their knowledge will give them power, they will be able to afford the very best of education, they will have the time and resources to study deeply, the poor won't really mind because there are other ways of solving the problem of poverty ...

Remember to relate what you write back to the topic of education and its relation to poverty.

To recognise questions which ask you to evaluate other people's arguments, look for words and phrases like:

Discuss ... To what extent is/are ...? (Statement) + Is this true?

These phrases may also appear in the statement:

However ... On the other hand ...

Be careful to look at the whole question. Read all parts of the question. It is possible that there will simply be one statement containing both topic and instruction. The words and phrases that contain the task type and the topic need to be found.

You may like to write rough notes. You will not use all of them.

Choose the ideas you want to use. Organise these ideas into a passage of about 250 words. Write:

- an introduction which makes a general statement of what you think
- the body of the essay which gives reasons for your opinion, or the description or explanation asked for, and evidence to support what you say
- a conclusion which sums up what you have said.

General Training Writing Practice Test 1

Writing Task 1

You should spend about 20 minutes on this task.

You have a penfriend living in another country and he/she is curious to know about the major news items in your country.

Briefly describe ONE news story that has been on TV, on the radio, or in the newspapers in your country, and explain why people are interested in it.

You should write at least 150 words.

You do NOT need to write your own address.

Begin your letter as follows:

Dear _____,

[Turn over]

Writing Task 2

You should spend about 40 minutes on this task.

As part of a class assignment you have to write about the following topic.

A healthy person is often described as someone who has a good diet, gets lots of exercise, and avoids stress.

What do people do to stay healthy in your country?

You should write at least 250 words.

General Training Writing Practice Test 2

Writing Task 1

You should spend about 20 minutes on this task.

You are a member of an organisation which meets regularly at a particular restaurant. The most recent meal you had there was not satisfactory, and you were very disappointed with the quality of the food and the behaviour of the staff.

Write a letter to the manager of the restaurant. Explain what was wrong with the meal and the service, and suggest what he/she should do to ensure that you and your group return to the restaurant.

You should write at least 150 words.

You do NOT need to write your own address.

Begin your letter as follows:

Dear Sir/Madam,

[Turn over]

Writing Task 2

You should spend about 40 minutes on this task.

As part of a class assignment you have to write about the following topic.

In some countries children have very strict rules of behaviour, in other countries they are allowed to do almost anything they want.

To what extent should children have to follow rules?

You should write at least 250 words.

General Training Writing Practice Test 3

Writing Task 1

You should spend about 20 minutes on this task.

Although you have never studied computing, you have always been interested in computers - you buy magazines about them, and you have taught yourself many skills on your computer at home. You have just read about a computer course that really interests you, but it is only for people who have studied computing at college or university.

Write a letter to the Enrolment Officer asking if you can enrol, explaining your circumstances and asking if he/she will make a special exception for you.

You should write at least 150 words.

You do NOT need to write your own address.

Begin your letter as follows:

Dear Sir/Madam ,

[Turn over]

Writing Task 2

You should spend about 40 minutes on this task.

As part of a class assignment you have to write about the following topic.

What difficulties will face your country in the next ten years?

How can these problems be overcome?

You should write at least 250 words.

General Training Writing Practice Test 4

Writing Task 1

You should spend about 20 minutes on this task.

Yesterday you lost your student identification card. You need it to get discounts on public transport and for the cinema, and to use the college library. Even more importantly, you need it as proof of identity to withdraw money at the bank.

Write to the Director of Student Services explaining the situation and requesting a new card as soon as possible.

You should write at least 150 words.

You do NOT need to write your own address.

Begin your letter as follows:

Dear Sir/Madam ,

[Turn over]

Writing Task 2

You should spend about 40 minutes on this task.

As part of a class assignment you have to write about the following topic.

Every country has poor people and every country has different ways of dealing with the poor.

What are some of the reasons for world poverty? What can we do to help the poor?

You should write at least 250 words.

General Training Writing Practice Test 5

Writing Task 1

You should spend about 20 minutes on this task.

You travel by bus every weekday morning, and you always use the same bus route.

Recently the bus has not been reliable. It sometimes comes late, and for the last few mornings it has not stopped when you hailed it. No change of schedule has been advertised. You have also noticed that the bus is far dirtier than it used to be.

Write to the bus company. Explain the situation and tell them what you want them to do.

You should write at least 150 words.

You do NOT need to write your own address.

Begin your letter as follows:

Dear Sir/Madam,

[Turn over]

Writing Task 2

You should spend about 40 minutes on this task.

As part of a class assignment you have to write about the following topic:

Every country should have a free health service, even if this means that the latest medical treatments may not be available through the service because they are too expensive.

Do you agree or disagree with this statement?

Give reasons for your answer.

You should write at least 250 words.

Unit 5

The Speaking test

How to use this Unit

This Unit contains:

- An introduction to the new IELTS Speaking test.
- A description of the three parts of the IELTS interview and suggestions on how to prepare for each part, including practice topics.

Information and strategies for the new Speaking test

Description of the Speaking test

The Speaking test consists of an oral interview between you, the candidate, and an examiner. It will last between 11 and 14 minutes, and is divided into three parts which are described below.

The aim of the test is to assess the candidate's ability to communicate effectively in English, and the examiner will consider your: Fluency and Coherence; Lexical Resource: Grammatical Range and Accuracy; and Pronunciation.

These criteria will be discussed below.

Revision of the IELTS Speaking Test in 2001

Introduction to the IELTS Interview

Like the Listening test, the Speaking test is taken by all candidates, whether they are taking the Academic or General Training modules. It is a one-to-one interview of 11 to 14 minutes and may be done on the day of the examination, or up to two days later, at the discretion of the examination centre.

Your examiner is a qualified teacher who has been appointed by the test centre and approved by the British Council or IELTS Australia. He or she is likely to be very experienced in dealing with students.

There are three main parts to the interview. The examiner has been trained to guide candidates through the interview, and will help you to feel comfortable. The interview will be recorded.

The examiner will have to follow a script, or frame, during the interview. This frame means that everyone doing the Speaking test will receive the same instructions and information in the same manner. Your examiner will be more constrained in Part 1

and Part 2 of the test. In Part 3, the two-way discussion, the examiner will have a less restrictive frame, but will still have very firm rules to follow.

Description of the three parts of the interview

Part 1

In this part you will answer general questions. The examiner will ask you about things which are close to you and which should be easy for you to answer. The examiner may ask you about yourself, your home and your family, what sort of job you have, what you are studying, or he or she may want to know about your particular interests. This part will last between four and five minutes.

Part 2

In Part 2 the examiner will give you a verbal prompt on a card and will ask you to talk on a particular topic. You will have one minute to prepare your answer before speaking at length for between one or two minutes. After you have spoken the examiner will ask some questions which arise from what you have said. These questions will bring Part 2 to a conclusion. The whole of Part 2 lasts between three and four minutes, which includes the one minute spent preparing the answer.

Part 3

In Part 3 the examiner will get you to develop the ideas on the topic you have been discussing in Part 2. The discussion will continue between four and five minutes.

How to approach the test

Part 1

The examiner will introduce him or herself and ask for your identification. The examiner may also ask you how to pronounce your name correctly.

This part of the interview takes four to five minutes, and should allow you to settle down and feel comfortable.

Part I is concerned with familiar topics of general interest.

Preparing for Part 1

Make sure you know the English vocabulary you might use to speak about familiar topics, so you can talk about topics like your home, your family, your course of study or your job. It is a good idea to think about the sort of things your examiner might ask you about. If you are studying with other students, be ready to question each other about your homes and families, jobs and studies and your interests.

You will notice that it is a very wide list, and it is impossible to guess the specific topic you will be asked to discuss. If, for instance, your examiner wants you to talk about your interests, he or she might ask you what sport/hobby/pastime you are interested in, and when, where and why you became interested. Or he or she might ask if that particular hobby is popular in your country, or if your parents share your interest, or if your hobby is expensive ...

Please do not think you can prepare a talk on any topic and take it into the examination. The examiner will be in control of the interaction, and may prompt you with questions or change the direction of the conversation. The examiner will not permit a prepared speech.

Develop the topic as fully as you can, and offer your own ideas and give explanations if necessary. Do not simply answer "Yes" or "No" to the examiner's questions.

If possible, practise asking and answering questions with another person. Do not let the person you are talking to correct you or prompt you while you are speaking. If you want to be corrected, record your conversation and then listen to it and see how you might improve it.

Part 2

In Part 2 the candidate is given a verbal prompt on a card and is asked to talk on a particular topic. The candidate has one minute to prepare before speaking at length, for between one or two minutes. The examiner then asks one or two follow-up questions.

Describe the thing you most like to do when you have some free time.

You should say:

**what it is
what you do
what makes you enjoy the activity**

and explain why this activity is important to you.

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

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

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

Preparing for Part 2

It is a good idea to practise talking on a topic for one or two minutes, and to practise making notes to help you. Do not write too much, and do not allow more than one minute for preparation time.

Practise with the topic above. The first instruction is to *Describe* the thing you most like to do when you have some free time.

What do you like to do? When you describe something, you say what it is, and you should you make a word picture which tells the listener about what you like to do in your free time. For example, you might like to go to the movies. Describe

the sort of movies you enjoy, and when you get to see them. Maybe you have favourite actors. You might talk about them. Describe the sort of movie theatre you like to visit, and how you get there. You could talk about who you go with, and what you both enjoy, or whether you have differing tastes.

After that, you should explain why going to the movies is important to you. Think of reasons. It could be because you like to be able to talk to other people about what you have seen, or you enjoy having stories told to you, or you think that movies are an important part of our culture. Explain your reasons as fully as you can.

Your examiner will ask you some questions just to round off the topic. If you talk about a particular actor your examiner might ask if you know something more about him or her. Or you might be asked more about the movie theatre you attend, and why you go there.

Here is another topic you might like to practise:

Tell the examiner about your favourite festival.

You should say:

where it is

what it is celebrating

what makes you enjoy the things that happen

and explain why this festival is important to you.

Your examiner will ask you some questions about the festival you have chosen.

Time yourself making notes for up to a minute and talking for a minute or two. Talk on any topic you know well. It is a good idea to use a timer, and a small piece of paper so you cannot write too much. Your prompts should only be one or two words long.

It is also a good idea to record yourself and then play back the recording so you can think of ways you could improve your talk. Here are some questions you could ask yourself:

- Did I answer the question?
- Did I give enough details?
- Could I develop the ideas more?
- Did I keep using the same vocabulary? What other words could I use?
- Was my grammar correct?
- Was my pronunciation clear?
- How could I make my notes more helpful?
- Did I talk for at least one minute? Did I take more than two minutes?

Timing is important. You must speak for at least one minute so the examiner can get a good sample of your speaking to listen to. On the other hand, if you take more than two minutes in the examination, the examiner will have to stop you so you can go on with the rest of the Speaking Test. Do not be upset by this. The test has to be fitted into the 14 minutes allotted, so the examiner cannot let you go on over time.

Part 3

In Part 3 the examiner and candidate develop the discussion which began in Part 2. The discussion lasts between four and five minutes. The examiner will get the candidate to enlarge upon things which were discussed in the second part of the test.

Preparing for Part 3

Practise discussing topics at length with another person. For instance, take a topic which you have discussed in level 2 and enlarge upon it. If possible, work with another person and take it in turns to be examiner and candidate. The person playing the role of examiner should ask questions and give the person playing the part of the candidate plenty of time to answer. Perhaps you have been talking about entertainment where you live. You should be ready to talk about other possibilities: what if your favourite movie house closed down? Do you feel disillusioned with the behaviour of some of the actors? How do you think the pressure of fame can be managed?

Factors in your assessment:

Candidates are assessed on Fluency and Coherence; Lexical Resource; Grammatical Range and Accuracy; and Pronunciation.

Fluency is the quality of being able to speak without too many pauses and hesitations.

Coherence refers to the way you stay on the topic and argue it clearly, so the listener can follow your ideas easily.

Lexical Resource refers to your use of words, the range and accuracy of your vocabulary and how well you use it. You should keep in mind that this is a fairly formal situation, and your language and your manner should not be too casual.

Grammatical Range and Accuracy refers to the number of grammatical forms which you can use, and how well you can use them. It is better to be able to use many different constructions, and not to be limited to subject / verb / object sentences like *The cat caught a rat*. Accuracy refers to the appropriate use of language, for instance correctly using the different tenses of English.

Pronunciation refers to whole sentences and not just single words. It is important that the examiner is able to understand what you are saying. You are not expected to sound like a native speaker of English.

The examiner will assess you on each of these factors and will give you an overall Bandscore of 1 to 9. Bandscores were discussed in Unit 1.

How you can help yourself to do well

Practise speaking English with your friends. If they are preparing for the IELTS test you might like to interview each other. If you are talking with people who are not studying for the IELTS test, the practice you get in using English will be valuable.

You might like to taperecord your conversations and listen to them again later. It is better to consider how you could improve your grammar and pronunciation after you have listened to the tape; if you worry about your grammar while you are speaking you will be less fluent. It is better not to let people correct you **while** you are speaking, but to wait until you have finished speaking.

During the examination, the examiner will guide you. The examiner has to keep control of the progress and timing of the different parts of the interview and so you should take your cues from him/her. Answer the questions as well as you can, and remember the examiner is there to help you achieve your best level.

Finally, please remember this is a speaking test, and the only way to prepare for it is to speak.

Unit 6

Answers and tapescripts

The reading, writing and listening practice tests in this book have been designed to resemble the format of the IELTS test as closely as possible. They are not, however, real IELTS tests; they simply give practice in the type of question students may have to answer in the real test. For this reason, there is no system of marking or scoring the practice tests in this book, so the tests cannot be used to assess or predict band scores. These practice tests are designed to practise exam technique to help students to face the IELTS test with confidence and to perform to the best of their ability.

Part 1: General Training Practice Listening Tests

Cassette 1 Side A

Narrator: Here are some instructions regarding these Practice Listening Tests. In each Practice Listening Test on these two tapes you will hear a number of different recordings, and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only.

Each test is in four sections. Write all your answers on the Listening Module Answer sheet. At the end of the real test you will be given ten minutes to transfer your answers to an answer sheet.

General Training Practice Listening Test 1

Answer Key: General Training Practice Listening Test 1

Section 1 Questions 1-12	Section 2 Questions 13-24	Section 3 Questions 25-36	Section 4 Questions 37-41
1. 10 Bridge Street	13. garbage	25. Spanish	37. ✓ lines for London, New York, Sydney, Paris, Tokyo (All ticked = 1 mark, fewer or more = 0; some right/wrong = 0)
2. writing / writing class	14. garbage	26. Building A	38. ✓ lines for London, Hong Kong, New York, Sydney, Paris (All ticked = 1 mark, fewer or more = 0; some right/wrong = 0)
3. Mrs Green	15. garbage	27. 6 pm	
4. July 15(th) / 15(th) July / 15/7	16. paper	28. Elementary 1 / one	
5. 1 / one	17. charity	29. August 10(th) / 10(th) August / 10/8	
6. May 31(st) / 31(st) May / 31/5	18. filters	30. D	
7. June 4(th) / 4(th) June / 6/4	19. A	31. C	
8. 3 / three (days)	20. B	32. D	
9. A	21. D	33. A	
10. C	22. B	34. D	
11. B	23. D	35. F	
12. B	24. C	36. G	

Tapescript: Listening Practice Test 1

Cassette 1 Side A

Narrator: Here are some instructions regarding these Practice Listening Tests. In each Practice Listening Test on these two tapes you will hear a number of different recordings, and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only.

Each test is in four sections. Write all your answers on the Listening Module Answer sheet. At the end of the real test you will be given ten minutes to transfer your answers to an answer sheet.

Prepare for IELTS Practice Listening Tests. This is tape 1. Practice Listening Test 1. Turn to Section 1 of Practice Listening Test 1.

Section 1. Listen to the conversation between Bob Wills, who is a foreign student adviser at a language school, and Angela Tung, who is a student, and complete the form.

First you have some time to look at Questions 1 to 8 on the form now.

You will see that there is an example which has been done for you. The conversation relating to this will be played first.

Telephone rings

Bob: Hello, Foreign Student Adviser's office. This is Bob Wills speaking. Can I help you?

Angela: It's Angela Tung here, Bob. I'd like to make a request for special leave. Can I do that over the phone?

Bob: Hello Angela. You can make that request by phone - but I'll have to fill the form out. Let me get the special leave form. Okay. Here it is. Tell me your student number, please.

Angela: It's H for Harry 5712.

Bob: H 5712. Okay. What's your address, Angela?

Narrator: Angela's student number is H5712, so that has been written on the form. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Now listen carefully and answer questions 1 to 8.

Telephone rings

Bob: Hello, Foreign Student Adviser's office. This is Bob Wills speaking. Can I help you?

Angela: It's Angela Tung here, Bob. I'd like to make a request for special leave. Can I do that over the phone?

Bob: Hello Angela. You can make that request by phone - but I'll have to fill the form out. Let me get the special leave form. Okay. Here it is. Tell me your student number, please.

Angela: It's H for Harry 5712.

Bob: H 5712. Okay. What's your address, Angela?

Angela: I live at 10 Bridge Street, Tamworth.

Bob: 10 Bridge Street, Tamworth. And your phone number?

Angela: The telephone number's 810 6745.

Bob: Thanks. What course are you doing?

Angela: I'm in the writing class.

Bob: Writing. Who's your teacher this term?

Angela: Mrs Green - she spells her name like the colour.

Bob: Thanks. Hmm. When does your student visa expire?

Angela: Let me look. July 15.

Bob: July 15. Okay. Which term do you want to take leave?

Angela: Do you want dates?

Bob: First, I have to write a term number. When do you want to take leave?

Angela: In term one.

Bob: Okay. Term one. Now can you tell me what are the exact dates?

Angela: I'd like to be away May 31 to June 4.

Bob: Okay. I've got that. You'll miss four working days between May 31 and June 4. Is that right?

Angela: Only three. I'll be away over a weekend. I'll be back at my classes on June 5, so that's three days away.

Narrator: Look at questions 9 to 12.

Now listen to more of the conversation between Angela and Bob, and answer questions 9 to 12.

Bob: Why do you want to take leave, Angela?

Angela: I'm going to visit my aunt May. She's my mother's sister. She and her husband are my guardians while I'm here.

Bob: Where do they live?

Angela: About fifty kilometres from here, near Armidale.

Bob: Do you have to take so long if they live nearby?

Angela: My mother is coming with me. She's come for a holiday, so she wants to have some time with May, and I want to spend some time with my mother, too.

Bob: Aren't you going home soon?

Angela: I've applied to extend my time here. I expect to go home in twelve months.

Narrator: That is the end of Section 1. You now have some time to check your answers.

Now turn to Section 2.

Section 2. You are going to hear a tape recording of instructions and advice which a woman called Martha has left for her friend John, who is coming to stay at her house and take care of it while she is away. First, look at questions 13 to 18.

As you listen to the first part of the talk, answer questions 13 to 18.

Martha: Hello, John. Welcome to the house. I'm really pleased that you can be here to look after my house while I'm away.

Here are some things you need to know about the house. Important stuff like when the garbage is collected. In fact, let's start with the garbage, which is collected on Friday. Just write "Garbage" on the calendar on the days they take it away. Put it out on Friday every week, that'll be Friday 22nd, Friday 29th and Friday 5th. It's a really good service. The trucks are quiet and the service is efficient. The bin will be put back outside the house empty. It's a good idea to put it away quickly. This street can be quite windy. I once watched my next door neighbour chase her bin the whole length of the street. Every time she nearly caught up with it, it got away again. The waste paper will be collected this Tuesday, that's Tuesday 19th. There's a plastic box full of paper in

the front room: please put it out on Tuesday. The truck will come during the day. If you don't mind collecting old newspapers and other paper and putting them in the box I'll put it out when I come home - the paper people only come monthly.

I have some things to give to charity in a box in the front room. Would you put it out on Monday the 25th please? It's a box of old clothes and some bed linen which I've collected, plus a few other bits and pieces. Be careful when you pick it up, because it's heavier than you might expect. The charity truck will come by during the day on the last Monday of the month. If you want to use the library, you'll find it on Darling Street. I've left my borrower's card near the telephone. It has a very good local reference section if you want to find out more about this city.

I'm sorry to say we don't have a cleaner. Oh, yes! Filters! Please would you change the filters on the washing machine on the last day of the month, which is Sunday the 31st. We find that the machine works much better if we change the filters regularly. The gas company reads the meter outside the house, so don't worry about that. I think that's all the information about our calendar of events.

Narrator: Now look at questions 19 to 24. Circle the correct answer.

Martha: Well, John, I'm trying to think what else I should be telling you. As you know, I'm going to a conference in London. I hope to have a little time to look around. It's a great city! I do hope I manage to get to at least some of the theatres and museums. I'm looking forward to all the things I have to do at the conference, too. I'm giving a paper on Tuesday the 26th and there are a couple of really exciting events planned later in the conference program. I hope to meet up with an old teacher of mine at the conference. She taught English Literature at my old high school and we've kept in touch through letters over the years. She teaches now at the University of Durham, and I'm really looking forward to seeing her again. By the way, I expect you're hungry after your trip. I've left a meal in the refrigerator for you. I hope you like cheese and onion pie.

Would you do me a favour please? I haven't had time to cancel an appointment. It was made a long time ago and I forgot about it until this morning. It's with my dentist, for a check-up on Thursday the 28th. Could you please call the dentist on 816 2525 and cancel the appointment for me? Thanks a lot, John. One last thing. When you leave the house, make sure the windows and doors are shut, and set the burglar alarm. The alarm code number is 9-1-2-0 enter. Have fun! I'll see you when I get back. This is your friend Martha, saying goodbye.

Narrator: That is the end of Section 2. You will now have some time to check your answers.

Now turn to Section 3.

Section 3. In this section you will hear a discussion between a college receptionist, Denise, and a student named Vijay about learning a language. In the first part of the discussion they are talking about the course Vijay will study. First look at questions 25 to 29. Note

the examples that have been done for you. Using no more than three words or numbers, complete the table.

Denise: Hello. May I help you?

Vijay: Hello. Is this the right place for me to register to study foreign languages?

Denise: Yes, it is. May I have your name please?

Vijay: Vijay. My family name is Paresh.

Denise: Vijay Paresh. Okay. Do you have a telephone number?

Vijay: Yeh. 909 2467.

Denise: Thank you. Now, which language would you like to learn? We offer French, Italian, Cantonese, Mandarin, Spanish, Portuguese ...

Vijay: Ah. I'd like to learn Spanish, please.

Denise: Okay. Our classes are conducted in lots of different places. We have classrooms in the city and here in this building ...

Vijay: What's this building called?

Denise: This is Building A.

Vijay: I work near here, so it'd be best to study in Building A.

Denise: What time do you want to come to lessons? They go on for three hours, and they start at 10.00 am, 4.00 pm and 6.00 pm.

Vijay: I wish I could come to the daytime lessons, but I can't, so 6.00 pm please.

Denise: That's our most popular time, of course. Umm. Have you ever studied Spanish before?

Vijay: No, I haven't.

Denise: We describe our classes by level and number. Your class is called "Elementary One."

Vijay: Okay. When will classes start?

Denise: Elementary One begins - ah - just a minute - ah - it begins on August 10.

Vijay: Great! Now what else do I have to do?

Narrator: Now look at questions 30 to 32.

Choose the appropriate letters A to D and write them in boxes 30 to 32 on your answer sheet. Listen carefully to the conversation between Denise and Vijay and Anne.

Denise: Well, let's see. First, you have to go to ...

Anne: May I have a minute please Denise?

Denise: Of course, Anne. Excuse me for a minute, please, Vijay.

Anne: Did you file those forms for me last night?

Denise: Ah. No. They're still on my desk.

Anne: Oh, Denise, that's simply not good enough!

Denise: I'm really sorry, Anne. It won't happen again.

Anne: All right Denise. Go back to your customer. But please be more careful in future.

Narrator: Now listen to the directions and match the places in questions 33 to 36 to the appropriate letters A to H on the plan.

Denise: I'm sorry Vijay. What were you saying?

Vijay: I wanted to know what else I had to do.

Denise: Oh, of course. Please go to the building on the other side of Smith Street. I want you to go to the reception area first. It's just inside the door on the left as you enter from Smith Street. Give them this form.

Vijay: Okay. Do I pay my fees there?

Denise: No, but the fees office is in the same building.

Go past the escalators and you'll see a games shop. It's in the corner. The fees office is between the games shop and the toilets.

Vijay: Thanks. Er. Where can I buy books?

Denise: The bookshop is opposite the lifts. It's right next to the entrance from Robert Street.

Vijay: Your offices are spread out!

Denise: Not as badly as they used to be. By the way, we offer very competitive overseas travel rates to our students.

Vijay: Oh, I'd like to look into that.

Denise: Of course. The travel agency is at the Smith Street end of the building, in the corner next to the insurance office.

Vijay: Thank you very much. Bye.

Narrator: This is the end of Section 3. You will now have some time to check your answers. Now turn to Section 4.

Section 4. You will hear an extract from a lecture on traffic management. Listen to what the speaker says, and answer questions 37 to 41. First you have some time to look at the questions. Now listen carefully and answer questions 37 and 38. Tick all the relevant boxes in each column.

Tom Fisher: Good afternoon. I'm Tom Fisher, and I'll be lecturing you on traffic management this term. Before we go any further, I thought you should look at the sort of problems we've inherited - and "inherited", or received as a legacy from those before us, is just the word for our situation. Many of our major cities were built long before the car was thought of, and the road system evolved from the goat tracks followed by the early inhabitants. These we can refer to as old-structure problems, and you can take the expression "old-structure" to refer to problems which were in place before we saw the need to build efficient road systems.

Old-structure problems are easily demonstrated in London, New York, Sydney and Paris. Let's look at each city in turn. London has a most confusing road system, which is forgiveable because it's a very old city. I'll talk more about the ring roads later. New York is laid out on a grid which makes it easier to find your way around, but it's an enormous city and the sheer pressure of numbers strangles the roads. Sydney has narrow streets in the centre of the city, and the new road works are not keeping up. Paris has wide streets, but it's still the victim of old-structure problems, like Rome and Edinburgh.

Tokyo is another city with old-structure problems compounded by a huge population, like New York.

Cities which do not have these old-structure problems are Houston, Los Angeles and Dallas.

The thing which saves some of these cities is an effective public transport system, usually below ground. London has an old but effective

underground train system known as the tube, and a comprehensive bus and train system above ground.

Hong Kong has cheap, swift and effective public transport in the form of Mass Transit Railway, buses and ferries. Paris has the Metro underground railway which carries tens of thousands of people daily, and

a large bus system. New York has a comprehensive underground train system, but many people feel that it's dangerous to ride on it - there have been some nasty attacks. However, the trains themselves are efficient, so we have to call it a good system. Sydney has a good public transport system, but only part of it is underground.

Narrator: Now answer questions 39 to 41. Write no more than three words for each answer.

Tom: Notably absent from this discussion of cities with good public transport are the cities I nominated previously as not having old-structure problems: Houston, Los Angeles and Dallas. Let's start with Dallas, a very wealthy city in Texas which has grown up in an era when cars were considered to be essential to move about. It has an excellent road system, as does Houston, another new city with wise city leaders who insisted on good roads. However, the public transport system in both Houston and Dallas is extremely poor. As a result, travel in Dallas and Houston is easy except for peak hour, when a twenty minute run can expand to more than an hour in traffic jams. Los Angeles suffers from chronic highway blockages, despite efforts to encourage people to use public transport.

Cities with good road systems and no old-structure problems can use other methods to reduce the number of vehicles travelling together at peak hour. Flexi-time is one good method: offices open and close at different times so people are travelling to and from work at different times. Vehicles carrying more than one person can use special priority lanes which means they can travel more quickly. There are even systems to make peak hour car use more expensive, with electronic chips recording the presence of a vehicle in a given high traffic area at a given time. So, what can we do? The rest of this course will be devoted to looking at the conflicting demands of road users, and relating the use of the private car to other aspects of the economy. Over the next three weeks we'll be discussing this in more detail ...

Narrator: That is the end of Section 4. You now have some time to check your answers.

That is the end of Listening Practice Test 1.

General Training Practice Listening Test 2

Answer Key: General Training Practice Listening Test 2

Section 1 Questions 1-10	Section 2 Questions 11-22	Section 3 Questions 23-31	Section 4 Questions 32-40
1. D	11. Mrs Brooks	23. guitar, classical	32. (the) patient / himself
2. A	12. Lee	24. drums, rock	33. smoking
3. C	13. May / Mai / Mei	25. violin, country	34. young men
4. A	14. 002312	26. piano, opera	35. (the) sun
5. (to the/her) office	15. (Mr) Anderson / Andersen	27. flute, jazz	36. public health (standards)
6. (his) brother	16. Flat 5/10 or 5/10 University Avenue / Ave	28. hearts / heartbeat / blood (flow)	37. healthy lifestyle choices
7. (by) 8 pm / 8 o'clock	17. 818 6074	29. blood pressure / heart beat	38. fun / a pleasure
8. City Square	18. B	30. calming / relaxing / gentle	39. warm-up (time) / stretching (exercises)
9. People are funny	19. C	31. cultures	40. cross training
10. (the) new office / Newtown / New Town	20. B		
	21. D		
	22. C		

Tapescript: Practice Listening Test 2

Cassette 1 Side A Listening Test 2 Sections 1, 2 and 3.
Section 4 is on Cassette 1, Side B

Narrator: Prepare for IELTS Practice Listening Tests. Practice Listening Test 2.

Turn to Section 1 of Practice Listening Test 2.

Section 1. This conversation is between two people, Tom and Mary, who are choosing radios, televisions and telephones in an electronics shop. Listen to the conversation and decide which of the items in the picture, A, B, C, or D they are going to buy. First you have some time to look at Questions 1 to 4 now. You will see that there is an example which has been done for you. The conversation relating to this will be played first.

Tom: Well, here we are. There's certainly plenty to choose from.

Mary: I'm finding it hard to know where to start. Would you like to look at the answering machines?

Tom: Let's start there. I like this one.

Mary: We have a lot to buy, Tom. We can't afford to pay \$129 for an answering machine. And we can't afford to pay \$127.50 for the dual tape answering machine, either.

Tom: Alright. We'll buy a cheaper one then. There's this one for \$89 or the smaller one for \$59.95.

Mary: I like the square shape of the smaller one. It'll fit neatly on my desk.

Tom: And it's the cheapest. Okay. We'll buy that one.

Narrator: Tom and Mary choose the small, square answering machine costing \$59.95, the cheapest available, so letter B has been circled. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Now listen carefully and answer questions 1 to 4.

Tom: Well, here we are. There's certainly plenty to choose from.

Mary: I'm finding it hard to know where to start. Would you like to look at the answering machines?

Tom: Let's start there. I like this one.

Mary: We have a lot to buy, Tom. We can't afford to pay \$129 for an answering machine. And we can't afford to pay \$127.50 for the dual tape answering machine, either.

Tom: Alright. We'll buy a cheaper one then. There's this one for \$89 or the smaller one for \$59.95.

Mary: I like the square shape of the smaller one. It'll fit neatly onto my desk.

Tom: And it's the cheapest. Okay, we'll buy that one.

Mary: Good. Now, we need to buy a telephone for the office.

Tom: I'd like to get a portable phone. You know, one of those cordless ones.

Mary: Are you sure?

Tom: I think it's a good idea. We don't need another telephone answering machine, so we can look for a small one.

Mary: I really like the one with the hinge in the middle.

Tom: A folding telephone! Yes, that's a good idea. So we'll take that one. Are you ready to look at the other things we need?

Mary: Yes. Let me look at the list. We need a couple of radios.

Tom: I want one I can listen to while I'm walking.

Mary: I know. They're just over here. I don't think you should buy the really cheap one.

Tom: You mean this one? \$17 is a very good price.

Mary: Ah, that's true, but I believe they give a very bad sound quality. And what if you want to use a cassette? It doesn't have any space for a cassette.

Tom: You're right. Hmm. Well, I really hate the ones where you have to put the small earphones into your ear.

Mary: Here's one with big earphones you put over your ears.

Tom: Ooh. It's expensive ...

Mary: It's only \$20 more than the one with the little earphones. Take it!

Tom: Okay. What's next?

Mary: We have to choose a television.

Tom: We need one which is - ah - big enough to ...

Mary: But not too big. I don't want anything larger than 48 cm.

Tom: I really think 34 cm is too small for our room. That's only about thirteen and a half inches.

Mary: Okay. Let's take the size bigger than 34 cm.

Tom: What about another radio?

Mary: How would you feel about a clock radio instead of just a radio?

Tom: I don't want a clock radio. I'm very fond of my alarm clock! But I like this radio with the curved carry handle.

Mary: So do I. It's a good price, too. So, now we've chosen an answering machine, a cordless telephone, a radio for you to use when you go for a walk, another radio and a television.

Tom: Anything else?

Mary: No. Let's go and have a cup of coffee!

Narrator: Tom and Mary go for their cup of coffee. Listen to their conversation, and be ready to answer questions 5 to 10.

Now listen to the conversation between Tom and Mary, and answer questions 5 to 10. Write no more than three words for each answer.

Mary: Shopping's hard work!

Tom: I'm glad it's over.

Mary: Do you want to go home now?

Tom: Yes, I think I'll take the things we bought home.

Mary: Okay. I'll go to the office. I've got lots to do. I'll come back later, straight from the office.

Tom: Okay. I'd better hurry. My brother's waiting at the house to help carry the television in.

Mary: Good. I hope he'll still be there when I get home - I haven't seen your brother for ages. No, wait, I forgot to tell you. I'll be late home tonight. I've got a meeting at 5 o'clock.

Tom: When do you think it will end?

Mary: I'm not sure. Still, I should be home by eight. If I think I'll be later than 8 o'clock I'll call you.

Tom: Okay. It's nice now that your office is in City Square. You don't have to travel very far at all.

Mary: I certainly appreciate it! Taxi drivers always know where City Square is, too. By the way, are you going to watch People are Funny on TV tonight?

Tom: What did you say? What TV show? Oh, People are Funny? Of course I am. I'll tell you what happened when you get home. I need something to laugh at - I'm going to the new office at Newtown tomorrow, and I'm not looking forward to it.

Mary: I'd better go. Take care. I'll see you later. Bye bye.

Narrator: That is the end of Section 1. You now have some time to check your answers.

Now turn to Section 2.

Section 2. You are going to hear a student arranging to transfer between English classes. She is leaving a message on the language department's answering machine. The student's name is May Lee. First look

at questions 11 to 17.

As you listen to the first part of the talk, answer questions 11 to 17.

May: Hello. This is May Lee speaking. This message is for Mrs Brooks, in student affairs. Mrs Brooks, I telephoned you last week and you told me to call back and put the details of my request to transfer on the answering machine. I hope you can hear me easily. I have the form here and I'll give you the information working from the top to the bottom. As you know, my family name is Lee, spelled L-E-E, and my first name is May. My student number is 002312, that's 002312. I'm in Mr Anderson's class - you know, he's the one who helps out with the football team.

The next part of the form asks for my address. I'll give it slowly. I live at Flat 5, 10 University Avenue - you probably know the building, it's just near the engineering school.

The telephone number is 818 6074, and I share it with a lot of other people so it's often engaged. I'll give it to you again, 818 6074. I think that's all I have to put on this part of the form. I know you were curious about my reason for requesting a transfer, so I'll explain that next.

Narrator: Now look at questions 18 to 22.

As May Lee continues her message, answer questions 18 to 22.

May: Now I'll tell you why I want a transfer between classes. Mrs Brooks, I really like my teacher and my classmates, but I find it very hard not to speak in my own language. I just begin to think in English when the class ends, and I'm surrounded by other people from my country so it's natural that we all speak in our mother tongue. I have been looking around for a class where there are very few other people from my country so I will be forced to use English.

The best class I can find is the evening class which begins at 6 pm. Most of the students in that class come from countries which speak Spanish, and I can't speak a word so I must use English. I have an Italian friend in the class, and she tells me there are two Hong Kong Chinese, six Spanish speakers and one Japanese student. She says most people speak English at the break, although sometimes the Spanish slip into their own language.

I checked the class list, and two students have dropped out of the evening class so there should be room for me. Could you please see if I can join the class? I'm not sure what the class number is, but the evening class I want is in Room 305 of the Trotter Building. The class I'm in now is next door to the Trotter building in Prince Tower, so it's very easy for me to find my way to the new class.

I'm not going home until late today, so could you please leave a message for me at my friend Margaret's house? Her number is 812 7543, and she has an answering machine.

I do hope you can transfer me, Mrs Brooks. If there is any more information you need please call me. Thank you very much.

Narrator: That is the end of Section 2. You will now

have some time to check your answers.

Now turn to Section 3.

Section 3. In this section you will hear a discussion between a tutor, Dr Lester, and two students, Greg and Alexandra, at the end of a talk about music. In the first part of the discussion they are talking about some of the students' favourite instruments, and favourite styles of music.

Complete the table showing the students' opinions. Choose your answers from the box. There are more words than spaces so you will not use them all. You may use any of the words more than once. First look at questions 23 to 27. Note the example that has been done for you.

Now listen to the first part and answer questions 23 to 27.

Dr Lester: I think it's time we looked at the results of our survey. Ah. What did you find out, Alexandra?

Alexandra: We're a group with very diverse tastes, Dr Lester.

Dr Lester: Hm. I'm not surprised. What were the favourite instruments?

Alexandra: Well, Greg loves drums. He told me he played drums when he was at primary school, and now he plays drums with his friends at weekends. They have a band.

Dr Lester: Hm. Good. Ah. What do you like to play, Alexandra?

Alexandra: My favourite is the guitar. However, I haven't played for years, so I keep hoping to start again. Will I go on with the others?

Dr Lester: Hm. Yes, please.

Alexandra: Katja is like Greg. She loves to listen to drums. She says she's not a player, just a listener. Rachel, as you know, is a violinist, so of course it's natural that she should favour the violin.

Dr Lester: Hm. So we have two people who love the sound of the drum and two who like strings - ah, the violin for Rachel and the guitar for Alex. What does Harry like?

Alexandra: Harry says the best instrument of them all is the piano. He claims it's more versatile than any other instrument. Emiko plays the piano, but her favourite instrument is the flute.

Dr Lester: The flute?

Alexandra: Yes. Emiko plays the flute too, of course.

Dr Lester: Hm. Thank you, Alexandra. Ah, Greg, will you tell us the students' favourite style of music?

Greg: We're really very conservative. My favourite is classical music, and that's Alexandra's choice too. Katja claims to like rock.

Dr Lester: So that's a vote from Greg, Alexandra and Katja. Doesn't Rachel prefer classical music?

Greg: Rachel made a choice which surprised me. She plays the violin, so I expected classical or opera, but Rachel says that she prefers country music.

Dr Lester: Hm. How interesting! What's Harry's choice?

Greg: Harry likes to listen to opera, and loves to go to see a performance. He says opera has everything, colour and spectacle and theatre and great music.

Dr Lester: And Emiko?

Greg: Emiko says jazz is her favourite music. She goes to listen to jazz every Friday evening. She also likes

opera, heavy metal, classical ... but jazz is the best.

Dr Lester: Thank you, Greg. I wanted to see what you all liked so I could understand your musical tastes more, and I want to move from this to a discussion of the physiological effects of music.

Narrator: In the second part of the discussion Dr Lester will talk about the way music affects our bodies. Look at questions 28 to 31 first.

As you listen to the discussion, complete the sentences.

Dr Lester: For the purposes of this discussion, I'm going to divide music roughly into two types: music which stimulates us and music which calms us.

It seems that music which stimulates us gives rise to actual changes in our bodies. We listen to exciting music and our hearts beat faster, our blood pressure rises, and our blood flows more quickly. In short, we're stimulated. Soothing music, however, has the opposite effect. We relax, and let the world go by. Our heart beats more gently, our blood pressure drops, and we feel calm. Um Alexandra, can you think of things which help us to relax?

Alexandra: Um. Gentle rhythms?

Dr Lester: Yes, in part. The melodies which help us to relax are smooth flowing and often have repeated rhythms. These rhythms are constant and dynamic, a little like the crash of the sea on the beach. Their very predictability is sedating, relaxing. By contrast very loud, discordant music with unpredictable rhythms and structures excites and stimulates us. These two generalisations about the differences between music which stimulates and music which soothes are true as far as they go, but they are far from conclusive. We still have a lot of research to do to find out what, ah, for instance, people of different cultures hear and feel when they listen to music.

This department is taking part in a continuing study on the influence of culture on musical perception, and we'll talk about that more next week.

Narrator: That is the end of Section 3. You will now have some time to check your answers.

This side of the tape is now complete. Practice Listening Test 2 continues on side B. Please turn the tape over.

Tape 1 Side B Practice Listening Test 2 continues.

Now turn to Section 4.

Section 4. You will hear an extract from a talk about preventative medicine - specifically, how students can look after their own health. Listen to what the speaker says, and answer questions 32 to 40.

First you have some time to look at the questions.

Now listen carefully and answer questions 32 to 36.

Parker: Good morning. I'm Dr Pat Parker, and I'm here to talk to you about preventative medicine in its widest and most personal aspects. In other words, I'm here to tell you how the patient should wrest control of their health away from the practitioners of medicine and take charge of their own medical destiny. I want to talk about staying out of the hands of the doctor.

When the patient takes responsibility for her or his own health - and let's decide the patient is male for now - men are in fact more at risk than women

anyway - when the patient takes over his own health regime he must decide what he wants to do. The first thing, of course, is to give up the demon nicotine. Smoking is the worst threat to health, and it's self-inflicted damage. I have colleagues who are reluctant to treat smokers. If you want to stay well, stay off tobacco and smoking in all its manifestations. Our department has recently completed a survey of men's health. We looked at men in different age groups and occupations, and we came up with a disturbing insight. Young men, particularly working class men, are at considerable risk of premature death because of their life style. As a group, they have high risk factors: they drink too much alcohol, they smoke more heavily than any other group, their diet is frequently heavy in saturated fats, and they don't get enough exercise.

We then did a smaller survey in which we looked at environmental factors which affect health. I had privately expected to find air or water pollution to be the biggest hazards, and they must not be ignored. However, the effects of the sun emerged as a threat which people simply do not take sufficiently seriously. Please remember that too much sunlight can cause permanent damage.

Given this information, and the self-destructive things which people, particularly young men, are doing to themselves, one could be excused for feeling very depressed. However, I believe that a well-funded education campaign will help us improve public health standards and will be particularly valuable for young men. I'm an optimist. I see things improving, but only if we work very hard. In the second part of the talk I want to consider different things that you as students can do to improve your fitness.

Narrator: Now answer questions 37 to 40.

Parker: So now I'd like to issue a qualification to everything I say. People will still get sick, and they will still need doctors. This advice is just to reduce the incidence of sickness - it would be great if disease were preventable, but it's not. However, we have power. In the late 80's the Surgeon-General of the United States said that 53 percent of our illnesses could be avoided by healthy lifestyle choices. I now want to discuss these choices with you.

You should try to make keeping fit fun! It's very hard to go out and do exercises by yourself, so it's wise to find a sport that you like and play it with other people. If you swim, you can consider scuba diving or snorkelling. If you jog, try to find a friend to go with. If you walk, choose pretty places to walk or have a reason for walking. Your exercise regime should be a pleasure, not a penance.

The university is an excellent place to find other people who share sporting interests with you, and there are many sports teams you can join. This, unfortunately, raises the issue of sports injuries, and different sports have characteristic injuries. As well as accidental injuries, we find repetitive strain injuries occurring in sports where the same motion is frequently performed, like rowing and squash. The parallel in working life is repetitive strain injury

which may be suffered by typists or other people who perform the same action hour after hour, day after day.

In this context, therefore, the most important thing to remember before any sport is to warm up adequately. Do stretching exercises, and aim at all times to increase your flexibility. Be gentle with yourself, and allow time to prepare for the game you have chosen to play. Don't be fooled by the term "warm up", by the way. It's every bit as important to do your warm up exercises on a hot day as on a cool one.

I think one of the most sensible and exciting developments in the reduction of injury is the recognition that all sports can borrow from each other. Many sports programmes are now encouraging players to use cross training techniques, that is, to borrow training techniques from other sports. Boxers have been using cross training for years: building up stamina by doing road work and weight training, while honing their skills and reflexes. Other sports which require a high level of eye-hand coordination are following this trend, so you see table tennis players running and jogging to improve their performance, and footballers doing flexibility exercises which can help them control the ball better. All of these results are good, but the general sense of well-being is best, and is accessible to us all, from trained athletes to people who will never run a 100 metres in less than 15 seconds. Good health is not only for those who will achieve athletic greatness!

Narrator: That is the end of Section 4. Now you have some time to check your answers.

That is the end of Listening Practice 2.

General Training Practice Listening Test 3

Answer Key: General Training Practice Listening Test 3

Section 1 Questions 1-8	Section 2 Questions 9-19	Section 3 Questions 20-30	Section 4 Questions 31-38
1. ✓	9. (The) Blue Mountains	20. 8 am-8 pm / 8-8	31. died (in 1900)
2. ✓	10. Monday / Mon. / June 10(th) / 10/6	21. 9 am-9 pm / 9-9	32. co-educational
3. ✓	11. (the) front gate	22. 24 hours	33. ten / 10
4. 7.00-9.00 am	12. 8 am	23. E (up to) 6	34. teacher / university teacher
5. 6.00-8.00 pm	13. (the) side gate	24. A 2	35. tolerance / debate / discussion
6. E	14. 6 pm	25. E 3	36. A
7. F	15. (your / their) (own) lunch	26. B and D	37. C
8. C	16. strong shoes	27. E and F	38. D
	17. 11 am	28. 8 to 10 (am)	
	18. First Aid kit	29. 200 / two hundred	
	19. 3B	30. a nurse / nursing	

Tapescript: Practice Listening Test 3

Cassette 1 Side B

Narrator: Prepare for IELTS Practice Listening Tests. Practice Listening Test 3. Turn to Section 1 of Practice Listening Test 3.

Section 1. You have just arrived at the student hostel where you will live during the term. The manager is explaining the rules, and another student is asking questions. Listen to the conversation and complete the form. First you have some time to look at Questions 1 to 5 on the Student Hostel Charges for meals form now. You will see that there is an example which has been done for you. The conversation relating to this will be played first.

Student: Excuse me. I want to ask you about the charges for meals. Are they the same as they were last year?

Manager: No, I'm afraid they're not. We've managed to keep most of them the same, but we've had to increase the charge for breakfast.

Student: How much is it now?

Manager: It's \$2.50. It used to be \$2.00.

Student: I see. What about lunch?

Manager: It's unchanged - still \$3.00.

Narrator: Breakfast costs \$2.50, so the change has been written in. Lunch still costs \$3.00, so the information has been ticked. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time.

Now listen carefully and answer questions 1 to 5.

Student: Excuse me. I want to ask you about the charges for meals. Are they the same as they were last year?

Manager: No, I'm afraid they're not. We've managed to keep most of them the same, but we've had to increase the charge for breakfast.

Student: How much is it now?

Manager: It's \$2.50. It used to be \$2.00.

Student: I see. What about lunch?

Manager: It's unchanged - still \$3.00.

Student: Does dinner still cost \$3.00?

Manager: Yes, it does. We've managed to keep the prices down this year. But the best deal is the three meal plan for \$48.00 per week. We give you vouchers to present when you come into the cafeteria, and you get twenty one meals for your \$48. That works out to a little more than \$2 a meal. The two meal plan is also at last year's rates of \$36.00 per week. We give you vouchers for that, too.

Student: My sister was in this hostel before me.

I'm sure the hours for breakfast used to be longer.

Manager: Yes, they were. They used to be 7 to 9.30, but to keep our expenses down we made them 7 to 9.

Student: Lunch is the way it was, though. Hold on! Dinner 6 to 7.30? Isn't that a change?

Manager: Yes, it is, and in fact the form is wrong. It used to be 5.30 to 7.30, but now it's 6 to 8 pm.

Student: 6 to 8 pm. That's good.

Manager: So which plan would you like?

Student: I'd like to think about it, please. I need to check my lecture schedule.

Narrator: Now look at questions 6 to 8. Listen to the conversation between the student and the manager and match the places in questions 6 to 8 to the appropriate letters A to F on the map.

Student: Can you tell me how to get to my room, please?

Manager: Of course. You're in the new wing, which is very freshly painted and pleasant. But I'm afraid you're going to have to go to a couple of other offices before you can have the key. You're in the Admissions Office now. Leave this office and turn right and go to the end of the hall. The last office is the fees office, where you can pay the balance of your room deposit. They'll give you a receipt.

Student: Okay.

Manager: After you've been to the fees office come back past Admissions. You'll see a very large room at the north western corner of the building. You can't miss it. That's the student lounge, and if you go in there you can meet some of the other students and

see who'll have a room near you.

Student: That's good. Can I get a cup of coffee there?

Manager: Yes, there's a vending machine in the corner. Then go to the Key Room, which is opposite the lift and next to the library, show them your receipt, and you can pick up your key there.

Student: My luggage was sent on ahead. Do you know where I should collect it?

Manager: The box room is next to the women's toilet. You'll have to get the key from the key room.

Student: Thank you.

Narrator: That is the end of Section 1. You will now have some time to check your answers.

Now turn to Section 2.

Section 2. You are going to hear a teacher helping high school students visiting from an overseas school to fill in a school excursion permission note. First look at questions 9 to 16.

Listen while a teacher tells you how to complete the school excursion permission note. Write no more than three words or numbers for each answer.

Mrs Brown: Good morning students. My name is Mrs Brown, and I'm in charge of the school excursion next week. Please take out your School Excursion Permission Note so you can fill it in. For insurance purposes, this note must be signed by your guardian or the group leader. First of all, fill in the name of your class. Everyone here is in 3A, aren't they? So write 3A where it says "class". We're going to the Blue Mountains, which is great, so this is the school excursion to the Blue Mountains. The day we leave is Monday that's Monday June 10.

We are travelling by bus all the way, so we don't have to worry about changing trains or anything like that. The bus will leave from the front gate at 8 am. I know we usually use the side gate, but because of the roadworks we will be using the front gate when we leave. However, when we return the roadwork will be complete so we'll use the side gate. We expect to be back at 6 pm.

It's going to be a lovely day. Your teachers will give you tasks to do when we arrive. We'll provide fruit and fruit juice on the bus, but you must bring your own lunch.

While we're on the excursion we'll be moving around a lot in some fairly rough country. Be very careful to wear strong shoes. It's very important that you look after your feet very well. Now does anyone have any questions they want to ask?

Narrator: Now look at questions 17 to 19.

As the talk continues, answer questions 17 to 19. Write no more than three words or numbers for each answer.

Mrs Brown: No questions? Okay. I'd just like to fill in a few more details. The bus should arrive in the Blue Mountains at 11 am. We'll have time to do the first of our tasks before lunch. The bus is not a new one, but it does carry one piece of special equipment - a first aid kit. I certainly hope we won't have to use it, but it's nice to know it's there in case we have a medical emergency.

The other class on this excursion is 3B, so I know it'll be a good day. The last time 3A and 3B went out together was a thoroughly successful excursion.

Narrator: That is the end of Section 2. You will now have some time to check your answers.

Now turn to Section 3.

Section 3. In this section you will hear a conversation between Mrs Lam, a member of the staff in a large hospital, and Andrew, who is a student in the nursing school. Mrs Lam is explaining the rules about visiting hours in the hospital. Look at questions 20 to 25.

Listen to the first part of the conversation and answer questions 20 to 22. Complete the table showing when visitors may go to the different parts of the hospital.

Mrs Lam: Hello, Andrew. I believe you want to know about visiting hours?

Andrew: Yes, I do Mrs Lam. I have to fill this form out, and I'd like to have some idea why the different parts of the hospital have different times for visiting.

Mrs Lam: I see. Well, let's start with an obvious one. Intensive Care. People in intensive care are very sick indeed, and for that reason we say that visitors can come between 6 am and midnight.

Andrew: I can understand that.

Mrs Lam: At the other end of the scale, our maternity patients are usually quite well, but we restrict their visiting hours from 8 am to 8 pm. We find they get very tired if we permit visitors all the time.

Andrew: I see. What about the surgical wards?

Mrs Lam: The doctors prefer to do their rounds early in surgical, so visiting hours are 9 am to 9 pm. Surgical patients are often on very heavy painkillers, and they aren't really very good company for their visitors!

Andrew: But surely the visitors come to cheer up the patient, not the other way round?

Mrs Lam: Of course. And often the visitors are able to help the patient a lot. That's why we allow visitors all day, the full 24 hours, in the emergency ward. They help comfort the patient while they're waiting to be diagnosed.

Narrator: In the second part of the discussion Andrew will ask Mrs Lam about the people who are allowed to visit patients. Look at questions 23 to 25 first.

Complete the table showing who is allowed to visit, and the number of visitors permitted. Use the letter A to show that **Adults** may visit, E to show that **Everyone** may visit and I to show that only **Immediate family** may visit.

Mrs Lam: Of course, it's not just everyone who can visit a sick patient. People in intensive care can only be visited by their immediate family. What's more, we only allow two people in at any time. We let children of the immediate family in to visit people in intensive care, but we don't like to do it. It's very hard on the children, and it may distress the patient. However, if the patient asks for the child, and the family agrees, that's okay.

Andrew: What about children in maternity?

Mrs Lam: Of course we let them in! They're very pleased to see their mothers. The rule in maternity is everyone may visit, up to six people at a time. The maternity ward is quite sociable, after all.

Andrew: The surgical ward must be different.

Mrs Lam: It is indeed. We don't allow children in

the surgical ward because of the danger of infection, and as you know we restrict the hours. There are a lot of procedures which must be carried out on surgical patients, and we only let two visitors come in at a time.

Andrew: And in Emergency, people are allowed to visit all the time?

Mrs Lam: Oh yes. We rely on patients' relatives to be there for them, and we permit everyone to visit the emergency department at all hours. However, we restrict it to three visitors for each patient. Otherwise the room just gets totally crowded.

Narrator: Now listen to Mrs Lam explaining where Andrew will spend the first week of his training. Circle two letters. An example has been done for you. Look at questions 26 and 27.

Circle two letters in each answer.

Mrs Lam: Now I have your schedule for the next week's observation sessions. Are you ready?

Andrew: Yes. Where do I start?

Mrs Lam: On Monday you'll be in male surgical in the morning, and in female surgical in the afternoon. You'll be following Dr Shay on her rounds.

Andrew: Thank you. And on Tuesday?

Mrs Lam: On Tuesday you will be with Dr Thomas in the morning and Dr Robertson in the afternoon. No, that can't be right ... you're with Dr Thomas in the afternoon and Dr Robertson in the morning.

Andrew: Do I ever get to see Dr Kim?

Mrs Lam: Yes, you'll be with Dr Kim on Thursday and Friday. She'll take you through the children's ward and through our new teenage ward for 12 to 15 year olds.

Andrew: Great! I've read a lot about that new ward. Will I see the school room?

Mrs Lam: Maybe another time.

Narrator: Now look at questions 28 to 30.

Now answer questions 28 to 30. Write no more than three words or numbers for each answer.

Andrew: And what will I do on Wednesday?

Mrs Lam: On Wednesday you'll join the other students for lectures. You'll be in the Redmore Lecture Room between 8 and 10 am and later between 2 and 3 pm.

Andrew: Thank you. Do you know how big my class is?

Mrs Lam: The intake this term is two hundred first year students. I'm pleased to say about one third are men, which is good. Nursing used to be an almost entirely female occupation.

Andrew: I know. My father trained as a nurse, and he was considered very unusual.

Mrs Lam: Is he still working as a nurse?

Andrew: Yes. He's working in a hospital in the country. I guess I just wanted to follow his example.

Narrator: That is the end of Section 3. You will now have some time to check your answers.

Now turn to Section 4.

Section 4. You will hear an extract from an introductory talk given to a group of students who have just entered a university residential college.

The speaker is the principal of the college.

Listen to what the speaker says, and answer questions 31 to 38. First you have some time to look at questions 31 to 35.

Now listen carefully and answer questions 31 to 35.

Principal: Good morning, and welcome to Scholastic House. I am delighted to see you here. It is my duty to explain to you some of the history of our college and some of the traditions which I hope you will uphold. The idea for Scholastic House was expounded by Samuel Wells in 1898. Wells was a visionary, whose ideas were well ahead of his time. He wanted a college which would encourage friendship between people of different races and nationalities. Wells died in 1900 before he could see the college in action. Scholastic House finally began operating in 1903 with ten students. Those students came from Asia, Europe, and the Americas. At that time Scholastic House accepted only male students, although it has been co-educational since 1963. Nine of these foundation students went on to lead illustrious lives; the only exception died tragically on his way home from Scholastic House to Sarawak. He had only recently graduated with an honours degree in Law, and he was robbed of a brilliant future.

The other nine students, as I said, led very fulfilling lives. Three became political leaders, three became doctors. Perhaps the most famous graduate became a university teacher and was responsible for the introduction of modern teaching training methods in his country. Two of the original group became senior engineers and went on to deeply influence the way the water systems of their country were exploited. The college ran into hard times during the period of the Great War, 1914 to 1918, when the charter of the college was interpreted to mean that neither students nor staff could take part in the war effort. Many people felt that this indicated a lack of national spirit, and the walls of the college were frequently marked with graffiti. Meantime, outside the college, tens of thousands of young men went away to fight in Europe, never to return.

The college was building a reputation for learning and for tolerance of opposing views. Scholastic House debate and discussion nights were opened to the public in 1927, and have been available to anyone who wishes to attend ever since. It is a proud tradition of the college that any view may be expressed provided that it can be defended intellectually. Over the years topics which were controversial at the time have been discussed and debated.

Narrator: Now look at questions 36 to 38.

Principal: As I said, the college has a proud history of publicly examining controversial issues. Why should we do this? The publicity we receive is often sensational, and there is no joy in encouraging argument for its own sake; in fact that sort of discussion just increases tension. The only legitimate reason for our behaviour is that it casts light upon the topic in question and informs the debate.

And controversial topics are the ones which most need informed attention. As the world forges ahead we often find our scientists have outstripped our philosophers. We frequently develop scientific marvels without realising their full implications. Nowhere is this more obvious than in medicine. We are now able to keep people alive far longer than

before, but this medical ability must be measured in relation to the quality of those lives.

I urge you to spend your time at Scholastic House wisely. You are the heirs of an excellent academic tradition of which we can all be justly proud.

It is your responsibility to continue this tradition of querying where our world is going. Progress is not always upwards.

I wish you every joy in your time here, and I hope that I will hear much well informed debate from you.

Narrator: That is the end of Section 4. Now you have some time to check your answers.

That is the end of Listening Practice Test 3.

This tape is now complete.

Practice Listening Test 4 starts on Cassette 2 Side A.

General Training Practice Listening Test 4

Answer Key: General Training Practice Listening Test 4

Section 1 Questions 1-8	Section 2 Questions 9-18	Section 3 Questions 19-29	Section 4 Questions 30-39
1. C	9. ✓	19. water wheel	30. hunger
2. T	10. 11 (pm)	20. gears	31. noise
3. CT	11. 11.30 (pm)	21. spray tube	32. study
4. CST	12. ✓	22. holes	33. tense
5. T	13. ✓	23. base	34. tired
6. T	14. Thurs / Thursday	24. C	35. 45 degrees
7. S	15. Smith Street	25. A	36. relaxed
8. C	16. laying (telephone) cable(s)	26. A	37. chew
	17. (the) college grounds	27. A	38. exercise
	18. side door	28. B	39. smoky
		29. D	

Tapescript: Practice Listening Test 4

Cassette 2 Side A

Narrator: Prepare for IELTS Practice Listening tests. This is tape 2

Prepare for IELTS Practice Listening Tests. Practice Listening Test 4.

Turn to Section 1 of Practice Listening Test 4.

Section 1. Listen to the conversation between two students, John and Carol. They have a list of the names of authors whose books have been given to the library. They have to classify the authors as writers of cookery, sports or travel. First you have some time to look at Questions 1 to 8 on the table now.

You will see that there is an example which has been done for you. The conversation relating to this will be played first.

John: This is a great collection of books, isn't it?

Carol: Very impressive. Who gave them to us?

John: Apparently the donor was a book reviewer. There are a lot of books about sport. Here's one.

My life in cricket.

Carol: That's certainly sports. Who's the author?

John: Peter Adams.

Carol: He also wrote *Journeys through Spain*.

John: Did he?

Narrator: Peter Adams writes on both sports and travel, so S T is written against his name.

Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Now listen carefully and answer questions 1 to 8.

John: This is a great collection of books, isn't it?

Carol: Very impressive. Who gave them to us?

John: Apparently the donor was a book reviewer. There are a lot of books about sport. Here's one.

My life in cricket.

Carol: That's certainly sports. Who's the author?

John: Peter Adams.

Carol: He also wrote *Journeys through Spain*.

John: Did he?

Carol: Next one is Stephen Bau.

John: He wrote *Summer Barbecues, Cooking for Singles, Dinners by Candlelight ...*

Carol: Anything else?

John: No. Do you have anything by Pam Campbell?

Carol: *Wanderings in Greece, My life in Russia, Travels in the Amazon, and Pam Campbell's guide to a successful trip.*

John: Sounds like she got around! My next one is C. Kezik.

Carol: He has a list of books about football. *The World Cup, Heroes of the World Cup, Playing with the round ball, Soccer for everyone ...*

John: That's enough! He was a one-topic writer. Ari Hussein, however, wrote about cooking and travel! His series of cook books is called *Living and cooking in Spain, Living and cooking in China, Living and cooking in Brazil*. He's been everywhere.

Carol: I've got a specialist here. Sally Innes on tennis. Here are some of her titles: *Improve your serve, Tennis for everyone, Tennis forever!*

John: Meg Jorgensen has three books, one in each category: *Cooking for health, Sport is good for you!* and *Travelling in Australia*.

Carol: A varied talent. Who's next?

John: Bruno Murray. He wrote children's books - a whole series called *A child's guide to ...* and then the name of the city.

Carol: Oh. You mean like *A child's guide to London?*

John: Yes, that's right. He seems to have stayed in Europe. Ruby Lee, however, has just one book. It's called *The emerald isle* and it's all about Ireland. Apparently she went around Ireland on foot.

Carol: Jim Wells wouldn't like that! His books are all about motor racing. Hmm. Nice photos of old racing cars. Don't you love the goggles on the driver?

John: They do look strange, don't they? I think we're nearly finished. What did Helen Yeung write?

Carol: *Summer menus: food for thought.* She also did a book of Chinese recipes - Cantonese, I think.

John: Okay. That's dealt with the first box. Let's stop for a minute.

Narrator: That is the end of Section 1. You now have some time to check your answers.

Now turn to Section 2.

Section 2. You are going to hear a talk by a student adviser who is inviting new students to a welcoming party. Look at the invitation. Tick if the information is correct or write in the changes. First look at questions 9 to 14.

As you listen to the first part of the talk, answer questions 9 to 14.

Student Adviser: Hello. My name is Dave Burns, and I'm here to tell you about the welcoming party we are having for new students. Unfortunately the information on your invitation is inaccurate. We didn't have enough time to print new invitations, so I'll have to ask you to make changes.

To start with, this isn't a welcoming lunch: it's a dance party. However, the next line is true. The party will be held at Blackwell House. Is everybody comfortable with that? The next line tells you when the party will be: Friday June 15th at 8 pm, but I have good news: the party will end at 11 pm. As a result of this later end to the party the bus will go later, too, so it should read "Free transport to the student hostel is available leaving Blackwell House at 11.30". And of course other students may attend, and all students must have their student ID card with them. I hope you can come to the welcoming party. It's a really good way to get to know other students and to learn what it's like to live in this city and to study here. Just one final change: please let us know by Thursday if you can come.

Narrator: Now listen while Dave Burns gives instructions for students who are going to travel by car to the party. First look at questions 15 to 18. Write no more than three words for each answer.

Student Adviser: Some of you may prefer to travel by car, but I have to warn you about some changes to the roads. You will find there is a lot of new road work on Smith Street. The work will not finish for a long time so we can be sure that Smith Street will be a problem.

If you are coming from the city you will be able to travel easily until you get to Blackwell Street, just near the college. As you know Blackwell Street is very long. You should avoid the corner of Blackwell Street and Jones Avenue, because they are laying telephone cable. However, you can take a detour and avoid Blackwell Street altogether. The best thing to do is to pass the round-about and take the first road on your left which is Brown Crescent. Brown Crescent will lead you into the college grounds, so that's easy.

I hope everyone has a great time. Bring your friends, and we'll see you on Friday. Oh, one final reminder: it's best to use the side door. The front door may be locked at 7.00, so come to the side. See you on Friday.

Narrator: That is the end of Section 2. You will now have some time to check your answers.

Now turn to Section 3.

Section 3. In this section you will hear a discussion

between two students who have to describe a lawn sprinkler for part of their general science course. (A lawn sprinkler is a machine designed to water gardens and lawns). In the first part of the discussion the students are talking about the different parts of the sprinkler. First look at questions 19 to 23. Note the example that has been done for you.

Now listen to the conversation and label the parts of the sprinkler on the diagram. Choose from the box. There are more words in the box than you will need.

Linda: Hello, Scott! I believe you're going to be my partner for this practical session. Have you got the model set up?

Scott: Yes. Uh. It's right here. The instructions say we have to describe it first, and label the diagram. I've started from where the water enters the machine. Um. The water enters through a hose pipe and then it turns a water wheel. You can see where the wheel is marked by an arrow pointing upwards. It's called a water wheel because it's designed so the water will catch against the wheel. This action spins a series of gears ...

Linda: How are you going to describe the gears?

Scott: There are two worm gears, one vertical and one horizontal. The horizontal worm gear drives a circular gear. That gear is connected to a crank which changes the motion. The crank is already labelled. Do you see the two white arrows?

Linda: I see. Okay, the water has passed across the water wheel. Then what?

Scott: Okay. Umm. Then you could say the water passes through the spray tube.

Linda: Yes, I see.

Scott: And the water is then spread over the lawn through holes at the top of the spray tube.

Linda: How are you going to describe the base?

Scott: How about this: "The sprinkler stands on a base consisting of two metal tubes which join at a hinge at one end and continue into a plastic moulding at the other."

Linda: That's certainly starting at the bottom. Do you want to mention that there's no water in the base?

Scott: I don't think that's necessary. If you look at the diagram it's easy to see that the only metal tube to contain water is the spray tube. You can actually see the water coming out of it.

Narrator: Now listen while Linda and Scott's instructor, Mark Stewart, talks to them. Answer questions 24 to 29.

Mark: Hello Scott, Linda. I'm glad I caught you before class. Did you know about the change in the examination schedule?

Scott: Change?

Mark: Yes. The last day of examinations for your group will be December 2nd instead of November 29th.

Scott: Is that definite? We were told they'd be on November 26, and then there was a rumour they'd be on December the 1st.

Mark: The schedule's gone to the printer. There can be no changes. It's definitely December 2nd.

Scott: That's a relief. I'm going to the US on December the 4th.

Mark: Are you one of the exchange students?

Scott: Yeah. Yeah. I'm really looking forward to studying there. Do you know if their general science courses are anything like ours?

Linda: It's not very likely.

Mark: Actually, all basic general science courses are fairly similar. You'll find you're behind in some things and ahead in others. I wouldn't worry too much about the course. You've been doing well on this one. Linda, have you finished your assignment yet?

Linda: I'm nearly there. I should be able to give it to you on Monday.

Mark: That's good. I can't let you have another extension.

Linda: I was really grateful for the extra time you gave me. That was a really big assignment.

Mark: Well, I'll expect it next week. Now, would you like to hear the details of the timetable?

Scott: Oh. Yes, please.

Mark: I've just finished putting it on the noticeboard downstairs. Basically, you'll have four examinations. General mechanics is in the morning of December 1st, physics and maths are on the afternoon of the same day. Communications and English are on the morning of December 2nd, and Earth Sciences in the afternoon.

Linda: All over in two days!

Mark: Yes. I'll miss teaching this class. You're all good at expressing your views, which makes for an interesting class. Some of the other first year classes won't talk, and they're rather boring to teach.

Narrator: That is the end of Section 3. You will now have some time to check your answers.

Now turn to Section 4.

Section 4. You will hear an extract from a talk about student health, and specifically about ways to avoid headaches. Listen to what the speaker says, and complete the summary. First look at questions 30 to 39. As you listen to the talk, answer questions 30 to 39. Complete the summary. Use words from the box. There are more words in the box than you need. Some words may be used more than once.

Broadcaster: Hello. Welcome to the student orientation program. Today's session is on health issues, and this talk is about headaches, and how to avoid them. It may surprise you to hear that headaches are often caused by hunger! In fact one study suggested that 70% of headaches are related to hunger, which makes it the principal cause. The advice is simple: eat three meals a day and try to keep to a fairly regular schedule of meals. People associate noise with headaches, and for most of us excessive noise creates the conditions for a headache. Very loud noise is unpleasant, and people usually remove themselves from it. Having said that, younger people tend to tolerate noise better than their elders, so I may be leaving noisy places far earlier than you. Just remember that exposure to too much noise may predispose you to a headache. Of course, we all associate headaches with studying! In fact the headache probably doesn't come from the studying so much as from being tense. When we study hard, we often hunch over our work. Try

raising your shoulders and tensing them - now relax. Can you feel how much more comfortable a relaxed stance is? Another thing - it's very important to check that you are working in a good light. It will not actually hurt your eyes to work in a bad light, but it will make you tired very quickly and is very likely to give you a headache. What's more, if you have the book flat on a desk in front of you it will be harder to read, and you will have to hold your head at an odd angle. It is wise to have a bookrest which raises the material you are reading 45 degrees to the desk. This will help reduce your chance of a headache. Try to relax before bed so that you will be relaxed when you try to sleep - a soak in a hot bath may be helpful. It's also important to really sleep when you go to bed: a good mattress is a wise investment for people who want to avoid headaches.

This talk seems to keep coming back to tension.

Tension may cause you to chew too forcefully, clench your jaw, or grind your teeth, and this in turn may lead to headaches. It is very easy to say that you shouldn't grind your teeth, and very hard to stop, particularly if you grind your teeth in your sleep. Try to avoid situations which will make you tense, particularly just before bed. If you do compulsively grind your teeth in your sleep, ask your dentist about a soft mouthguard.

In general, try to eat regular meals and avoid tense situations. Be sure you get plenty of exercise.

Hopefully your headaches will be greatly reduced. One other thing I should point out - avoid smoky rooms and cars. Such places certainly encourage headaches, and the smoke may be doing you quite serious long-term damage.

Narrator: That is the end of Section 4. Now you have some time to check your answers.

That is the end of Test 4. Test 5 is on Cassette 2 Side B.

General Training Practice Listening Test 5

Answer Key: General Training Practice Listening Test 5

Section 1 Questions 1-7	Section 2 Questions 10-20	Section 3 Questions 21-31	Section 4 Questions 32-40
1. A	8. 3	21. 1987	32. A
2. B	9. 5	22. Turkey	33. C
3. D	10. 8.25 (AM)	23. English for farming	34. B
4. A	11. coach	24. 16 weeks / 4 months	35. D
5. D	12. 2	25. 14 (students)	36. B
6. C	13. Friday	26. former / previous / old students	37. A
7. A	14. (sailing) boat	27. advanced (students)	38. Social life
	15. (Greek) music	28. all (students)	39. Hide (extra) fees
	16. B; D	29. advanced (students)	40. The government
	17. A; B	30. all (students)	
	18. B; D	31. beginners	
	19. Greek tour		
	20. AA3 (not aa3)		

Tapescript: Practice Listening Test 5

Cassette 2 Side B

Narrator: Prepare for IELTS Practice Listening tests. Practice Listening Test 5. Turn to Section 1 of Practice Listening Test 5.

Section 1. Megan and Ken are deciding how they will spend the evening. Look at section 1 of your listening test. You have some time to look at Questions 1 to 7 now. You will see that there is an example which has been done for you. The conversation relating to this will be played first.

Telephone rings

Megan: Hello. Megan speaking.

Ken: Hello Megan.

Megan: Hello Ken. I'm glad you called. Thomas asked me to give you his telephone number.

Ken: Is that his office number or his home number?

Megan: I can give you both. His new home number is 9452 3456. Would you like his office number?

Ken: I think I have it. Does 9731 4322 sound right?

Megan: That's it. But the home number is 9452 3456. He moved in last week.

Ken: Good. I've got that. Now, what would you like to do?

Narrator: Thomas's home telephone number is 9452 3456 so letter C has been circled. Now we shall begin. You should answer the questions as you listen because you will not hear the questions a second time. First, you have another chance to look at questions 1 to 7. Now listen carefully and answer questions 1 to 7.

Telephone rings

Megan: Hello. Megan speaking.

Ken: Hello Megan.

Megan: Hello Ken. I'm glad you called. Thomas asked me to give you his telephone number.

Ken: Is that his office number or his home number?

Megan: I can give you both. His new home number is 9452 3456. Would you like his office number?

Ken: I think I have it. Does 9731 4322 sound right?

Megan: That's it. But the home number is 9452 3456. He moved in last week.

Ken: Good. I've got that. Now, what would you like to do?

Narrator: Thomas's home telephone number is 9452 3456 so letter C has been circled. Now we shall begin. You should answer the questions as you listen because you will not hear the questions a second time. First, you have another chance to look at questions 1 to 7. Now listen carefully and answer questions 1 to 7.

Telephone rings

Megan: Hello. Megan speaking.

Ken: Hello Megan.

Megan: Hello Ken. I'm glad you called. Thomas asked me to give you his telephone number.

Ken: Is that his office number or his home number?

Megan: I can give you both. His new home number is 9452 3456. Would you like his office number?

Ken: I think I have it. Does 9731 4322 sound right?

Megan: That's it. But the home number is 9452 3456. He moved in last week.

Ken: Good. I've got that. Now, what would you like to do?

Megan: Well, I'd like to go dancing, but Jane's hurt her ankle so she'd rather not.

Ken: That's a pity. I guess it means she doesn't want to play tennis, either.

Megan: That's right. She says it's okay to go bowling if we don't expect her to do well.

Ken: Okay, let's do it! I guess we can go dancing another time.

Megan: Well, I booked us some time at the bowling alley of Entertainment City. Do you know it?

Ken: Is it on Smith Street, down near the university?

Megan: That's right. It's on the corner of Smith Street and Bridge Road.

Ken: What time did you book for?

Megan: The first booking I could get was 8 o'clock.

Ken: Okay. It's 7 now. What do you want to do first?

Megan: Well, I think we should leave now. We can meet at the bowling alley.

Ken: I can't be that quick. I have to call Thomas, to start with, and I need to get changed.

Megan: Okay. I think I'll leave in ten minutes and meet you in there.

Ken: That makes sense. I'll take my car, so I'll be quite quick. I'll be out of here in half an hour.

Megan: Okay. You're so lucky to have a car! You can get around so easily.

Ken: Well, yes and no. I often spend ages driving around trying to find a park. The traffic can be very bad.

Megan: Well, that won't be a problem for me, because I'll take the bus. It goes right past my door, and I'll have plenty of time.

Ken: Sounds good. Who else is coming?

Megan: I think nearly everyone from the afternoon class will be there.

Ken: Which class? The big maths class, or the afternoon tutorial?

Megan: The maths class. What's more, we get a concession for large numbers!

Ken: That's good. I'm trying to keep my expenses down this month.

Megan: So am I. I expect tonight'll cost about \$20.

Ken: You must be good with money. I expect it to come to ... um ... nearly \$40! So how are you going to manage that?

Megan: Well, the bus is cheap, and if I come home early I won't have time to spend too much! In any case, I have to be up early tomorrow morning, so I'd really better try to get home by about 11.

Ken: That reminds me. I have to phone the taxi company for my mother. Goodbye, Megan. I'll see you later.

Megan: Goodbye, Ken.

Sound of phone hanging up.

Narrator: Ken calls the taxi company. Listen and be ready to answer questions 8 and 9. Now listen to the telephone call and be ready to answer questions 8 and 9.

Sound of somebody dialling, phone ringing

Man's voice: Hello, this is Acme Cabs. Please follow the instructions on the tape.

If you wish to order a cab now, press 1.

If you have placed an order previously, press 2.

If you wish to make an advance order, Press 3. Please be ready to tell us your street number and name.

If you wish to speak to the radio room supervisor, press 4.

If you want to enquire about lost property, press 5.

If you want to order a taxi equipped to carry wheelchairs, press 6.

Your call is very important. Please stay on the line for the next available order taker.

Click to indicate a real person is there.

Ken: Hello. I think I left something in one of your cabs on Thursday. It was a brown paper package with an address written on it in green ink. Has anyone handed it in?

Narrator: That is the end of Section 1. You now have

some time to check your answers.

Now turn to Section 2.

Section 2. You are going to hear some announcements made to a group of people who are planning a trip to Greece. First look at questions 10 to 15. As you listen to the first part of the talk answer questions 10 to 15. Write no more than three words or numbers for each answer.

Tour organiser: Good morning everyone. I'm getting very excited about this trip to Greece, and I'm sure you are too. As you know, we didn't have all the details at our last meeting, but I can give them to you now.

We'll leave London Gatwick Airport on British Airways next Wednesday. Please be sure to be at the airport by 6.30. I know it's early, but our departure time is 8.25 AM. We're quite a large group, and we don't want to have any hassles. Please be sure to have all your travel documents ready. We'll arrive in Athens at 2.25 in the afternoon, and there'll be a vehicle there to meet us. It'll be a full sized coach so everyone can travel together.

We'll spend three full days in our hotel in Athens, although we're only being charged for two nights' accommodation, which is good news. The second day we'll go to the National Archaeological Museum to see the enormous collection of ancient Greek works of art, antiques, statues – a brilliant display. We'll eat out at a typical Greek restaurant on Thursday night. It's going to be a very busy time in Athens! Friday morning and afternoon we'll visit historic sites, but we have nothing planned for the rest of the day.

On Saturday we're off to the islands, the Greek islands of ancient myth and modern romance. Now, the big news! At first we thought we'd take the ferry, but we've been very lucky to secure a sailing boat which is big enough for all of us. I'm really excited about this part of the trip, because we'll see the islands to the best advantage, and we'll be able to cruise around and sleep on board. We'll get off at different islands and for one part of the trip we'll have people playing Greek traditional music actually on board with us. Now I'll pass out a brochure with all the details.

Narrator: Now look at questions 16 to 18. As the talk continues answer questions 16 to 18.

Tour organiser: A lot of work has gone into organising this tour, and I'd like to thank in particular the travel agent who got us a really good deal and the people at the British Museum who offered us such good advice. Trips like this only happen because of the hard work of really expert people.

As you know, we have planned a gathering for when we return. I have a list of things which the committee would like you to bring to the party. They are: your pictures and something to eat for everyone to share. You are almost bound to have people ask what we have in common, and why we are travelling as a group. I suppose the answer is that we are interested in learning about old societies and vanished cultures, and we all enjoy travelling. Of course, we enjoy fine food too, but that's not as important!

Narrator: Now look at questions 19 and 20. As the talk continues answer questions 19 and 20.

Tour organiser: I nearly forgot the last piece of information. You will see there are labels which I have passed around for you to put on all your luggage. Could you fill them in, please? On the top line please write "Greek tour" and on the lower line, write, in block letters, I mean upper case, the letters AA and the number 3 - that's AA3.

We need to have these labels clearly displayed to help the baggage handlers keep our luggage together on the different parts of our trip, so please don't take them off.

Narrator: That is the end of section 2. You now have some time to check your answers. Now turn to section 3.

Section 3. You are going to hear Dr Joanne Robinson, the course director of a Language Learning Center, answering questions from reporters from the student newspaper. First look at questions 21 to 26. As you listen to the first part of the talk, answer questions 21 to 26. Write no more than three words or numbers for each answer.

Course Director: Welcome to the Language Learning Center. I'm Joanne Robinson. You must be the reporters from *The Examiner*. Please come in and sit down.

Cheryl: Hello Dr Robinson. Yes, we're from *The Examiner*. I'm Cheryl Perkins and this is Don Klim. May I start with a question? Did this college really start with Brazilian students?

Course Director: It did. The Language Learning Center was founded in 1985 to look after a group of students from Brazil who wanted to study here. Those twenty students soon grew to 60, and, as you can imagine, we had severe accommodation problems.

Don: Somebody said you were in the old amenities block, right near the engineering school.

Course Director: They have a good memory! Yes, we were there, because the university hadn't believed we would expand so quickly. The problem wasn't solved until we moved into these new premises in Bancroft House in 1987.

Don: When did you start taking students from other countries?

Course Director: About 1990. We now have students from 13 different countries enrolled, and we expect a large group from Turkey next month.

Cheryl: Yes, we've noticed a lot more advertisements for Turkish restaurants in our advertising section.

Course Director: Well, 40% of our students come from Turkey, by far the largest single national group, and I believe there's been an influx to the rest of the university. There are a lot of Turkish students studying hospitality.

Cheryl: Do you offer anything special to the students?

Course Director: Yes, we do. There are several things which make us rather different from other language schools. English is certainly not restricted to English for academic purposes here! Sometimes we have extra classes for students who have particular courses in mind, and we have just said goodbye to a group of thirty Indonesian students who were

preparing for a university course in agriculture. They came to us for English for farming, and they were with us for a long time. We miss them!

Cheryl: How long do students usually stay at the Language Learning Center?

Course Director: It varies, so I'll talk about the average. Most of our courses last for five weeks, but to make any real progress a student needs to be here for at least three terms, that's fifteen weeks. The students do better if they have a little time to settle in at the beginning of the course, and we offer an orientation course that lasts a week. Most students take it. It helps them to settle down, and it gives us plenty of time to test them and place them at the right level.

Don: How many people are in each class?

Course Director: We sometimes go up to 18, but our average class size is 14 students, and some classes have as few as seven participants. It depends on the needs of the group.

Cheryl: You were saying that you miss your students when they go. How do you attract students? I mean, how do they hear about the Language Learning Center in the first place?

Course Director: We're included in the university advertising and marketing, and we have our own website. The thing which works best for us, though, is word of mouth. Students who leave us often send us their friends. In fact, a student who arrived today was carrying a photograph for me of a former student and his baby!

Cheryl: It sounds like a nice place to be!

Course Director: It is! A lot of our students make lasting friendships while they're here.

Narrator: Now look at questions 27 to 31. As the talk continues, answer questions 27 to 31.

Cheryl: Making friends with other students sounds special enough! I'd like to emphasise that in the student newspaper.

Course Director: We do try to get our students to be part of the wider university.

Don: How do you do that? Do you encourage them to join the Sports Center, for instance?

Course Director: Indeed we do! The Sports Center is always looking for active participants, particularly in soccer. Oh, and something else. You might like to mention that we don't teach just English here. I mean, we're a language center, not an English language center. You may learn Spanish, Mandarin, and Russian here, and we can sometimes offer other languages. This means we can have some students who are native speakers of those languages as conversation partners for English-speaking students.

Cheryl: Who can do those courses?

Course Director: At this time, any native speaker of English.

Cheryl: What about the people who are learning English? Can they do a non-English language course?

Course Director: At this time, only if they've almost finished their English language course. You see, we try very hard to involve students who are native speakers of English as conversation leaders and we encourage our students to join groups on the

campus. For instance, if they enjoy music, there is an active jazz group available to everyone, and that's a lot of fun. On the other hand, elementary students can't go to the drama group, their English just isn't ready for that sort of activity, but the university choir welcomes all the singers it can find. They often do large productions that need a lot of voices.

Cheryl: I imagine the special conversation groups are open to all your students ...

Course Director: I wish they were. I'm sorry to say they're a special service we provide for elementary students only. Is there anything else I can tell you? (pause) I'd be really pleased if you could write about the courses we offer in foreign languages.

Cheryl: I think our readers would be very interested in that. Thank you for your time, Dr Robinson.

Don: Yes, thank you very much.

Course Director: Goodbye. Thank you for giving me the opportunity to talk about the center. It's always good to let the rest of the students at the university know what goes on in our classrooms, and outside them! After all, many of our students leave us and then study for degrees in various disciplines on this campus.

Narrator: That is the end of Section 3. You will now have some time to check your answers. Now turn to Section 4

Section 4 You will hear a talk about the pitfalls and pleasures of being a postgraduate student.

Look at questions 32 to 37. Listen to the speaker's advice and answer questions 32 to 37. Circle the correct letter.

Speaker: Postgraduates are about as easy to define as catching steam in a bucket. Courses can be vocational, for training, as research, as a preparation for research, or a combination of these. Also you can choose between full-time and part-time. Increasingly, the approach to postgraduate study is becoming modular. The vast majority of postgraduates are doing short, taught courses, many of which provide specific vocational training. Indeed, there has been a 400% increase in postgraduate numbers in Britain over the past 20 years. Current figures stand at just under 400,000.

People undertake postgraduate study for many reasons. These may be academic (intellectual challenge, development of knowledge), vocational (training for a specific career goal) or only vague (drifting into further study). It is essential that you determine the reasons you want to become a postgraduate. If you have clear goals and reasons for studying, this will enhance your learning experience and help you to remain focused and motivated throughout your course.

Where you study should be based on much more than the course you want to do. For some courses you are likely to be there for several years, and it is important that you are happy living there. Check also what type of accommodation is available and whether the institution provides any housing specifically for postgraduates.

Choosing an institution and department is a difficult process. To determine quality, do not rely on the

reputation of an institution, but find out what ratings are from the most recent assessment exercises. Find out about the staff, their reputation, competence, enthusiasm and friendliness. Visit the department if possible and talk to existing postgraduates about their experience, satisfaction, comments and complaints. Be very careful to check how they feel about their supervisors.

Also, check what facilities are available, both at an institutional level (for example libraries, laboratory and computing facilities) and in the department (for example study room, desk, photocopying, secretarial support etc). Everyone will have their own priorities here: I am always anxious to check the computer support available, and regard it as slightly more important than library access. Your working environment and the support available to you plays an essential part in making your work as a postgraduate a positive experience.

Life as a postgraduate can be very different to your other experiences of education. Things that can distinguish your experience are the level of study, independence of working, intensity of the course, the demands on your time, and often the fact that you are older than the majority of the students.

These factors can contribute to making you feel isolated. However, there are several ways you can make sure that this is either short-lived or does not happen at all.

Many student unions have postgraduate societies that organise social events and may also provide representation for postgraduates to both the student union and the institution. Departments can also help to create a sense of identity and community, and often have discussion groups available. Don't be afraid to talk to staff about any difficulties you might be having. Of course universities provide counselling services but we have found that the best advice comes from talking to other postgraduates who may have faced similar difficulties.

Narrator: Look at questions 38 to 40. Write no more than three words or numbers for each answer.

Speaker: Financial planning is essential, since the government excludes postgraduates from student loans, and it can be difficult to maintain your student status with banks. This has implications for free banking and overdraft facilities. Do not underestimate your living costs, including food, accommodation and travel, and be careful not to budget for everything except a social life.

Funding a course is one of the most challenging things people face when considering postgraduate study. Most postgraduate students are self-financing. They pay (often very large) fees to the institution and receive no maintenance income to support their study. Make sure you know exactly what your costs will be - institutions often hide extra fees like laboratory costs behind the headline fee rate advertised.

Funding can come from various sources. Research councils, charities, trust funds, institutional scholarships, local education authorities and professional bodies and organisations all offer

various levels of funding. As I said before, the government excludes postgraduates from student loans, so it is essential you look to other sources. Career development loans are available from high street banks. The best advice on funding is to be proactive, persistent and patient.

The postgraduate community in Britain is multinational, has a wide range of experience of life and work and an exciting mix of goals, both career and academic. Being a postgraduate student should be a productive and fulfilling thing to do, and you will become part of a diverse and motivated social group.

Narrator: That is the end of Section 4. You now have some time to check your answers.

That is the end of Listening Practice Test 5.

Part 2: General Training Reading Practice Tests

Answer Key: General Training Reading Practice Test 1

Section 1

1. 18
2. 28, 33 (must have both answers; the question says "two pages"; page 30 is not correct as the question asks about "art" not "the arts")
3. 32 (the sports stadium is discussed in the "Letters" page.)
4. monthly/every month/each month
5. A
6. C
7. A,E (must have both answers)
8. E
9. B
10. D
11. C
12. A
13. B
14. D (note the importance of the article "the" i.e. "the snake" that has bitten you, not snakes in general)
15. B

Section 2 Student Accommodation at Northside University

16. C
17. B
18. A
19. B
20. \$68.50
21. \$154 (the answer requires "the cheapest" not the range.)
22. 21
23. 17
24. Boronia
25. women

Section 3 Kormilda College

26. 1969
27. 280
28. D
29. pre-secondary
30. supported secondary
31. secondary
32. English
33. science
34. T
35. NG
36. F
37. NG
38. T
39. NG
40. T

Section 1

1. E
2. B & C
3. D
4. A
5. D
6. C
7. R
8. E
9. R
10. CP
11. R
12. CP
13. birdsong
14. binoculars
15. (billy) tea
16. damper
17. Possum Prowl
18. torch
19. non-slip shoes
20. (lovely) (water) views

Section 2 Community College Courses

21. VII
22. IV
23. I
24. III
25. II
26. A
27. E
28. B & C
29. D
30. D
31. communication

Section 3 Great Inventions

32. C
33. C
34. D
35. A
36. B
36. D
37. D
38. F
39. NG
40. T
41. T
42. F

Answer Key: General Training Reading Practice Test 3

Section 1

1. 1821
2. (The) Hunter (River)
3. 1870
4. A & C
5. B
6. A
7. D
8. I
9. G
10. K
11. J
12. E
13. H
14. F

Section 2 Numeracy Centre

15. free
16. lecture
17. 9
18. tutorial
19. Course B / Statistics for Marketing
20. workshops
21. \$15
22. workshops
23. D
24. A
25. N
26. C
27. B

Section 3 Business Planning

28. YES
29. NO
30. NOT GIVEN (even though the plan is comprehensive,
it cannot be argued that by implication the answer would be NO)
31. YES ("the key question to ask")
32. YES
33. YES
34. NO
35. C
36. J
37. I
38. F
39. H
40. B

Section 1

1. E
2. A
3. C
4. C
5. H
6. I
7. M
8. hh:mm
9. (Daily) Work Record
10. (your/the) supervisor
11. Monday
12. (your) Tax Number
13. your / the employee's home address

Section 2 Language and Culture Center

14. pool, table tennis (must have both answers)
15. international clubs
16. University Health Center
17. Health Insurance
18. (a weather) emergency / emergency weather conditions
19. 15 minutes
20. 50%
21. D
22. C
23. A
24. B
25. D
26. A
27. B

Section 3 Employment in Japan

28. E
29. G
30. B
31. A
32. H
33. D
34. F
35. I
36. loyalty
37. twice yearly / twice a year
38. mentor
39. D
40. B
41. B

Section 1

1. Developmental art
2. \$4.50
3. Developmental art
4. \$5.00
5. North Gallery
6. New Year festivities
7. 632
8. 132
9. 317
10. 122
11. 443
12. C; H
13. D; G
14. A
15. B

Section 2 International Business Institute

16. Language Centre students
17. Photo-ID card
18. (in) cash
19. REF in red
20. IELTS (materials)
21. FALSE
22. FALSE
23. NOT GIVEN
24. TRUE
25. FALSE
26. NOT GIVEN
27. TRUE
28. NOT GIVEN

Section 3 How Babies learn Language

29. language development
30. 3 or 4; 3-4 years
31. models
32. exaggerate
33. recognise
34. conversation/interaction/communication
35. YES
36. YES
37. YES
38. NOT GIVEN
39. NO
40. NO

Part 3: General Training Writing Practice Tests - Suggestions

General Training Writing Test Practice Test 1

Task 1 The answer should describe an event which is in the news, and explain why people are interested. You do not need to worry if your information about the news is not accurate. You are being assessed on the way you write your answer, not on whether what you write is true.

Task 2 The answer should explain clearly what people do to stay healthy in your country. Relate to diet, exercise and the avoidance of stress.

General Training Writing Test Practice Test 2

Task 1 The answer should explain why you are dissatisfied, and what you expect the restaurant to do.

Task 2 The answer should talk about acceptable behaviour for children in different cultures, and explain what factors help adults to decide what is acceptable behaviour.

General Training Writing Test Practice Test 3

Task 1 The answer should explain your special circumstances. It should give reasons why the Enrolment Officer should make an exception for you.

Task 2 The answer should identify the difficulties of a particular country (the one the writer is in now, or the one the writer came from). The answer should describe the problem(s) and suggest how it/they can be overcome.

General Training Writing Test Practice Test 4

Task 1 The answer should explain how you lost your card yesterday, so the explanation will be in the past tense. It should include a request for a new card, and an explanation of why the card is important to you.

Task 2 The answer should give sensible arguments for why there is poverty, and offer suggestions on ways to help the poor.

General Training Writing Test Practice Test 5

Task 1 The answer should complain about the bus service and give details of the bad parts of the service. The answer should tell the bus company what you expect them to do about the problem.

Task 2 The answer should give suggestions on how a health service should be organised.

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