

TEST PRACTICE **Academic**

# IELTS on Track

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# LISTENING

# TEST 1

## SECTION 1 Questions 1-10

### Questions 1-5

Circle the correct letter A-C.

### EXAMPLE

Andrea is feeling happy because...

- A she's seen Harry.
- B she's finished her exams.
- C she can sleep in.

[1] What is Harry's problem?

- A He doesn't want to sell his things.
- B He needs to decide what to do with his possessions.
- C He wants to take everything to England.

[2] Which of the items below does Harry want to sell?



A



B



C

[3] Where is Harry going to advertise his books for sale?

- A In the university bookshop.
- B In the student newspaper.
- C In the economics department.

[4] Andrea thinks it is unlikely students will buy the furniture because...

- A they're all doing the same thing.
- B they live at home.
- C it's the summer vacation.

[5] Andrea thinks that a second hand shop...

- A may not pay well.
- B may not take your goods.
- C may only take free goods.

### Questions 6-10

Complete Harry's notes using **NO MORE THAN TWO WORDS**.

## THINGS TO DO:

- [6] ..... furniture etc in Trading Post.
- [7] ..... or sell kitchen things.
- Get [8] ..... first from second hand shop.
- Give clothes to [9] ..... shop.
- [10] ..... fridge and microwave to Andrea.

## SECTION 2 Questions 11–20

Complete the Fitness Centre brochure using **NO MORE THAN TWO WORDS**.

# Sevenoaks

HEALTH & FITNESS CENTRE

Located conveniently at the [11] ..... of Marion Street and Giles Street.

### WE ARE OPEN FOR YOU

Monday – Friday [12] ..... am to 9.30 pm

Saturday 9.00 am to 4.00 pm

Sunday 9.00 am to [13] ..... pm

### WET AREA

Aqua aerobic [14] ..... for all ages and levels.

[15] ..... lessons on weekday afternoons and weekend mornings.

### SUPER CIRCUIT CLASSES

A cardio workout class that is easy to [16] .....

### AEROBIC & STEP CLASSES

Aerobics room holds over 55 participants.

### LARGE WELL-EQUIPPED GYM

Have a personal fitness assessment & individual [17] ..... to suit you.

### CARDIO-VASCULAR ROOM

Use the treadmills, bikes and steppers to burn fat, increase fitness, warm up.

Watch your favourite [18] ..... while you exercise.

**TWO FOR ONE SPECIAL MEMBERSHIP PLUS [19] ..... TRIAL OFFER**

ONLY \$110 each for a whole [20] ..... months! Get ready for summer.

**HURRY, OFFER ENDS SOON!**

## SECTION 3 Questions 21–30

Questions 21–25

Complete the notes below using **ONE WORD ONLY**.

# THE CANADIAN FOOD MARKET

- Understanding subtle [21] ..... between the Canadian and United States food sectors is important for successful food marketing
- Canada has many different ethnic groups: eg Toronto has large [22] ..... and Asian populations
- Growth of ethnic specialities of Mediterranean, Caribbean, South East Asian and [23] ..... foods
- Therefore demand is increasing for new [24] ..... to prepare these foods plus condiments and sauces
- 80% of Canadian market controlled by 8 major national chains
- Seminar to compare Canadian food trends with [25] ..... and UK

**Questions 26–30**

Complete the table below. Write **ONE WORD OR A NUMBER** for each answer.

<p>THE CANADIAN <b>RETAIL FOOD SECTOR</b></p>	
TREND	COMMENTS
<p><b>INTEREST IN HEALTHY FOOD</b></p>	<ul style="list-style-type: none"> <li>• Salads are the third most commonly eaten food in Canadian [26] .....</li> <li>• Most shoppers check [27] ..... and nutritional information</li> </ul>
<p><b>NEW WAY OF LABELLING MEAT</b></p>	<ul style="list-style-type: none"> <li>• Labelled according to [28] ..... technique eg simmering steak</li> </ul>
<p><b>'MOBILE MEALS'</b></p>	<ul style="list-style-type: none"> <li>• More meals eaten away from home</li> <li>• [29] ..... increase in sales of snacks projected over next 3 years</li> <li>• Growth in [30] ..... snacks such as muesli bars</li> </ul>

**SECTION 4 Questions 31–40**

Complete the lecture notes using **NO MORE THAN THREE WORDS** for each answer.

**PUBLIC SPEAKING**

Public speaking means speaking to [31] ..... people

Lack of confidence usually due to [32] .....

**A. PLANNING**

First part of public speaking is [33] .....

This includes: [34] ..... and length of talk

Make speech notes on small cards to talk from

[35] ..... with the audience (very important)

**B. VOICE**

Speak slowly – this gives time for pronunciation and is easier for audience

– bigger audience requires [36] ..... speech

Project your voice – rehearse and [37] .....

Check intonation: varied tone and rhythm gives [38] .....

**C. BODY LANGUAGE**

Lastly, think about your [39] ..... and gestures

Show confidence by: head up, chin out, shoulders back

Avoid scratching and fiddling because this [40] ..... and irritates your audience

# LISTENING TEST 2

## SECTION 1 Questions 1-11

### Questions 1-5

Complete the form below. Write **NO MORE THAN TWO WORDS OR A NUMBER** for each answer.

## STUDENT EMPLOYMENT BUREAU

### STUDENT REGISTRATION FORM

EXAMPLE

Faculty: Science

Given Name: Charlotte

Surname: [1] .....

Address: [2] ..... Heathfield St, Maryland

Telephone numbers:

Home: N/A

Mobile: [3] .....

Number of hours preferred: [4] ..... per week

Employment Experience: [5] .....

### Questions 6-8

Circle the correct letter A-C.

[6] What time should Annetta finish work in the hamburger shop?

- A 7.00 pm
- B 3.00 am
- C 11.00 pm

[7] What is the problem with Annetta's pay at the hamburger shop?

- A the pay is too much
- B the pay is late
- C the pay isn't correct

[8] How many children will Annetta have to look after?

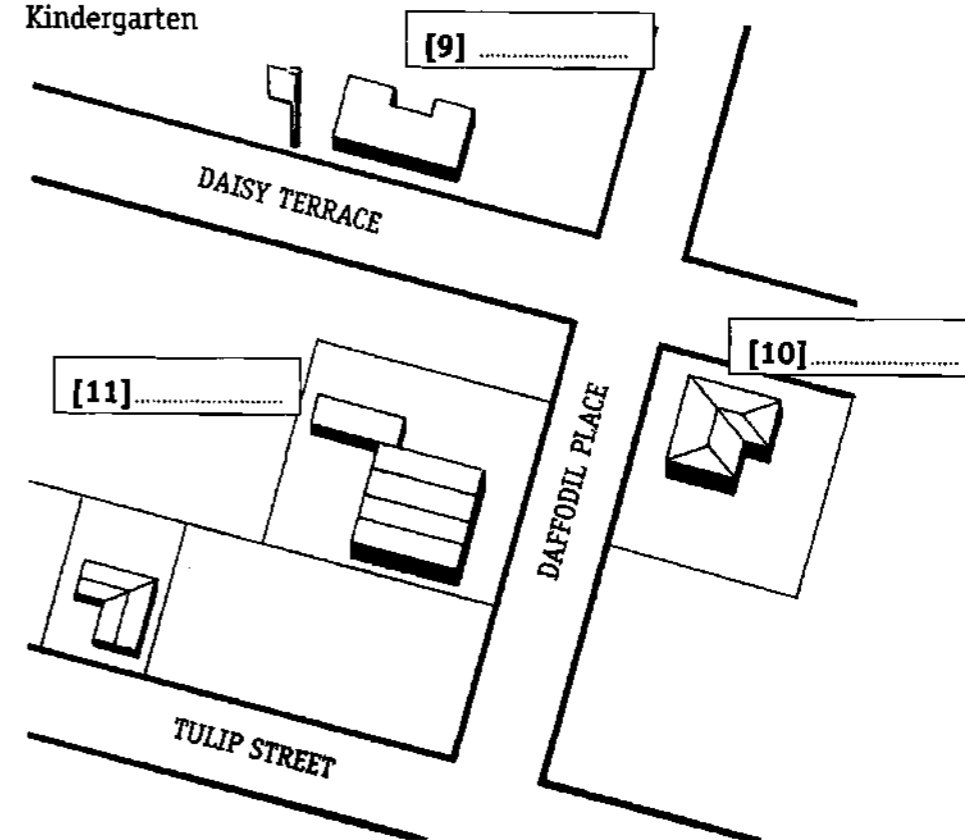
- A two boys and a girl
- B two boys and two girls
- C two girls and a boy

### Questions 9-11

Label the map, choosing your answers from the list below.

Write the correct letters **A-E** on the map.

- A Post Office
- B Bank
- C Primary School
- D Petrol Station
- E Kindergarten



**SECTION 2 Questions 12–21**

**Questions 12–14**

Circle the correct letter A–C.

[12] The excursion is being organised for...

- A all students.
- B overseas students.
- C new students.

[13] How far is it from the college to Ironbridge?

- A 59 kilometres
- B 55 kilometres
- C 50 kilometres

[14] Students going on the excursion should look at the list and...

- A print their name, telephone number, student number and tick if they have a car.
- B print their telephone number and sign their name.
- C print their name and tick if they have a car.

**Questions 15–16**

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

[15] If students do not like eating meat, can they get a cheap meal at the restaurant in Ironbridge?

.....

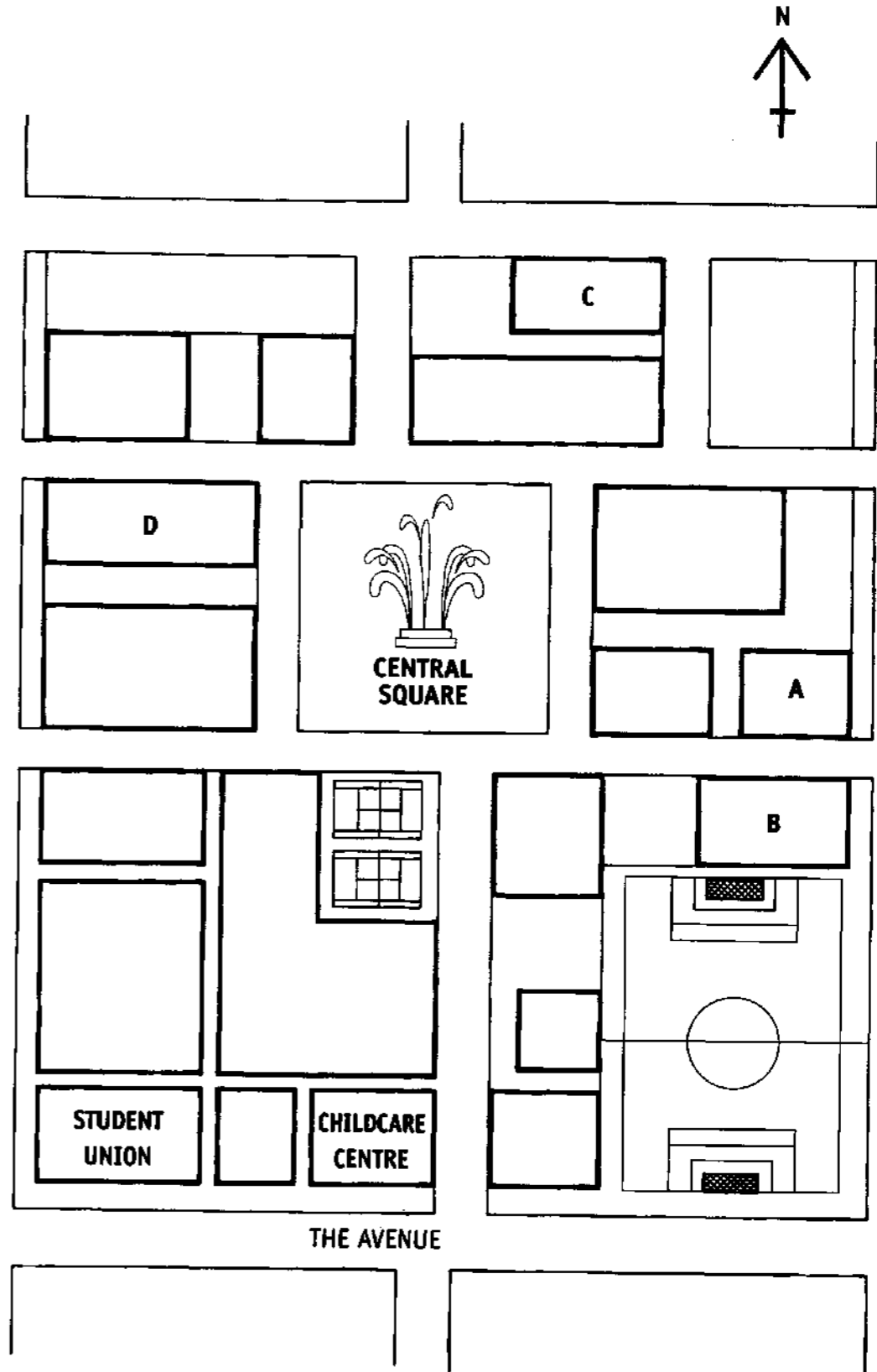
[16] What time must the students arrive to catch the bus?

.....

**Question 17**

Circle the correct letter A–D.

[17] Which building is the bus garage?



**Questions 18–21**

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

[18] Name **THREE** things that Pamela Sutcliffe recommends the students take on the excursion.

DON'T FORGET

Comfortable Shoes

---

Warm Jacket

---

---

---

---

[19] Where will students find details in writing on Monday?

.....

[20] Why is Ironbridge famous?

.....

[21] Which three of the following famous tourist sights are mentioned?  
Write the correct letters **A–H**.

- |                              |                                |
|------------------------------|--------------------------------|
| <b>A</b> Great Wall of China | <b>E</b> Taj Mahal             |
| <b>B</b> Angkor Wat          | <b>F</b> Mt. Kilimanjaro       |
| <b>C</b> Grand Canyon        | <b>G</b> Leaning Tower of Pisa |
| <b>D</b> Pyramids            | <b>H</b> Great Barrier Reef    |

**SECTION 3 Questions 22–30**

**Questions 22–26**

Look at this notice detailing the students' work experience placements. Write **NO CHANGE** if the information has **NOT** changed or **WRITE IN THE CHANGES**.

STUDENT NAME	BUSINESS	DAY am / pm	STARTING DATE	ANSWER
Theresa	University Book Shop	Friday mornings	23/3	<b>EXAMPLE</b> No change
Manuel	Mainly Music	Tuesday mornings	7/3	<b>EXAMPLE</b> Friday afternoons
Henry	The Beauty Shop	Thursday afternoons	22/3	[22] .....
Jo	Highway Hotels	Monday mornings	5/3	[23] .....
Nancy	Explore Travel Service	Wednesday mornings	14/3	[24] .....
Chris	Gorgeous Gowns	Wednesday mornings	14/3	[25] .....
Gordon	Games to Go!	Tuesday afternoons	20/3	[26] .....



Questions 27–30

Complete Gordon's notes about his work experience placement using **NO MORE THAN THREE WORDS OR A NUMBER.**

## WORK EXPERIENCE PLACEMENT

Starting times [27] .....am

.....pm

If ill, phone [28] .....

**Presentation:**

- due in week 10
- worth [29] ..... of assessment
- outline history, management structure etc
- include visuals  
eg [30] ..... and .....

## SECTION 4 Questions 31–40

Questions 31–34

Circle **T** for 'True' or **F** for 'False'.

### EXAMPLE

The speaker has come from the Theosophical Society

T  F

[31] One of the main points of the talk is to save money. T F

[32] She thinks students should do more housework. T F

[33] She argues that plastic containers won't biodegrade quickly. T F

[34] She warns that asthma sufferers should be careful with her recipes. T F

Questions 35–37

Circle the correct letter **A-C.**

[35] To remove tea or coffee stains you should use...

- A bicarbonate of soda.
- B a vacuum cleaner.
- C milk.

[36] If you burn your saucepan accidentally, you should...

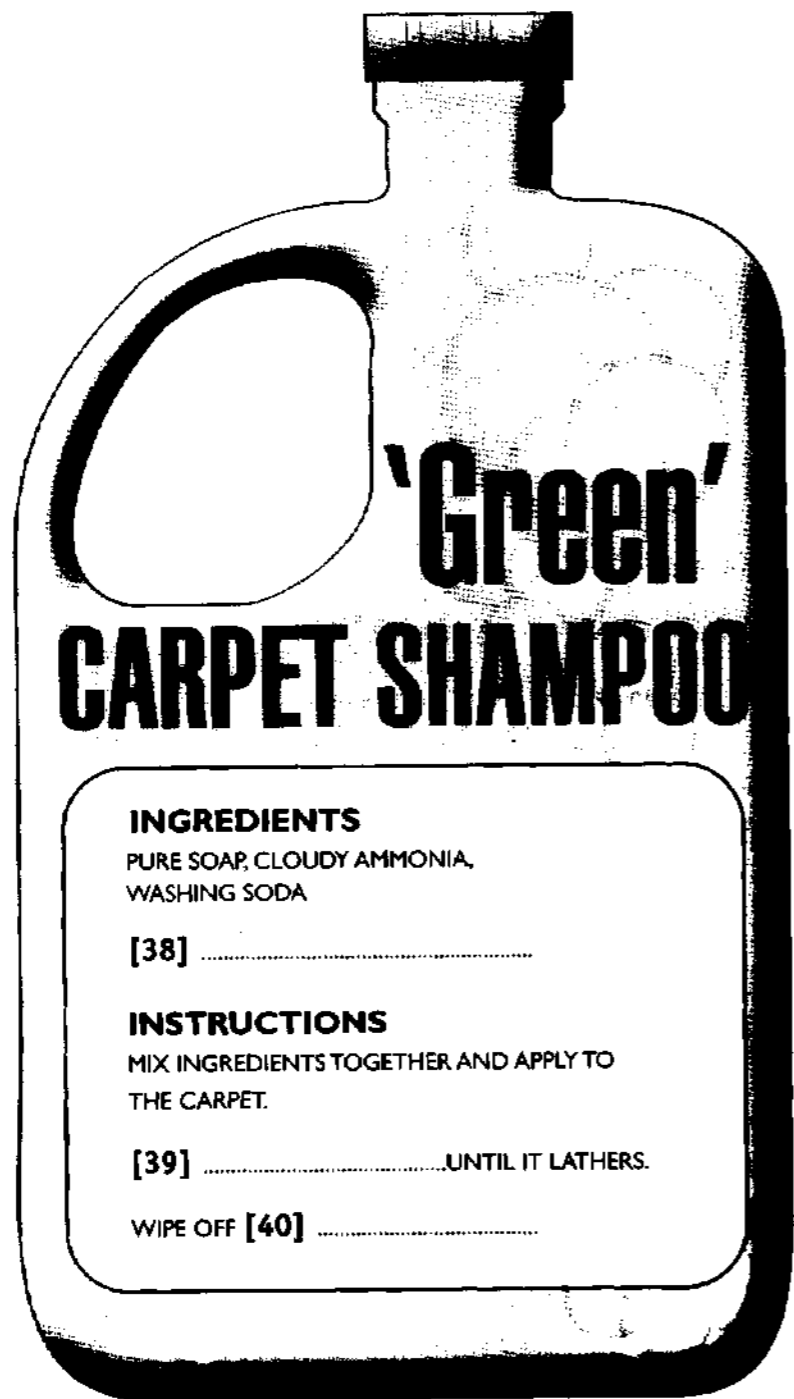
- A give it to a friend.
- B wipe it with vinegar.
- C put vinegar and salt in it and boil it.

[37] If you scratch wooden furniture, you can remove the marks using...

- A a salt mixture.
- B sesame oil.
- C olive oil and vinegar.

**Questions 38-40**

Complete the notes on the bottle label. Write **NO MORE THAN TWO WORDS** for each answer.



**LISTENING**

**TEST 3**

**SECTION 1 Questions 1-10**

**Questions 1-6**

Complete the form using **NO MORE THAN THREE WORDS** for each answer.

**Buying a Used Car: Contact Details**

Model:	Celica	<b>EXAMPLE</b>
Year:	1985	
Number of Owners:	[1] .....	
Condition:	overall good.	
	[2] ..... done last year.	
Reason for Selling:	[3] .....	
Asking Price:	[4] .....	
Appointment Time:	[5] .....	
Address:	[6] ....., Parkwood.	
Contact name:	Elena	

**Questions 7-10**

Circle the correct letter **A-C**.

[7] What happened to Sam's car?

- A It was replaced by another one.
- B It broke down.
- C It was stolen.

[8] Why does Jan need a car now?

- A She lives too far from the university.
- B She spends too much time on the bus.
- C She would feel safer at night with a car.

[9] What does Sam recommend?

- A check the service records
- B avoid buying an old car
- C get a mechanical inspection

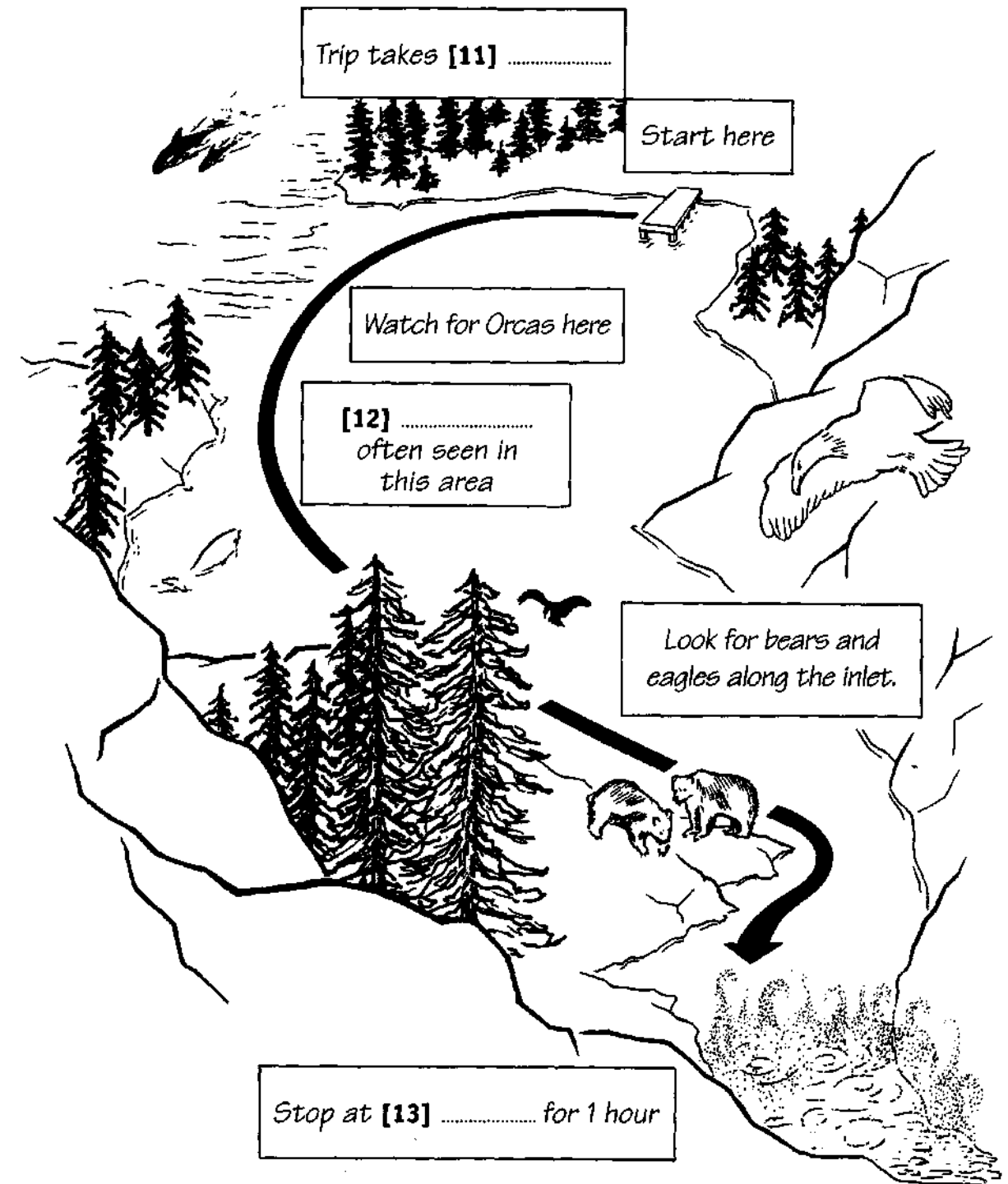
[10] How are they travelling to Elena's?

- A by motorcycle
- B on foot
- C by bus

**SECTION 2 Questions 11-20**

**Questions 11-13**

As you listen, fill in the details to complete the information on the map below.



Questions 14–16

Fill in the chart using **NO MORE THAN THREE WORDS**.

Whale Identification Chart			
	Colour	Size	General Characteristics
Dolphins	grey	1 – 2 metres	[14] .....
Orcas/ Killer Whales	[15] .....	7 – 8 metres	<ul style="list-style-type: none"> <li>• fierce hunters</li> <li>• eat fish, seals, other whales</li> </ul>
Grey Whales	grey	[16] .....	<ul style="list-style-type: none"> <li>• migratory</li> <li>• solitary</li> <li>• filter feeders, eat shrimp</li> </ul>

Questions 17–20

Complete the following using **NO MORE THAN THREE WORDS**.

Advice for Participants on Whale Watching Excursions

- For a smooth ride, sit [17] ..... of the boat.
- Watch the waves and hold onto the ropes.
- Survival suits are [18] ..... in colour for maximum visibility.

They are designed to keep you floating upright in the water even if you

[19] ..... and will protect you from the cold.

- For seasickness:

Place a patch [20] ..... instead of taking pills.

SECTION 3 Questions 21–30

Questions 21–23

Fill in the summary below with **NO MORE THAN TWO WORDS OR A NUMBER** for each space.

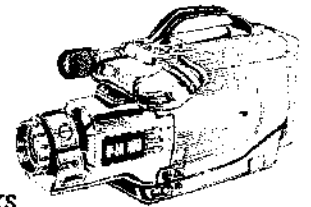
Selection Process for 'Travel Documentary'

- 34 interviewed from [21] ..... applicants nationally
- 13 chosen for a [22] ..... training course in film-making
- [23] ..... finalists selected as competitors

Questions 24–26

Complete the summary. Write **NO MORE THAN THREE WORDS** for each space.

Requirements of competitors:



- produce a [24] ..... every two weeks
- no previous professional [25] ..... experience allowed
- make their own [26] ..... and obtain approval

**Questions 27 and 28**

Circle the correct letter **A–C**.

[27] What was Sarah Price's worst experience during the trip?

- A She got lost in Mongolia.
- B She was homesick.
- C She got sick in a remote place.

[28] In which of the following areas does Ray expect to have most difficulty?

- A loneliness
- B time pressure
- C organisation skills

**Questions 29 and 30**

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

[29] In what month does the journey begin?

.....

[30] Name 2 things that are provided free of charge to the competitors.

..... and .....

**SECTION 4 Questions 31–40**

**Questions 31–33**

Circle the correct answer **A–C**.

[31] What does QWERTY stand for?

- A letters on the top row of the keyboard
- B the company that made the first typewriter
- C letters on the home row of the keyboard

[32] The first commercial typewriter was developed in...

- A Germany.
- B Great Britain.
- C United States.

[33] The purpose of the QWERTY keyboard layout was...

- A to slow down typing speed.
- B to prevent keys from sticking.
- C to reduce typing inefficiency.

**Questions 34-39**

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

In 1932 August Dvorak solved the inefficiency problem by re-designing the

[34] ..... of the typewriter. He put the most commonly used letters on the home row. Using the Dvorak keyboard, over 3000 words or [35] ..... of all work can be done from the home row. In contrast, only [36] ..... can be typed from the home row on the Qwerty keyboard. Other advantages of the Dvorak keyboard include a 50% improvement in [37] ..... and a 15 - 20% increase in [38] ..... . But the most important difference is in finger movement. Typists using the QWERTY keyboard moved their fingers [39] ..... miles per day compared to one mile a day for Dvorak typists.

**Question 40**

Circle the correct letter **A-C**.

[40] Which of these was the main reason why the Dvorak keyboard was never adopted?

- A the Depression of 1929
- B bad timing
- C resistance to change

**SECTION 1 Questions 1-10**

**Question 1**

Circle the correct letter **A-C**.

**EXAMPLE** What time is it now as Jenny is talking to the agent?

- A 11.00
- B 11.30
- C 12.00

[1] Jenny's journey began in ...

- A London.
- B Singapore.
- C Hong Kong.

**Questions 2-4**

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

**Lost luggage CLAIM FORM**

Name: Jenny Lee

Address: [2] ..... St., Riverside

Telephone Number: [3] .....

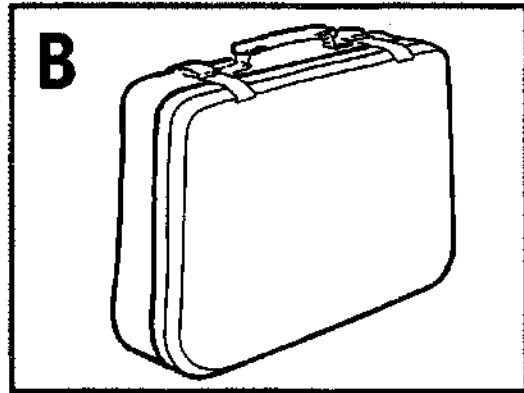
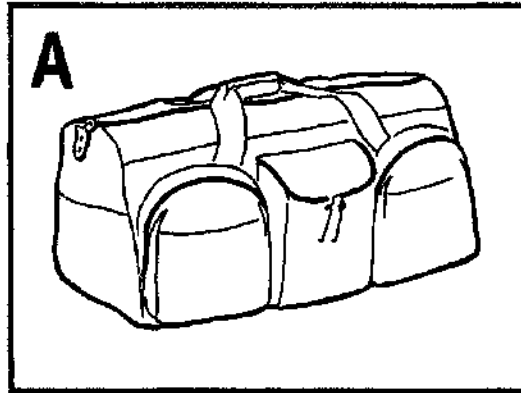
Arrived on: Flight QA 392

Connecting from: Flight [4] .....

**Questions 5-7**

Circle the correct letters A-C.

[5] Which of the drawings resembles Jenny's bag?



[6] Which extra feature does Jenny identify?

- A black colour
- B wheels
- C a metal handle

[7] What time should Jenny's bag arrive?

- A 5.50 pm
- B 6.10 pm
- C 7.50 pm

**Question 8**

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

When Jenny picks up the bag she has to [8] ..... in person.

**Questions 9 and 10**

Name **TWO** things that the agent advises Jenny to bring.

[9] .....

[10] .....

**SECTION 2 Questions 11-20**

**Questions 11 and 12**

Complete the notice below. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

**Box Office Hours (Regency Theatre):**

Mon-Thurs: [11] .....

Friday, Saturday: 10 am - 8 pm

Internet Address: [12] .....

Questions 13–15

Indicate the number (1–4) to press for information on each of the following.

<b>EXAMPLE</b>	<b>Answer</b>
Tennis	1

[13] Symphony Orchestra .....

[14] Classical Ballet .....

[15] Formula One Grand Prix .....

Questions 16–20

Fill in the information about *Formula One Grand Prix Tickets*.

**FORMULA ONE GRAND PRIX TICKETS**

Dates: [16] .....

Ticket prices:

Saturday (concession rate) [17] .....

Grandstand ticket (4 days) [18] .....

Gate opening time Saturday and Sunday: [19] .....

Booking fee per ticket: [20] .....

SECTION 3 Questions 21–30

Questions 21–23

Match the 3 speakers (21–23) with the background information below (A–G).

[21] Anna .....

[22] Veronika .....

[23] Chris .....

**COMMITTEE MEMBERS' BACKGROUND AND EXPERIENCE**

- A has done film reviews
- B currently in third year
- C gaining course credit for festival project
- D has made films
- E enrolled in Media Studies
- F works as a journalist
- G has film club experience

Question 24

Circle the correct letter A–C.

[24] The total number of films in the festival each year is...

- A five
- B three
- C twelve

Questions 25–28

Circle the correct letter A–C.

[25] Who chooses the films for the festival?

- A the committee members
- B the International Students' Society
- C independent distributors



[26] During the intermission, who is interviewed on camera?

- A journalism students
- B members of the audience
- C the organising committee

[27] Of the films shown in the festival ...

- A none is in English.
- B most are dubbed.
- C many have subtitles.

[28] The festival did not make a profit last year because of...

- A poor weather.
- B high price of admission.
- C lack of publicity.

Question 29 and 30

Complete the following using **NO MORE THAN THREE WORDS**.

## INTERNATIONAL FILM FESTIVAL

### Planning Overview

Task:	To be completed by:
• [29] .....	1 March
• obtain sponsorship and advertising	15 March
• [30] .....	31 March
• print and distribute posters	April



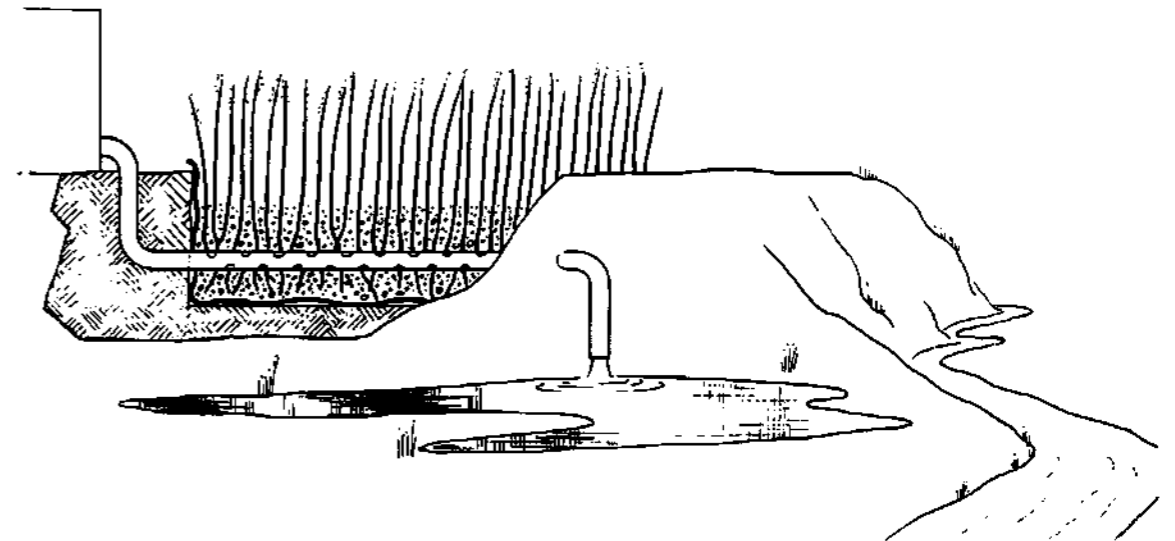
## SECTION 4 Questions 31–40

Questions 31–34

Complete the summary using **NO MORE THAN ONE WORD** for each answer.

### Construction of a reed bed

- Rectangular hole 1 metre deep lined with [31] .....
- System of perforated tubing embedded in gravel
- [32] ..... planted in bed



### Process

- Sewage flows [33] ..... from tank into reed bed.
- Oxygen from reeds combines with bacteria to reduce waste to elements.
- Water is [34] ..... then released.

**Questions 35-38**

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

### Environmental benefits of reed beds

• produce good quality [35] ..... for farming use

• provide a [36] ..... for birds and animals

#### Advantages over conventional system

• lower [37] ..... costs

• 10% cheaper installation

• less maintenance

• efficiency [38] ..... with time

**Questions 39 and 40**

Write **NO MORE THAN ONE WORD** for each answer.

[39] Name **ONE** group which has opposed the introduction of reed bed technology.

.....

[40] Give **ONE** concern about reed bed systems raised by students in the question period.

.....

# FASTTRACK LISTENING

## LEARN FROM YOUR MISTAKES

### Look again at your answers

You lose marks for small errors. Mistakes like these can cost you easy marks. Look at this example of an answer sheet.

1.	3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/>
2.	breaks	<input type="checkbox"/> 2 <input type="checkbox"/>
3.	going oversea	<input type="checkbox"/> 3 <input type="checkbox"/>
4.	1500	<input type="checkbox"/> 4 <input type="checkbox"/>
5.	6:30	<input type="checkbox"/> 5 <input type="checkbox"/>
6.	88 Princess	<input type="checkbox"/> 6 <input type="checkbox"/>
7.	B	<input type="checkbox"/> 7 <input type="checkbox"/>
8.	D	<input type="checkbox"/> 8 <input type="checkbox"/>
9.	C	<input type="checkbox"/> 9 <input type="checkbox"/>
10.	A	<input type="checkbox"/> 10 <input type="checkbox"/>

Key word *brakes* is misspelled-  
**Lose 1 mark**

*Overseas* - 's' ending required.  
**Lose 1 mark**

'\$' required  
**Lose 1 mark**

*am* or *pm* required if spoken.  
**Lose 1 mark**

Address incomplete-requires *St.* or *Street*. Key word left out  
**Lose 1 mark**

Small and easily avoidable errors like these may mean the difference between getting your target score and having to re-sit the test. Look over your answers again. How many marks could you have saved?

## Go back to the questions you got wrong

When checking your answers, mark an 'x' beside each question number you got wrong. If you are using pencil and writing in the book, erase your answers so you can use the tests again.

Review each question marked 'x'. Think about what you heard on the recording and how you chose your answer. Try to analyse each mistake.

Did you...



- ...not hear the information? Was it too fast...too complicated ...unclear?
- ...misunderstand the question?
- ...not have time to write the answer?
- ...make a careless mistake?

## HOW CAN I IMPROVE?

### Three times to get it right

Here's how to get the most from listening practice.

If you really want to improve both your language skills and your test results – be prepared to do each test 3 times (unless you got a perfect score).

1

#### First Time

Check your score only. Don't read the correct answers. Erase your answers marked in pencil but leave an x beside question numbers where you made an error. Pay attention to those **questions**. Re-read each one carefully. **Do not check the transcript.**

2

#### Second Time

Leave a day, then **repeat the test**. Check your answers.

How much did your score improve this time?

**Which questions did you still get wrong? Do you know why?**

3

#### Third Time

Listen to the recording. This time don't answer the questions, just **read the transcript** as you listen.

Underline **new vocabulary** - choose the words that seem most important. Afterwards, go back, list the new words and use your dictionary to find the meaning.

Now check the questions you missed. Look for the answers in the underlined sections of the transcript.

By taking the time to repeat the tests, you are developing your listening skills, building vocabulary and increasing your understanding of test strategies. This is time well spent.

## Make seconds count

### Pauses

In a 30 minute listening, almost 4 minutes have no speaking at all. There are pauses after each section to finish writing your answers. But there are also important pauses at the beginning and in the middle of sections.

These pauses are your chance to prepare. They are the introduction to the topic. You can read the questions and get ready to answer.

### What should I do in the pauses?

You can:

- underline key words in the instructions
- find out what the instructions tell you: about the speakers about the topic
- read the questions
- check question types
- predict/guess answers



Nawan thought his listening was weak but scored 6 on his first try.

*'My best tip for listening is to use the 'pauses' to read the question paper really well. Don't just sit there waiting. Pick up information from the questions so you are ready to answer.'*

## More practice... with a friend

Do lots of training practice with dictation exercises. Ask an English-speaking friend to **make** up a list, based on the information below, and read it out to you. As you listen, write **the** words as quickly as you can, then check your answers.

### For dictation:

- spelling of unknown words (eg surnames), note vowels and double letters
- telephone numbers, addresses, dates, times, amounts of money
- weights and measures (check a good grammar book for abbreviations - metric and imperial)

## TIPS FROM TEST-TAKERS

We asked successful test-takers to help us list the keys to success in the listening test... and some things to watch out for. Here's what they came up with.

### Warm up with English

*'I warm up for test practice by putting on the radio (English language) as soon as I wake up in the morning. That helps me to start thinking in English.'*

### Keep calm

*'Keep calm under pressure. I can hear more clearly and understand better when I'm relaxed.'*

### Tina scored 7 on the IELTS Listening Test



*'I had a really bad start in the listening test. I couldn't understand one of the speakers - a strange accent and too fast. I started to panic and lost my place. Fortunately there was a pause. I breathed deeply, calmed myself down and got back on track. After that it seemed easier. So remember to breathe and don't panic if something unexpected happens.'*

### Keep track of questions

*'Watch the question numbers so you don't get lost. Keep up with the questions so you know what to expect next. Don't fall behind.'*

### Stay interested

*'Pay attention to everything you hear. Listen as if every topic is really important and interesting - even if it isn't.'*

### Anticipate

*'Predict what is coming next. Listen for those 'marker' words that help you stay with the speaker.'*

### Intelligent guessing

*'If you didn't get the answer, guess. Write something for each question. You can find a lot of useful information on the question paper - spelling, for example and sometimes even answers. Use your common sense.'*

### Watch for the 'tricks'

*'You have to keep listening, even if you think you heard the answer. It can be a bit tricky, like in real life, where things have to be repeated and corrected. Be prepared.'*

### Read, listen and write at the same time.

*'Take notes from anything you hear, to get used to listening and writing at the same time. Then you have to keep the questions in your mind as well. Just keep practising. It gets easier.'*

# UNIT 2 READING

## WHAT'S AHEAD... IN THE READING UNIT

- The IELTS Reading Test
- Instructions for Test Practice
- Reading Tests 1-6
- Fast Track Reading
  - Learn from your mistakes
  - How can I improve?
  - Tips from test-takers

# THE IELTS READING TEST

## WHAT SHOULD I KNOW ABOUT IT?

### Structure of the test

The test has 3 sections of increasing difficulty.

**In Section 1** there are short texts which contain mainly factual information of a general social kind (as found in brochures, leaflets, adverts and notices, for example).

**In Section 2** there are usually two texts about some form of training or about welfare needs, and the language used is somewhat more complex.

**In Section 3** there is one, longer text with a more complex structure and an emphasis on descriptive and instructive rather than argumentative material. Topics are accessible to a wide range of candidates.



### Questions

There are 40 questions in total and a broad range of task and question types.

### Time

The reading test takes 1 hour.



### Test Instructions

The instructions in each test are clear and easy to follow, and you are given examples of unfamiliar question types. You write your answers directly onto the reading answer sheet, not on your question paper. All answers get one mark.



# INSTRUCTIONS FOR TEST PRACTICE

There are  
**SIX**  
Reading  
Practice Tests

# 6

### Before You Start

Make a photocopy of the Sample Answer Sheet on page 122 of this book. Use pencil.

### Practise Under Test Conditions

Find a quiet place where you will not be interrupted.

**DO NOT** use a dictionary.

Get a timer for 1 hour.

### After You Finish

Check the Answer Key on page 201.

### Before You Try The Next Test

Turn to **FAST TRACK READING** on page 117.

Repeat for Reading Tests 2 to 6.

**Section 1**

**Questions 1-14**

Read the information below and answer Questions 1-7.

# ONLINE Tutors



ONLINE Tutors are excellent EFL/ESL teachers from around the world! They can be your private English tutor right on your computer! To send an email message to an ONLINE Tutor, just click on the name and write a short message to introduce yourself!

**Astrid Manyana (F 46) Chile**  
 Special offer for Spanish speakers: bilingual teaching of English grammar and explanations in Spanish. 25 years' experience teaching all levels from age 15 to 55. Basics, oral, written, specific interests [eg tourism] and preparation for Cambridge and IELTS exams. I can make speaking English easy for you!

**John Bennett-Smith (M 27) Canada**  
 I have been teaching English conversation as a volunteer in a language centre in my city for about one year. I have also been using e-mail, ICQ and NetMeeting to teach grammar, composition and conversation over the Internet to about 20 or so students for about the same length of time. I am willing to teach [free of charge], privately or to groups, and to teach those language skills which are of interest to a particular student.

**Pamela Arrowsmith (F 56) Australia**  
 I have taught English for over 30 years, and have developed a range of classroom materials. I offer tutoring assistance in all areas of English, with an emphasis on Business Writing for EFL adults. I can arrange trips to Australia for business and professional adults, either individuals or groups [maximum of four adults] and these can include English classes, if desired.

**Jean-Pierre Joyal (M 22) France**  
 I really like to create new kinds of teaching materials and I usually create my own activities instead of using the same kind of exercises and texts we all are used to. Let's try that in our classes - it will be fun! I have a BA and a Certificate in Teaching English as a Second Language and I have been teaching all levels of ESL students for more than 3 years. I offer a complimentary assessment of your skill level.

**Naoe Nagayo (F 36) Japan**  
 I have taught English as a Foreign Language for 6 years. I have a TEFL certificate from the USA and a MA in Applied Linguistics from the University of Birmingham, UK. My students range from pre-schoolers to adults. With my experience and knowledge, I can help you to target your learning difficulties and improve your English ability!

**Questions 1-7**

Look at the description of Online tutors (A-E). Write the appropriate letter A-E for each space.

Which tutor would you choose...?

...if your first language was Spanish?	Answer A
--	-------------

- (1) ...to teach young children? .....
- (2) ...to improve English for your business? .....
- (3) ...if you didn't have much money? .....
- (4) ...if you were bored with the usual language learning exercises? .....
- (5) ...to do exam preparation. ....

Which TWO descriptions mention...

- (6) ...language teaching qualifications? .....
- (7) ...more than 10 years' teaching experience? .....

Read the information about recycling and answer Questions 8–14.

# NO-WASTE RECYCLING GUIDE

**No-Waste** is a goal and a process that involves individuals, communities, businesses and all levels of government. It leads to a future where trash is a thing of the past. Solid waste isn't hidden or buried in landfills but fully utilised as the valuable resource that it is. Through redesign, reduction, reuse, repair, recycling, composting and changes in attitude, we aim to create opportunity and wealth instead of garbage.

<b>GARBAGE</b>	<p><b>GARBAGE</b> (weekly)</p> <p>Put garbage out every second week. * Put garbage and recyclables out before 8 AM on collection day.</p>
<b>RECYCLING</b>	<p>Every second week. * Put garbage and recyclables out before 8 AM on collection day.</p> <p><b>Household Plastic containers</b> Includes milk jugs, yoghurt containers, detergent bottles. Excludes containers made of foam, plastic containers which held ammonia-based products, or metal bottle lids. Rinse to remove food or residue. Leave labels on, flatten or stack plastic containers to reduce space required.</p> <p><b>Glass containers</b> Leave labels on. Rinse. Discard caps. No other types of glass such as kitchenware, drinking glasses, window glass, light bulbs, mirrors or any broken glass.</p> <p><b>Metals</b> Food and beverage containers. Cans — rinse and remove labels, flatten and fold together. Foil trays — rinse, flatten and fold together. No metal pots, take out container lids, cigarette wrappings.</p>
<b>RECYCLING</b>	<p><b>Beside your blue box</b></p> <p><b>YELLOW BAG</b> <b>Household paper</b> — junk mail, envelopes, brochures, paper bags, egg cartons (fibre only); box packaging such as cereal, shoe boxes, paper towel cores, white and coloured office paper, telephone books. Remove liners, flatten packaging and place inside bag. No drinking boxes, paper towels or waxed paper.</p> <p><b>BLUE BAG</b> Newspapers, inserts, sales flyers, magazines and catalogues. Remove magazine covers, perfumed inserts. No books or soiled newspapers.</p> <p><b>TEXTILES, CLOTHING AND LINENS</b> Place clean textiles in a separate plastic shopping bag tied with string.</p> <p><b>CARDBOARD</b> Packing boxes, liquor boxes. Flatten bundles and tie — no larger than 30 x 30 x 8. Place beside blue box. No waxed or coated boxes, soiled pizza boxes.</p>

## Questions 8–10

Choose **ONE** item only from the list below to go in each recycling container.

- (8) in the Blue Box .....
- (9) in the Yellow Bag .....
- (10) in the Blue Bag .....



## LIST OF ITEMS FOR RECYCLING

- |                         |                             |                     |
|-------------------------|-----------------------------|---------------------|
| telephone book          | ceramic cup                 | old textbook        |
| old clothing            | heavy cardboard packing box | aluminium drink can |
| used pizza delivery box | magazines                   | light bulb          |

## Questions 11–14

Look at the following statements.

Write:

- |                  |  |
|------------------|--|
| <b>YES</b>       | if the answer is 'yes'                               |
| <b>NO</b>        | if the answer is 'no'                                |
| <b>NOT GIVEN</b> | if there is no information about this in the passage |

- (11) Do I put out items for recycling every other week? .....
- (12) Should I remove labels from food cans? .....
- (13) Can I recycle a broken window? .....
- (14) Is there a separate collection for large household items? .....

Read the passage below and answer Questions 15–18.

## A CAREER IN HOTEL MANAGEMENT

### Introduction

Hotel management provides exciting career opportunities in the dynamic hospitality and tourism industry. Indeed, tourism is the world's fastest growing industry. Recent figures show tourism enjoying a growth rate 23% higher than that of the global economy, employing some 212 million and earning in the region of \$US3.4 trillion per annum.

In a year from now, employment figures are predicted to exceed 338 million, with revenue above \$US7.2 trillion. The vast majority of new jobs will be in the Asia-Pacific region, which by the year 2010 will attract 1 in every 5 of the world's holidaymakers. The employment prospects for the International College of Hospitality Management's graduates are exciting.

### The International College of Hospitality Management

The International College of Hospitality Management provides diploma and degree level hotel management training for the international hospitality and tourism industry. Established in 1993, the International College of Hospitality Management is the Asia-Pacific Basin campus of the renowned European Hotel Association. It also incorporates the classical French cooking training of LeGourmet, Paris.

### International Hotel Management Diploma

The International College of Hospitality Management course is industry-oriented, balancing operative, supervisory and management level training. The Diploma course is 3 years full time. Semesters 1, 3 and 5 are spent studying on campus, and Semesters 2, 4 and 6 are spent in industry on undergraduate placements, called 'stages'. One stage may be taken up with language studies.

### Bachelor of Business (Hotel Management) Degree

Students who graduate with the International Hotel Management Diploma are assured of a further year of Degree Study at the University of the Antipodes. Studies will focus on such areas as: Global Marketing, Strategic Management, Total Quality Management, Cross-Cultural Communications, Developing Organisations and Management of Change, Global Development in Hospitality and Tourism, Intercultural Relations. Under certain circumstances the final year of study can be conducted on a part-time basis and by distance education mode, enabling students to study while maintaining a full-time career in the hospitality industry, either here or in their home country.

## Questions 15–18

Choose **ONE** phrase from the list below (A–J) to complete each of the following sentences. There are more phrases than questions so you will not use all of them.

- (15) The hospitality industry...
- (16) The College...
- (17) The Diploma course...
- (18) The Degree course...

### LIST OF PHRASES

- A** ...includes work experience placements overseas.
- B** ...can be done by distance mode.
- C** ...requires foreign language studies.
- D** ...has links with overseas institutions.
- E** ...must be completed in Australia.
- F** ...combines study with industry placements.
- G** ...offers expanding opportunities for employment.
- H** ...must be completed in one year.
- I** ...takes 3 years to complete, part-time.
- J** ...consists of several campuses.



## Training Facilities

The International College of Hospitality Management has more than 120 professional lecturers and international-standard, training facilities. These include three public restaurants, ten commercial training kitchens, simulated front office training facilities, four computer suites, a fully operational winery, and a food science laboratory. The Learning Resource Centre collection is extensive. The student support services provide professional counselling in the areas of health, learning support, language skills, accommodation and welfare. Childcare facilities are also available on campus.

## International House

The International College of Hospitality Management has students enrolled from more than 20 countries, some of whom stay on campus in International House. Built in 1999, International House is accommodation comprising villa-style units. Each student has their own bedroom, sharing en suite facilities with another student. An adjoining kitchenette and lounge area is shared by the four students in the villa. All meals are served in the College dining room which is next to the student common room. Student privacy and security are priorities. A computer outlet in each bedroom enables student to connect into the College network, providing 24 hour-a-day access. The residence is a two-minute walk to the College's sporting and training facilities, and is on a regular bus service to the city centre 10 km away.

International House is also being used to enhance on-campus training. From Monday to Friday, Year 1 students, supervised by 2nd Years, are assigned kitchen, waiting, housekeeping and receptionist duties. Simulated check-in/check-out exercises, receptionist duties and breakfast service to a limited number of rooms are also part of the program.

## Questions 19–23

Look at the following statements.

Write:

- YES** if the statement is correct according to the passage
- NO** if the statement is incorrect according to the passage
- NOT GIVEN** if the information is not given in the passage

### EXAMPLE

Computers are provided for all students.

Answer

NOT GIVEN

- [19] The training facility has 10 kitchens. ....
- [20] All students in the program live at International House. ....
- [21] Four students share a unit in the residence. ....
- [22] The residence is used as part of the training program. ....
- [23] All meals in the residence are prepared by the students. ....

## Questions 24-27

Four short courses (A-D) from the 'International Hotel Management Diploma' are outlined on the opposite page. Choose the correct title (i-viii) for each course from the list below. There are more titles than descriptions so you will not use all of them.

### List of Course Titles

- (i) Food and Wine Service
- (ii) Housekeeping Procedures
- (iii) Cocktails and Mixed Drinks
- (iv) Hotel Front Office Management
- (v) Bars and Service of Drinks
- (vi) Resort Operation and Management
- (vii) Catering Control
- (viii) Hotel Front Office Reception

[24] Course A .....

[25] Course B .....

[26] Course C .....

[27] Course D .....

Look at the passage below and answer Questions 24-27 on the previous page.

## INTERNATIONAL HOTEL MANAGEMENT DIPLOMA Short Courses

.....

This certificate is designed for participants wishing to acquire the skills to perform duties relevant to a front office receptionist working within a range of hospitality establishments. Course includes: front office and organisational structure, role and duties of front office personnel, guests' reservations and registrations, check-in and check-out procedures, guest accounting and management reports.

.....

This certificate is designed for participants wishing to develop a solid understanding of, and the ability to perform duties and skills required in advanced front office operations and night auditing. Course includes: night auditing procedures, daily records and reports, early and late arrivals, security duties, bell desk/concierge, guest service and information, advanced cashiering, supervision of payments, banking operations, debtor control and financial reports.

.....

This certificate is designed for participants wishing to acquire the skills relevant to table attendant duties within an a la carte restaurant. Course includes: table setting for a variety of menus, plate and silver service, tray and wine service, ordering and docket systems, wine styles and label identification, food and wine combinations.

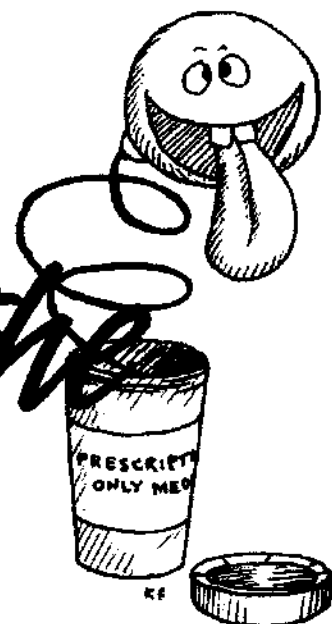
.....

This certificate is designed for participants wishing to acquire the skills to perform a bar attendant's duties within range of industry settings. Course includes: bar preparation, cash handling, beer service, patron care, basic cocktail mixing, product knowledge.

**Section 3****Questions 28–40**

Read the passage and answer the questions that follow.

# Laughter is the best medicine



The therapeutic use of laughter — to relieve stress, combat disease and strengthen the immune system — no longer raises medical eyebrows. The idea that humour is healthy and that a hearty laugh can make a person feel much better has gained much medical respectability in the last two decades.

Humour therapy has been accepted on the basis of considerable research conducted in the West. The case of Hunter 'Patch' Adams (immortalised by actor Robin Williams in the film *Patch Adams*), who developed laughter therapy over 35 years at the Gesundheit Institute in Virginia, USA, is well-known. The other is the story of Norman Cousins, the late editor of the American paper, *The Saturday Review*, who was taken ill with a severe connective tissue disease where the body just wastes away. When doctors gave up on him, he cured himself with large doses of vitamin C and comedies starring the Marx Brothers. Cousins found that ten minutes of genuine belly laughter had an anaesthetic effect and gave him at least two hours of pain-free sleep. He recorded his experiences of self healing through laughter in a best-selling book, *Anatomy of an Illness*.

This has been an inspiration for many practitioners of laughter therapy, including Dr Madan Kataria, a Mumbai-based general practitioner who has pioneered the concept of laughter clubs in India. As founder of Laughter Club International, Dr Kataria is credited with initiating over 300 laughter clubs throughout India. Each of these conducts regular group laughter sessions on the premise that laughter is healthy for the body and mind.

We still know very little about what happens in the brain when we laugh, but there's a fair amount of evidence to suggest that laughter has wide-ranging effects on us psychologically and physiologically. The most obvious effect is on our mood but laughter is also known to keep away negative emotions like anxiety and depression, which tend to weaken the immune system. It relieves stress, a common cause of heart and blood

pressure problems. It improves lung capacity and oxygen levels in the blood and thus alleviates complaints of asthma and bronchitis. It also releases endorphins, the body's natural pain killers, thus reducing the frequency and intensity of arthritic pain and muscular spasms. It is also known to help with insomnia, migraines, allergies, and ulcers.

French neurologist, Henri Rubenstein, said that even one minute of laughter can give the body up to 45 minutes of therapeutic relaxation. It also reduces heart rate and stimulates appetite and digestion. French doctor, Pierre Vachet, who studied the physiology of laughter, has concluded that laughter expands the blood vessels and sends more blood flowing to the extremities. As it sends more oxygen to every cell in the body, it also serves to speed tissue healing and stabilise many body functions. Other experiments have shown how watching funny films lowers our blood pressure and generates more endorphins in the blood, producing a feeling of well-being.

However, new insights say that not everyone benefits equally from this therapy. Researchers say that if people with a strong sense of humour are less affected by stress, it's not necessarily the laughter that's helping them cope; it could mean that if they are coping well, they can laugh a lot. In fact, one study showed that viewing funny videos led to a rise in immune chemical levels, but that they rose most in people whose tendency to laugh was the greatest to begin with.

Another study of patients recovering from surgery in a Florida hospital showed that the group that was allowed to choose the humorous movies they saw benefited the most from the laughter therapy and required fewer pain-killers compared with a control group that saw none at all. However, a third group that was force fed comedies without their consent or liking did the worst of all.

But it is clear that the idea that laughter or happiness is the best medicine is rapidly catching on. The British government is, in fact, proposing to hire comedians as jesters for the sick and the elderly. Humour is also accepted in America as a legitimate input for management education. Apparently, some American companies such as IBM even have a humour adviser attached to them.

Researchers in the West have also established a close connection between humour and creativity. Since creativity requires playfulness — toying with words, ideas and people — it is intrinsically linked with humour. Experts say that people who are afraid to play, who feel guilty about having fun and sharing a laugh rarely come up with creative new ideas. Even management guru, Edward de Bono, is known to have observed that solutions to problems sometimes come through humour. Many doctors are beginning to agree with him.

## Questions 28–32

Complete the sentences below using **NO MORE THAN 3 WORDS FROM THE PASSAGE**.

Laughter raises [28] ..... in the blood to improve lung function for conditions like asthma.

Laughter helps the body to release [29] ..... called endorphins.

When we laugh, [30] ..... expand, which assist circulation and help tissue to heal.

Hospital patients who were [31] ..... the comedies they watched, had the best response to laughter therapy.

Researchers have shown that humour and the ability to play contribute to [32] .....

## Questions 33–35

Which **THREE** of the following (A–I) in the passage have **NOT** been attributed to laughter?

[33] .....

[34] .....

[35] .....

### List of descriptions

- |                            |                                 |
|----------------------------|---------------------------------|
| <b>A</b> reduced pain      | <b>F</b> weakened immune system |
| <b>B</b> improved sleep    | <b>G</b> stimulated appetite    |
| <b>C</b> slower heart rate | <b>H</b> higher blood pressure  |
| <b>D</b> increased anxiety | <b>I</b> less stress            |
| <b>E</b> better digestion  |                                 |

## Questions 36–40

Match the following names with a phrase (A–I) from the list below that describes the work of each.

[36] Dr. Hunter Adams .....

[37] Norman Cousins .....

[38] Dr. Madan Kataria .....

[39] Dr. Henri Rubenstein .....

[40] Dr. Pierre Vachet .....

### List of Phrases

- A** studied the relaxation response produced by laughter
- B** starred in a movie about laughter therapy
- C** wrote about self-healing through laughter
- D** developed the concept of comedy clubs in India
- E** proved that happiness is the best medicine
- F** treated patients using funny films
- G** showed that laughter facilitates the delivery of oxygen to cells
- H** initiated group laughter sessions
- I** pioneered laughter therapy in medical settings

Section 1

Questions 1-14

Read the information and answer Questions 1-3 below.

# RICE COOKER

If you are a student living on your own, a rice cooker is one of the most practical and convenient kitchen appliances you can buy. It is relatively inexpensive and produces perfect rice every time, ready when you are. You can steam your vegetables while the rice is cooking. Healthy eating has never been easier. There are many different types of rice cookers available. Here are some of the features to look for when purchasing yours.

**Desirable Features**

- Glass lid — so you can see what's happening inside
- Hole in the lid — for steam to escape (otherwise it comes out at the edges of the lid and is messier)
- Steamer tray — for steaming vegetables and other foods (though you can make do with a fold up one from the grocery store)
- Removable cord — for easy storage
- Non-stick pan — very important
- Measuring lines — on the inside of the rice cooker so you can add water without using a measuring cup. You still need a cup to measure the rice, however.

**Questions 1-3**

Match each rice cooker feature with the accurate description from the list (A-G).

EXAMPLE	Answer
Steamer tray	B

- [1] Non-stick interior surface .....
- [2] Detachable power lead and plug .....
- [3] Indicators for measuring .....

**List of Descriptions**

- A to show how much rice to add
- B to hold vegetables for cooking
- C to make storage more convenient
- D to make cleaning easier
- E to help to release pressure
- F to look inside without opening lid
- G to show the amount of water required

Read the reviews and answer Questions 4-8.

# RICE COOKER REVIEWS

**Rice Cooker A**

10 cup, 700 watts, \$25.99. This one takes up a lot of room because it has 2 big steamer racks. It is great when you want to cook your whole meal in the rice cooker. It has a glass lid with a hole and an attached cord but doesn't show measuring lines.

**Rice Cooker B**

10 cup, 700 watts, \$39.99. This is a fancy-looking, chrome appliance with a flimsy metal lid. There is a steam hole but no measuring lines. It has a good, stainless steel, steamer tray, which sits at the top of the pan and nests inside for storage. It has a removable cord.

**Rice Cooker C**

7 cup, 400 watts, \$29.99. This is the smallest one. It has a glass lid with a hole and is a good size for a small family. The only objection is that it doesn't come with a steamer tray. It has a sturdy, removable cord.

**Rice Cooker D**

8 cup, 600 watts, \$29.99. This one has a glass lid but no steam hole. It has a sturdy steamer tray which sits on the bottom of the rice cooker pan — less practical than the ones that sit in the top of the cooker. It has a removable cord.

**Questions 4-8**

Write the letter of the rice cooker (A-D) which matches each description below.

EXAMPLE	Answer
Doesn't have a steamer	C

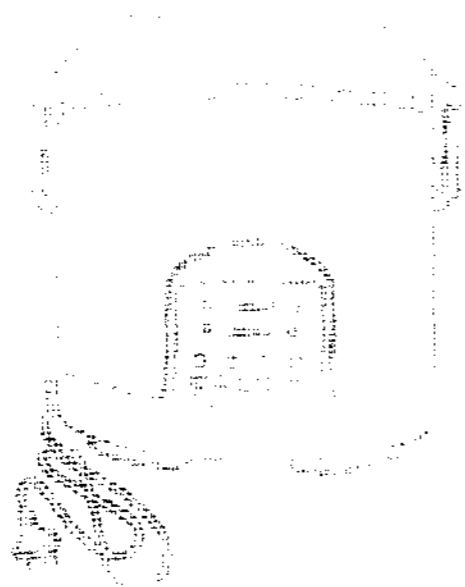
- [4] Has a glass cover without a vent in the middle .....
- [5] Has a cord that is fixed to the cooker .....
- [6] Doesn't have a glass top .....
- [7] Has a steamer located beneath the rice cooker .....
- [8] Has the most space for steaming vegetables .....

Read the text below and answer Questions 9–14.

# HOW DOES A RICE COOKER KNOW WHEN TO TURN ITSELF OFF?

There are a number of appliances that “know” when they should turn off. A rice cooker is one of them. The water-heating portion of a drip coffee maker (as opposed to the burner under the pot) is another. Automatic egg boilers work in the same way. All of these appliances use the same principle. If there is water in a heated container and the water is boiling, the container will maintain a constant temperature.

At sea level, the boiling temperature for water is 212 degrees F or 100 degrees C. As soon as all of the liquid water has evaporated (or, in the case of the rice cooker, as soon as all of the water is absorbed by the rice), the temperature inside the container immediately rises. There is a thermostat in the appliance. When the thermostat detects that the temperature in the container has risen above 212 degrees F, it turns itself off.



## Questions 9–13

Order the following (A–F) to show the sequence of events according to the passage. The first event in the sequence has been done for you as an example.

**EXAMPLE**

E

[9]

[10]

[11]

[12]

[13]

- A All water evaporates from cooker.
- B Temperature increases beyond the boiling point.
- C Temperature in cooker remains constant.
- D Thermostat shuts off heat.
- E Rice and water added to cooker. **EXAMPLE**
- F Temperature in cooker rises to boiling point.

## Question 14

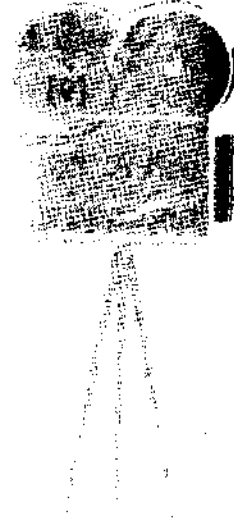
Answer the question using **NO MORE THAN THREE WORDS FROM THE PASSAGE**.

14) Name one appliance that works in a similar way to the rice cooker. ....

**Section 2****Questions 15–28.**

Read the film career information below and answer Questions 15–21 which follow.

# HAVE YOU CONSIDERED A CAREER IN FILM?



If you asked everyone who works in the film industry how they got there you will find probably as many stories as there are people. There are literally hundreds of different jobs in the film industry, each one requiring a unique combination of specialist skills. You have only to watch the credits at the end of a film to get an idea of the many different types of jobs there are. The film industry is divided into three key sectors: development, production and post production. The development stage involves writing, packaging and financing film ideas and scripts. The production stage is where the majority of people are employed. This is the process of setting up and shooting each scene in a film. In the post-production phase all the shots are assembled, treated and mixed into the final product.

Professional film-makers work long hours, sometimes under enormous pressure. Some people in the motion picture industry belong to labour unions, but many others are freelance. Jobs are seldom permanent but begin and end with each production. While movies can be made anywhere, most people in the film business will find they must live close to one of the production centres for the industry.

There is tremendous competition in the film production industry but there is also a great shared camaraderie. The nature of the work in some ways sets movie people apart from the people who work "nine to five" jobs. Demand for people in the film-making industry is expected to rise faster than average over the next decade; however, men and women seeking the available jobs in this exciting industry will always exceed the amount of work available.

Film schools are vocational training institutions specialising in courses related to motion pictures. The specific curriculum varies rather widely from school to school but in general, in film school teaches the fundamentals of movie making: the dynamics of storytelling, production, and editing. Not only do you study these things in the class room, but you learn by actually doing them. Making your own movies and helping others make theirs will also reveal your own strengths and weaknesses and will help you discover whether this career is what you really want to have, and if so, what professional path to take.

Most film schools have a 1-year program that is broken into 3 or 4 sections. If you are interested in a specialised 8-week workshop you should expect to pay around \$4,000. A one year total immersion program can cost as much as \$30,000, not counting supplies and equipment charges. There are even some film schools that charge by the unit (usually around \$1000). Since most film schools are private institutions they are not eligible for government grants and loans. There are scholarships available for the most deserving students. Nearly all film schools provide a diploma to completing students and some even issue BA degrees.

If you are serious about becoming a practitioner, aim for a hands-on course rather than theory. Computer editing and animation offer exciting creative opportunities in areas that have expanded rapidly in recent years. Do your homework when selecting a school, visit the facilities, see what is on offer and talk to students there. They will give you the best insight into the school.

**Questions 15–17**

Choose **ONE** phrase from the list below (A–F) to complete each of the following. There are more phrases than questions so you will not use all of them.

- [15] Demand for jobs in the film industry...  
 [16] Most film-making professionals...  
 [17] Many film schools...

**List of Phrases**

- A** ...are not permanent employment.  
**B** ...work in major production centres.  
**C** ...exceeds the amount of work available.  
**D** ...provides government financial assistance.  
**E** ...work on a freelance basis.  
**F** ...offer scholarships to deserving students.

**Questions 18–21**

Choose the correct answer (A–D).

- [18] The majority of people employed in the film industry...  
**A** work in the set up and filming stages.  
**B** are involved in the development phase.  
**C** work in post production, creating the final product.  
**D** work in all three key sectors.
- [19] If you want a job in the film industry, be prepared to...  
**A** work part-time.  
**B** join a trade union.  
**C** work anywhere.  
**D** accept temporary employment.
- [20] In film school, the most effective way to learn is...  
**A** by studying all the areas of production.  
**B** by imitating successful film-makers.  
**C** by making films.  
**D** by storytelling.
- [21] Which of the following is **NOT** given as a recommendation, when choosing a film school?  
**A** Find out about the school from students attending.  
**B** Select a school with a practical focus.  
**C** Look at the homework assigned for the courses.  
**D** Check into schools offering courses in fast-growing, film technologies.

Read the application information below and answer Questions 22–28.

# STUDIO 10 FILM SCHOOL

## Application for Admission

**Minimum Grade 12 or 19 years of age.** Copy of High School Diploma and/or Birth Certificate required.

- **Most recent copy of Transcript of Marks** from High School, College or University.
- **Detailed resume** outlining work history and education. Include volunteer work if applicable.
- **Headshots.** Supply two small photographs, 2.5 cm x 3 cm approximately, colour or black & white. One will be kept on file and the other used to prepare student identification card.
- **Two references** from past employers or instructors. References will be checked. Please supply names and phone numbers. Reference letters **are not** required, simply the names and phone numbers.
- **Typewritten Personal Statement of Goals and Objectives.** The Personal Statement should outline the applicant's background, any acting or film experience, aspirations, level of determination and long term career goals. Preference will be given to those who are highly motivated with a clear sense of direction.
- **Audition Tape** One minute minimum, rehearsed monologue to be submitted on 1/2" VHS Tape. Applicants to introduce themselves, state the full name of the program they are applying for, the start date of the program, and then begin monologue. Applicant to choose their own material for the monologue.
- **Film Critique** Applicant to view film and submit typewritten critique from a technical standpoint. Contact Director of Admissions for film list.
- **Advanced level of English for English as a Second Language Students.** Minimum IELTS 6, TOEIC 700 score or TOEFL 500 score required. Supply most recent copy of IELTS, TOEIC or TOEFL score or equivalent if available.
- **Interview(s) with Director of Educational Programs.** To be arranged once all pre-requisites have been submitted. Because of the demands of the program, the applicant's maturity, self motivation and commitment will be considered. Telephone interviews will be arranged for out of town applicants.

**For more information about how to register and complete the process, please contact our Admissions Office.**

## Questions 22–28

Look at the following statements.

Write:

- |                  |   |
|------------------|---|
| <b>YES</b>       | if the answer is 'yes' according to the passage |
| <b>NO</b>        | if the answer is 'no' according to the passage  |
| <b>NOT GIVEN</b> | if the information is not given in the passage  |

### EXAMPLE

Answer

Do I have to photocopy the visa from my passport?

N

- [22] Do I have to be a high school graduate to apply? .....
- [23] Should the resume mention unpaid work? .....
- [24] Can I send colour photos? .....
- [25] Should I include letters of reference? .....
- [26] Can I use professional actors for the audition video? .....
- [27] Is English language support provided in the program? .....
- [28] Will I have to attend an interview if I live in another city? .....



**Section 3****Questions 29–40**

Read the passage below and answer the questions that follow.



## The Elephant Orchestra

- A** In Thailand, elephants are revered as a national symbol, but even there, the survival of the great mammals is at risk. A century ago more than 100,000 elephants worked in the Thai timber industry or roamed the forests. Today the number of elephants in captivity is just 2,500 and there are even fewer in the wild. Illegal hunting has taken a toll. Deforestation and the banning of logging have removed the elephants' chief source of employment.
- B** Recently, on the site of a former government logging camp, the Thai Elephant Conservation Centre has been established. It is home to more than one hundred elephants retrenched from the logging industry. An American elephant specialist and his team have come up with an ingenious career alternative for these redundant employees. A select group of the Centre's residents have been chosen to play in the world's first Elephant Orchestra. The project was initiated to create unique music but more importantly, to generate income for the operation of the Elephant Conservation Centre.
- C** The orchestra currently has twelve members, selected for their musical aptitude and motivation. They are aged seven to eighteen and play a variety of percussion and wind instruments in the Thai tradition — renats, which look like xylophones, slit drums, harmonicas, a bow bass, a gong and a thundersheet. The instruments are 'elephant-sized' and specially designed to be played with trunks. Early in the project the organisers were unsure how the elephants would respond to musical training. Then one morning they were awakened to the sound of harmonicas. The elephants had picked up the instruments on their own and were wandering through the forest playing enthusiastically.
- D** Making music comes naturally to elephants. They have huge brains and are highly sociable creatures. Their hearing is much better than their sight and they use a wide range of vocalisations. In performance, they stand in a line and prompted by the trainers, play their instruments. A strong sense of rhythm is evident as they flap their ears to the beat, swish their tails and generally rock back and forth. Some add to the melody with their own trumpeting. As the conductor paces up and down orchestrating proceedings, a trunk can sometimes be seen imitating the movement of his arm.

- E** The elephants aren't forced to learn complex patterns, so playing the instruments is quite easy. Commands are given only to indicate when to start and when to stop. The rest of the time, the players have the freedom to improvise. According to the trainers, the elephants love their work. The modest plan, initially, was to teach the elephants just to hit the instruments and then overdub those sounds with other music. But after only five practice sessions a decision was made to record the performances intact with just the human noises removed. The players improvise distinct meters and melodies, then vary and repeat them. The resulting music is meditative, deliberate and delicate and it is real, elephant music. Western listeners often describe it as 'haunting'. To some ears it may seem monotonous but anyone not knowing they were listening to elephant music would assume that humans were playing. The first CD, classical in style, has sold well, so soon there will be pop, techno- and country versions in production.
- F** Playing music is not the only creative form of activity the elephants of the Centre engage in. For several years now a number of the residents have been painting. They use acrylic paints on large canvases and have a preference for broad strokes and bold colours. Last year, elephant paintings helped raise over \$25,000 at charity auctions internationally. These art sales, together with profits from the CD, are helping to fund the Centre's operations. The proceeds go towards an orphanage, hospital and mobile veterinary clinic for elephants and to support the training school.
- G** Animal rights' advocates might object to these non-traditional occupations for elephants. But Thai elephants have always had to work for a living. If they weren't playing music or painting pictures, they would be dragging logs or carrying tourists. Given those choices, playing music and painting are not such bad options.

## Questions 29–34

The passage 'The Elephant Orchestra' has paragraphs labelled (A–G).

In which paragraph can the following information be found? Use only **ONE** letter for each answer.

Note: You may use each letter more than once.

<b>EXAMPLE</b>	Fund raising initiatives of the Centre	<i>Answer</i> <b>F</b>
----------------	--	---------------------------

- |   |       |
|---|-------|
| [29] Description of the type of music produced by the elephants | ..... |
| [30] Details of how the income generated is used                | ..... |
| [31] Description of the musical instruments                     | ..... |
| [32] Forthcoming projects for the orchestra                     | ..... |
| [33] Situation of elephants in Thailand                         | ..... |
| [34] How the orchestra got started                              | ..... |

## Questions 35 - 39

Complete the summary. Choose your answers from the list below.

Note: There are more words than spaces so you will not use them all. You may use any word more than once.

In order to raise funds for the Thai Elephant Centre a number of creative

[35] ..... have been developed, including the first Elephant Orchestra. The elephants play a variety of instruments and their [36] ..... are being sold to [37] ..... income. These intelligent animals also produce paintings, which have been sold at international auctions. The [38] ..... support an orphanage, hospital and [39] ..... facility.

### List of Words

- |            |             |
|------------|-------------|
| painting   | projected   |
| music      | initiatives |
| occupation | proceeds    |
| production | generate    |
| recordings | training    |

## Question 40

Choose the correct letter A–D.

- [40] What is the main idea of this passage?
- A Elephants can be trained to do unusual tricks.
  - B Creative projects can help to save endangered species.
  - C Elephants have large brains.
  - D Intelligent animals should not be forced to work.

**Section 1**

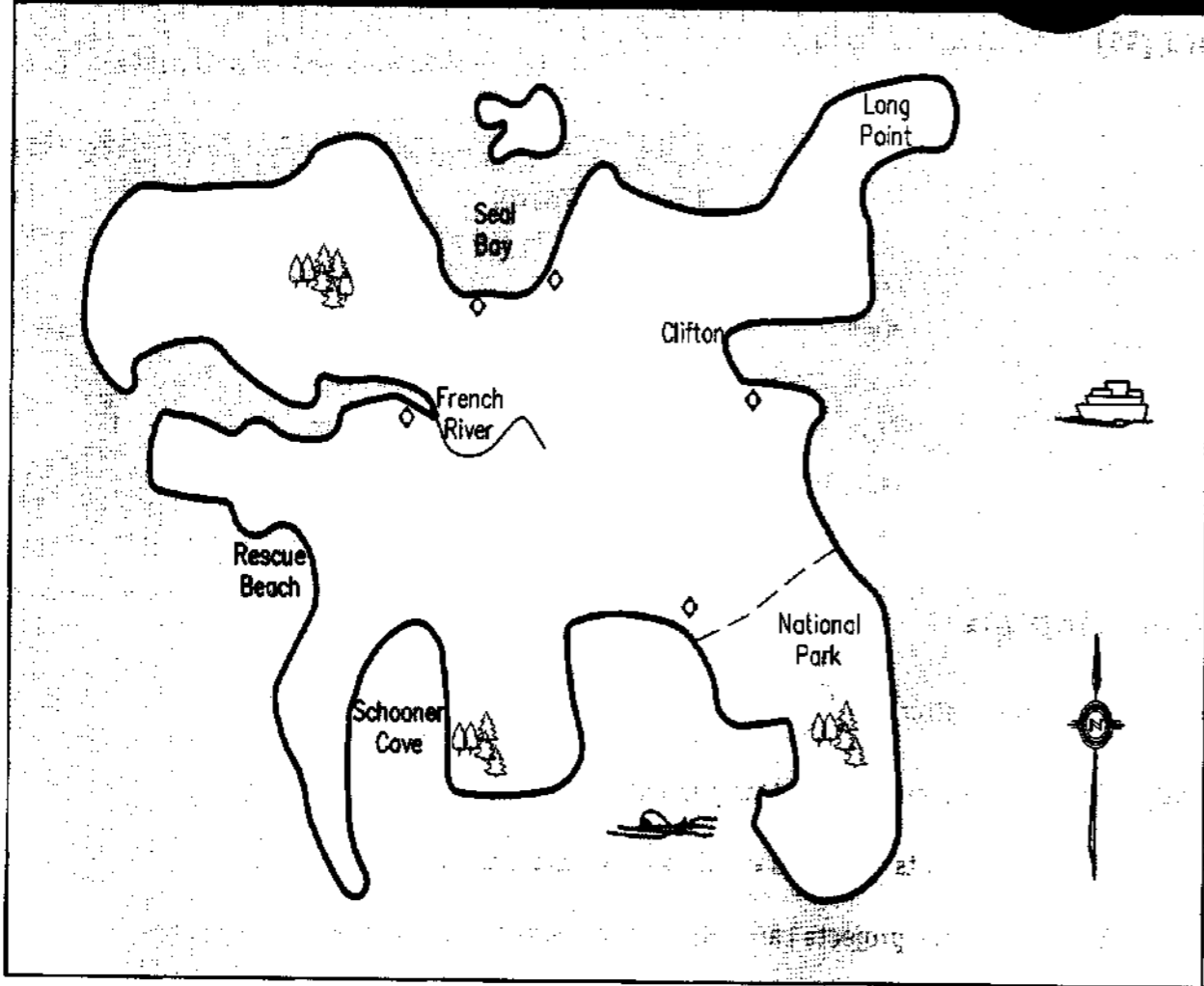
**Questions 1-13**

Read the brochure on Hidden Island and answer Questions 1-5.

# Discover Hidden Island

- 3-night Getaways
- Special deals on accommodation
- Take your vehicle
- Return travel to Hidden Island on the Albatross.

**DRIVER TRAVELS FREE**



- A Oceanrest Motel at Seal Bay \$205 per person (twin share).
- B The Ferry Hotel in Clifton for \$211 per person (twin share).
- C Seabreeze Hotel at Seal Bay for \$252 per person (including full breakfast).
- D Island Escape Lodge at French River for \$314 per person (twin share); water view, includes continental breakfast.
- E Sanctuary Beach self-contained cabins for \$273.50 per person (twin share) also includes chocolates, wine, 4WD tour of nature reserve and \$10 meal voucher.

**Questions 1-5**

Which accommodation would you choose for each of the requirements below? Choose the correct letter (A-E) from the list above.

**EXAMPLE**

You want to stay near the river in order to fish

**Answer**  
**D**

- [1] You want accommodation close to the ferry boat terminal. ....
- [2] You are looking for the least expensive place to stay. ....
- [3] You have heard that the best spots are on the south coast. ....
- [4] You want to be sure to have a good view from your room. ....
- [5] You like the idea of a big breakfast. ....

## Questions 6–10

Look at the travel insurance notice on the following page. Choose the most suitable heading for each of the Frequently Asked Questions (B–F) from the list (i–x) below.

### List of Questions

- (i) Do I have to reveal my medical history?
- (ii) Does the plan cover lost luggage?
- (iii) If I want to stay longer can I extend my policy?
- (iv) Can I travel anywhere in the world?
- (v) What is not covered?
- (vi) What if I have an emergency or claim?
- (vii) How much will it cost?
- (viii) Why do I need travel insurance? **EXAMPLE**
- (ix) Can I buy insurance after I have begun my travels?
- (x) In what situations am I covered when travelling?

### EXAMPLE

	Answer
Part A	viii

- |            |       |             |       |
|------------|-------|-------------|-------|
| [6] Part B | ..... | [9] Part E  | ..... |
| [7] Part C | ..... | [10] Part F | ..... |
| [8] Part D | ..... |             |       |

## Questions 11–13

Look at the travel insurance notice on the following page.

Using **NO MORE THAN THREE WORDS FROM THE PASSAGE** answer each of these questions.

- [11] What item is covered in addition to health and medical expenses? .....
- [12] In what situation is accidental injury not covered? .....
- [13] What is special about the coverage for the United States? .....

Read the passage below and answer Questions 6–13 on the previous page.

# Youth Adventure Package Travel Insurance.

Don't let anything spoil your fun! Your vacation is all about exploring, adventure and fun. You want to see new places and try new things.

The Youth Adventure Package is an affordable 'just in case' backup plan, so you aren't hit with unexpected medical costs while on the adventure of a lifetime. You'll be a long way from home. If you have an unexpected illness or accidental injury, we'll be there to help and ensure you get the care you need.

Our emergency travel assistance services are available from anywhere in the world at anytime of the day or night.

## Frequently Asked Questions

**A** .....(EXAMPLE)..... ?

Even for young healthy travellers, sickness or accidental injury can happen at any time. Charges for hospital stays can be thousands of dollars per day not including doctors' fees and diagnostic services. This easily adds up to a devastating financial loss. You are on the adventure of a lifetime and don't want to be burdened with a medical bill or to pay for lost or stolen luggage.

**B** ..... ?

Travel insurance is intended to cover sudden, unexpected and unforeseeable circumstances. Your plan is comprised of 4 different coverages. For more information, please read the Benefits under each.

**C** ..... ?

The Youth Adventure Package does not cover everything. This insurance has some exclusions. You should read and understand them before you travel. Prior-existing medical conditions may be excluded. Any medical condition you are aware of prior to the effective date of coverage, whether diagnosed or not, may not be covered. Sickness or accidental injury that occurs as a result of the use of alcohol or illegal drugs is not covered.

**D** ..... ?

We are dedicated to protecting your privacy. Your medical history will be collected when required and will only be used or disclosed for the purpose of adjudicating the claim.

**E** ..... ?

Yes you can. Just call your agent no sooner than 7 days prior to the expiry of your policy. You can purchase an extension if you are in good health and have not filed any claims on the policy.

**F** ..... ?

You are covered for any country outside of the USA. However, transit for 5 days only is allowed through the USA.

Section 2

Questions 14–27

Read the passage below and answer Questions 14–19.

# DIVING: TAKE THE PLUNGE

## Have you always wanted to learn to dive?

Getting a Diving Certificate will be one of the most exciting experiences of your life as you learn how to explore a new world underwater!

Here's the 10-step path to becoming a certified diver:

**STEP 1:** Decide you really want to do it.

**STEP 2:** Find a dive store and dive instructor you like.

**STEP 3:** Discuss how you will complete your open-water certification: meeting weekly for classroom and pool sessions, weekend classes, home study, class trip for your open-water dives, and more.

**STEP 4:** With your instructor, decide on a plan that best fits your schedule.

**STEP 5:** Put on a mask, a snorkel and a pair of fins. These are the basic items of personal equipment that need to be fitted to you by a dive store professional. For reasons of safety and comfort, we recommend that you buy dive equipment only at a dive store.

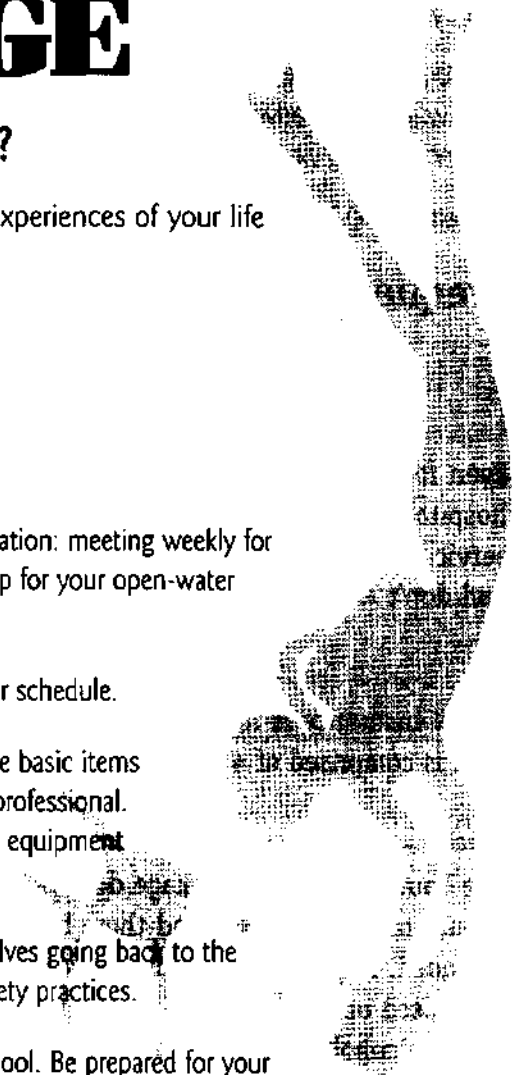
**STEP 6:** Be enthusiastic. An important part of your training involves going back to the classroom and learning about the dive environment, physics and safety practices.

**STEP 7:** Get wet! Your first dives will take place in a swimming pool. Be prepared for your first breath on a regulator (breathing apparatus) under water!

**STEP 8:** Go diving. Your open-water training dives provide the opportunity to practise the skills you learned in your classroom and pool work!

**STEP 9:** Use your 'C-card' now that you're a certified diver! Only card-carrying divers can buy scuba life-support equipment. We also encourage you to begin right now selecting your personal equipment, especially a regulator, buoyancy compensator and dive computer. Having your own equipment will make you safer and more comfortable under water.

**STEP 10:** Go for more. Your certification is really just the beginning. You still need to serve a diving internship with your instructor and other experienced divers. Sign up for more training or dives under supervision as soon as you can.



Questions 14–19

Using **NO MORE THAN THREE WORDS FROM THE PASSAGE** answer the following questions.

**EXAMPLE**

Who should you discuss certification options with?

Answer  
dive instructor

[14] What **THREE** pieces of personal equipment do you need to buy before starting the course?

.....

[15] Why should you buy your equipment from a dive store?

.....

[16] Name **ONE** topic studied in the classroom.

.....

[17] Where do you do your first dives?

.....

[18] What must you show before being allowed to buy scuba diving equipment?

.....

[19] Under what conditions can you dive, once you are certified?

.....

## Questions 20 - 23

The passage 'Fear No More' on the next page has 5 paragraphs (A-E).  
Choose the most suitable headings for paragraphs B to E from the list (i-ix) below.

### List of Headings

- (i) I'll panic
- (ii) I'll get lost
- (iii) I'll be trapped
- (iv) I won't be able to swim
- (v) I'll get the bends
- (vi) I won't be able to see
- (vii) I'll get eaten
- (viii) I'll run out of air
- (ix) Diving statistics

**EXAMPLE**

### EXAMPLE

Paragraph A

Answer

(ix)

- [20] Paragraph B ..... [22] Paragraph D .....
- [21] Paragraph C ..... [23] Paragraph E .....

## Questions 24 -27

Complete the notes below using **NO MORE THAN THREE WORDS FROM THE PASSAGE** for each answer.

Dive with a buddy.

Check your gauges so you don't run out of air.

Dive no deeper than [24] ..... until you feel comfortable.

Don't ascend [25] ..... Make a 3-minute safety stop at 15 feet.

If you see a shark [26] ..... Avoid splashing, kicking or poking at fish.

Visualise emergencies and [27] ..... your responses. Experience gives you confidence.

Read the passage and answer Questions 20-27 on the previous page.

# Fear No More

**A** It's natural to be scared at first, but statistics show scuba diving is not particularly dangerous. It is estimated that there are 2.4 million divers and 17 million dives made in the U.S. per year. Divers Alert Network, the leading safety organisation for divers, reported only 85 fatalities in the past year. Most of us find that as our ability increases, our fears decrease. The risks in scuba diving, while real, can all be reduced significantly by what you do for your own safety. Here are some of the most common fears of new scuba divers.

**B** It's understandable if you mistrust your scuba regulator. But mechanical failure of your breathing equipment is highly unlikely. A regulator is simple, strong and designed so that if it does fail, it delivers more air than you need, not less. You will also have an extra breathing system, and so will your diving buddy. Keep an eye on your gauges and time. If you are running out of air you will find that you have to suck harder to breathe. You will still have time to ascend slowly, even if you have to hold your breath. If you stay above 60 feet and stay out of caves and wrecks — good advice for all new divers — there is no reason to be afraid of running out of air under water.

**C** "The bends" is the decompression sickness most people associate with diving, but in fact it is almost preventable. Divers most often get the bends by going too deep and coming up too quickly. It is not a serious risk if you stay above 60 feet. A safety stop of three minutes at 15 feet is a wise precaution. Cases of the bends do occur rarely, but the sickness is normally treatable.

**D** Most fish ignore you or swim away. They have very narrow diets and eat only what they are accustomed to; however, sometimes sharks have been known to make attacks on humans. Even here, there is evidence that the shark mistakes a human for his regular meal, a seal or sea-lion, and shark attacks are very rare. In the presence of sharks, remain calm. Don't annoy sharks by poking at them. Almost all fish will leave you alone if you do the same to them.

**E** Fear can sometimes overwhelm the intellect and leaves some people paralysed. The best prevention is training. You will be taught the correct response to danger. When you practise the response, it will be there when you need it. When you know just what to do, you're much less likely to lose self-control. And experience — simply diving again and again — reduces the general anxiety level that is natural when diving is still new. When you realise you are not helpless, your fears are likely to disappear.

Read the passage below and answer the questions that follow.

# S L O W F O O D

**A** Slow Food is an international grass roots movement dedicated to preserving the cultural heritage of good food. It started as a humorous protest against the spread of fast food around the world and has developed into a major advocate for the world's unique food products. The movement's logo is a snail. Since being founded in 1986 the Slow Food snail has crept from its home in Italy to 45 other countries around the world and now boasts over 650,000 members. The movement challenges the loss of flavour resulting from the industrialisation of food and agriculture. Its approach is 'eco-gastronomic'. Slow Food is committed to compiling and distributing information about local foods, drink and culture. Its purpose is to preserve endangered foods, encourage bio-diversity, and support small-scale producers of ethnic and local products around the world.

**B** Modern agri-business has given the world cheap food with little taste, produced at a high cost to the environment. Slow Food has been instrumental in developing initiatives to revive products that take time and craftsmanship to create and which are threatened by global corporate practices. Protecting traditional local products also means safeguarding the people and ecosystems involved in their manufacture. It also provides incentives for the pursuit of production methods which are healthier for taste, the environment and the agricultural economy.

**C** Statistics on the loss of biodiversity in our food chain are alarming. In less than a century over 300,000 plant species have disappeared — one plant species disappears every six hours. Today less than 30 varieties of plant feed 95% of the world's population. In Europe, half the breeds of domestic livestock became extinct during the course of the twentieth century. The crisis over mad cow disease and the ongoing debate over genetically modified food have given Slow Food, with its emphasis on organic methods, unexpected political influence.

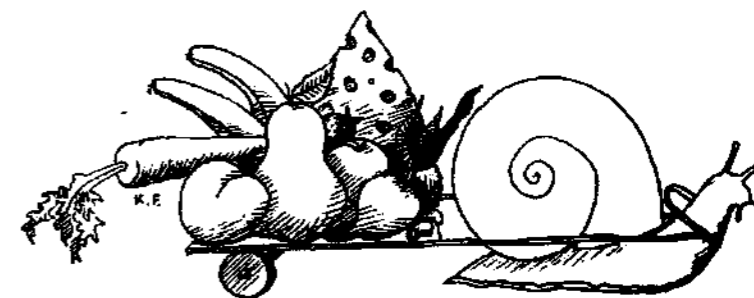
**D** In the space of a few years, Slow Food has become a major lobbying force in the European Union on agriculture and trade policy. Agri-business practices that have become dominant worldwide are geared to production in quantity. This is a carryover from agricultural policies set in the 1950s in Europe, when hunger from the war was still a vivid memory. At that time, when the goal was self sufficiency, farmers received subsidies according to the amounts they produced. There was and still is no reward for quality. Two generations ago, the average European family spent about one half of its income on food. Today it spends about 15 per cent. Surveys conducted by Slow Food show that a large majority of Italians would be willing to pay up to 20 per cent more for food in order to guarantee its quality, especially given recent food scares and scandals.

**E** As national boundaries disappear in Europe and become more open around the world, food has emerged as an important source of identity. Slow Food's position on globalisation is that it has the potential to help as well as harm the small food producer. On the one hand, globalisation has allowed multinational corporations to extend their reach to virtually every corner of the world. However, rather than being afraid of the fast food giants, Slow Food is attempting to offer an alternative choice of "virtuous globalisation" by choosing to focus on quality and helping the small, local producer to access the global market.

**F** The Slow Food organisation had to find ways to ensure its own economic viability. An initial strategy to generate income through publishing led to a number of food guides that were quickly successful. Some of the most popular of these feature restaurants serving authentic, local foods at local prices. Numerous and varied initiatives have sprung up since. The popular quarterly magazine, 'SLOW', features articles about food culture around the world. Italy's largest food show, the 'Salon de Gusto', sponsored by the Slow Food movement, provides an international market to hundreds of small producers whose goods, until recently, rarely left their village or region. Now there is even 'slow travel'. A growing number of tour operators in Italy, France, Australia and India subscribe to the movement, promoting "cultural and educational journeys using food and the people that produce it as the learning medium." 'Slow cities' are entire communities dedicated to improving the quality of life for their citizens through environmentally sound, culturally-aware, eco-gastronomic policies and activities.

**G** Another significant initiative of Slow Food is the Ark of Taste, a database of endangered species of edible plants and domestic animals worldwide. Commissions have been set up in many countries to seek out and catalogue new products. So far, 800 products from 26 countries have been figuratively brought onboard the Ark in an attempt to save them. The Ark of Taste has become an international project and a resource for agricultural biodiversity around the world.

**H** So, a movement that began as a humorous protest against fast food has, in its own organic way, evolved into a versatile and intelligent advocate for the protection of the environment. The best response to global forces challenging the ability to enjoy our food and our lives begins, according to the Slow Food movement, 'at the table'. We are invited to slow down, appreciate the flavours of food and drink, and cultivate the art of living. Fast food isn't likely to disappear, but Slow Food seems to be here to stay as well. Its message is getting through — encouraging a pleasure-loving environmentalism as an alternative to the high-speed pace of the fast-food world. From its humble beginnings, Slow Food now includes a global network of people capable of generating ideas, and programs to defend the right to a responsible form of pleasure, respectful of cultural diversity and available to all.



## Questions 28–31

The passage 'Slow Food' has 8 paragraphs (A–H). In which paragraph can the information below be found?

<b>EXAMPLE</b>	The growth of the Slow Food movement	Answer <b>A</b>
----------------	--------------------------------------	--------------------

- [28] a catalogue of domestic animals at risk of disappearing .....
- [29] statistics on the loss of variety in agricultural species .....
- [30] initiatives to ensure the financial survival of the organisation .....
- [31] information on the food budget of an average family .....

## Question 32

Which of the following does the Slow Food Movement **NOT** promote? The first one has been done for you. Indicate the letters of the remaining **TWO**.

<b>EXAMPLE</b>	.....	Answer <b>D</b>
----------------	-------	--------------------

- [32] .....
- A** old-fashioned cooking methods
- B** genetically modified foods
- C** endangered species of edible plants
- D** junk food culture **EXAMPLE**
- E** the enjoyment of good food and drink
- F** high yield industrial farming
- G** rare local domestic animals
- H** organic methods of production

## Questions 33–38

Choose **ONE** phrase from the list (A–H) that matches each of the expressions below. There are more phrases than expressions so you will not use all of them. The first one has been done for you as an example.

<b>EXAMPLE</b>	Eco-gastronomy	Answer <b>B</b>
----------------	----------------	--------------------

- [33] slow travel .....
- [34] Ark of Taste .....
- [35] virtuous globalisation .....
- [36] Salon de Gusto .....
- [37] agri-business .....
- [38] SLOW .....

### List of Phrases

- A** a resource for agricultural biodiversity
- B** a showcase for Italian food products
- C** a database of Slow Food members
- D** helping local producers compete in the international market
- E** published four times a year
- F** operates in Europe, Asia and Australia
- G** promotes protection of the environment and good eating **EXAMPLE**
- H** produces food using industrial methods

## Questions 39 and 40

Answer the following questions using **NO MORE THAN THREE WORDS FROM THE PASSAGE**.

- [39] Following which crisis did the Slow Food movement become a political force?
- .....

- [40] This movement was started as a reaction against what?
- .....



**Section 1**

**Questions 1-13**

Read the descriptions below and answer Questions 1-6.

# Free wireless connection in great outdoor locations

With summer fading, the more time spent outdoors the better... and work doesn't have to keep you from enjoying the day! From entire downtown stores to tiny cafes, many locations now offer free, wireless internet connection. Here's a guide to hot spots here where you can connect up, email friends or get some work done while enjoying a coffee, a drink or meal outdoors.

## A Fairview Park

Make a park bench your office, and enjoy the sights and sounds of nature in the middle of the city. Pack a picnic and soak up the sun. As an extra attraction, lunchtime concerts run between noon and 2 pm every Tuesday and Thursday.

## B Dragon's Tail

Shake off jet lag while munching on homemade chicken fingers and sipping one of the 14 special drinks. Only four blocks from the airport, the patio, restaurant and lounge are all wired.

## C Southport Landing

Pull your boat right up to this neighbourhood favourite on the river. Great seafood, reasonably priced. Only 5 minutes from downtown, this is the place for a long lunch. With wireless access on the 100-seat patio you'll get a spot even on the sunniest days.

## D One World Café and Language Centre

Get online at the gazebo while deciding which ethnic dish to try. Wood oven pizzas are a speciality. Take and English or Spanish lessons for dessert while sipping on fair trade coffee.

## E Harvest Moon

Farm fresh organic salads and homemade soup are as delightful as the street side tables. Like the Internet, this café never closes, freeing you up to set your own business hours. Don't forget the organic pastries and fair trade espresso for dessert. Check out the poetry and special events nights.

**Questions 1-3**

Look at the descriptions on the previous page.

Which location best fits these requirements? Choose the appropriate letter A-E.

<b>EXAMPLE</b>	You want to get some fresh air and eat the lunch you brought while checking out some information on the internet.	Answer <b>A</b>
----------------	---	--------------------

- [1] It is late at night. You are hungry and you still need to put together and send off some emails before going home. ....
- [2] You are looking for a place to have a bite to eat, get some work done and maybe meet people from different cultures. ....
- [3] You want to have lunch while you finish up a report before flying out of town to attend a conference. ....

**Questions 4-6**

Choose the correct letter A-E.

Which **TWO** descriptions mention:

<b>EXAMPLE</b>	special coffee	Answer <b>D</b>
----------------	----------------	--------------------

- [4] entertainment ..... ..
- [5] natural environment ..... ..
- [6] central location ..... ..

## Using LP Gas Safely Around the Home

Liquified Petroleum Gas (LP Gas) — also known as bottled gas — is widely used in the home for cooking, room and water heating. It may also be used on a range of leisure appliances, such as camping equipment, barbecues or caravans.

LP Gas is propane gas, stored in cylinders under pressure as a liquid, and then used as a gas when connected to domestic and portable appliances. It is **not** the same as Automotive LP Gas (known as Autogas) which is used in specially converted cars. Autogas is a mixture of propane and butane, and therefore must **not** be used in domestic or portable outdoor appliances.

LP Gas is clean burning, heavier than air and non toxic. In its natural state LP Gas is odourless. So that gas leaks can be detected, a chemical is added which gives it a very distinctive smell.

Domestic and portable outdoor LP Gas appliances are designed only for use with propane gas.

LP Gas is **not** the same as natural gas — gas which is piped to your house by a gas company. LP Gas must never be used in natural gas appliances or vice versa. Operating an appliance on the wrong type of gas can be hazardous. LP gas contains much more energy than natural gas and as such presents a fire risk if connected to the wrong appliance.

Identification plates on LP Gas (propane) appliances have red writing on silver. Natural gas appliances have black writing on silver. Always check the ID plate to make sure the appliance uses LP Gas.

## If You Smell Gas Indoors

**You should never use a naked flame to try and find a gas leak.**

It may not be a gas leak — people sometimes accidentally leave gas cooker burners turned on and unlit, and this may be the cause of the gas smell. Also, check that any heaters have been properly lit. Turn the burner off and wait until you can no longer smell the gas before trying to use a gas appliance.

Open doors and windows. Don't operate power or light switches, don't turn electrical appliances on or off, and don't use your telephone, as they might spark and create a fire. In particular, don't use a fan to provide ventilation.

If burners haven't accidentally been left on, leave the premises and turn the gas supply off at the cylinder. If safe to do so, switch off the power at the fuse box so that electrical appliances can't operate and generate a spark.

Call a licensed gas fitter from a neighbour's telephone or use a cell phone outside — it may be unsafe to use your house phone. Don't go back into the house until the gas is turned off at the cylinder and the smell of gas is cleared.



## Questions 7–10

The passage on the previous page mentions 3 different kinds of gas. Match one of the following gas types (A-C) to each of the descriptions below.

- A LP gas
- B Autogas
- C Natural gas

### EXAMPLE

Has a chemical added to give a distinctive smell

Answer

A

- [7] Not for household use .....
- [8] Used for outdoor appliances .....
- [9] ID plate shows a silver background with black text .....
- [10] Made up of a combination of gases .....

## Questions 11–14

Complete the table using **NO MORE THAN THREE WORDS FROM THE PASSAGE**.

Check that the stove has not been turned on and left...	[11].....
For ventilation, open doors and windows but don't use...	[12].....
Leave the premises and switch off the electricity at...	[13].....
If assistance is required, call from...	[14].....

**SECTION 2****Questions 15–27**

Read the passage below and answer Questions 15–21.

# RIDGEWAY COLLEGE

## STUDENT RESIDENCE ORIENTATION PROGRAM

**WHO:** This orientation is for all new students (transfer, mature, international, exchange, etc.) who will be living in residence this coming semester.

**WHEN:** Move in Tuesday of Orientation Week, between 8:30 am and 5:30 pm. We strongly suggest that you plan to move in early in the day so that you can get settled and be ready to meet your Orientation Leader at 5:00pm. Programs begin Tuesday evening and run day and night until Sunday.

**WHERE:** When you arrive on campus, follow the directional signs to the visitors parking area. Proceed to the residence check in area (large white tent). The area is visible from the parking lot and the bus stop — you won't miss us!

**WHAT:** We have designed a program packed with many exciting events and orientation sessions to help you get acquainted with your fellow students, the campus and college area.

- \* Receive assistance with move in.
- \* Attend the 2-day campus orientation
- \* Get to know your new neighbours and the local community.
- \* Take trips into downtown and to special areas of interest.

**WHAT IS YOUR TEAM?** When you come to Residence Orientation, you will meet your Team — a group of 15 to 20 new students sharing a floor in residence, with an Orientation Leader. Your OL is a returning student who will take your team to all residence orientation activities and will also keep in touch with you and your team members throughout your first semester.

**WHY?** Studies show that people who attend orientation have higher grades and a lower drop out rate. Ridgeway College has 12,000 students; at orientation you start building your community and making connections.

- \* You will finish orientation with at least 20 new friends!
- \* You will save yourself hours of time by getting gym membership, ID card and Transitpass, books, and more before the first week of class line ups starts.
- \* You will mingle with your 2000 new neighbours in the residences.

**HOW MUCH?** The fee is \$110. The Residence Orientation fee includes Residence and Campus Orientation events and kits, an extra week in Residence to get settled in before classes start, two special dinners, a T-shirt, and a fabulous Residence Welcome Pack.

**NOW WHAT?** Register for Residence Orientation on the form below. You do not need to register separately for Campus Orientation.

**\*\*For students who are placed in a building with a required meal plan (i.e. no kitchens), your meal plan starts on the first day of orientation (no additional charge). If you are living in one of the new Residence Towers, you will be on a meal plan. If you are in another building, you will be responsible for providing your own meals, either by cooking them yourself or by buying food from a cafeteria.**

**Questions 15–17**

Choose **ONE** phrase from the list below (A–H) to complete each of the following sentences.

- [15] The orientation program is intended to...
- [16] Studies have shown that students who attend the orientation program...
- [17] As part of the orientation program...

**List of phrases**

- A** ...enjoying the first semester of college with less stress.
- B** ...provide a free week for new students to settle in to residence.
- C** ...are less likely to do well in their courses.
- D** ...new students get support from the leaders during the first semester.
- E** ...helping new students to get to know each other.
- F** ...the leaders help new students with enrolment procedures as a team.
- G** ...ease the transition to college life for new students.
- H** ...tend to be more successful in their studies.

**Questions 18–21**

Do the following statements agree with the information in the passage?

Write:

- YES** if the answer to the question is 'yes'
- NO** if the answer to the question is 'no'
- NOT GIVEN** if the information is not given in the passage

- [18] I won't be able to arrive until Thursday. Is it too late to sign up for the Orientation Program at that time?
- [19] I want to sign up for the Residence Orientation Program. Do I have to register separately for the Campus Orientation?
- [20] My residence doesn't have a meal plan. Are any meals provided during Orientation Week?
- [21] I will be living in the new Residence Tower. Do these rooms have kitchens?

Read the passage below and answer Questions 22–27.



## RIDGEWAY COLLEGE

### RESIDENCE STUDENT TELEPHONE SERVICES

#### Voice Mail: How to Use the "Mailbox" Service

Welcome to voice mail! This guide includes instructions for setting up your voice mailbox and for using its many convenient features.

If you're just getting started, read the features below, then follow the step-by-step procedure to register online. Once this process is complete callers can leave messages for you and your roommates and you can get any messages left for you.

#### Features of the "Mailbox" Service

**FORWARDING** Your unanswered calls are forwarded to your mailbox after four (4) rings. Callers who dial your number while you are using your phone are forwarded to your mailbox immediately. If you have Call Waiting, messages are forwarded after four rings if you choose to ignore the notification tones.

**GREETINGS** Your mailbox allows two types of greetings:

- You can record a personal greeting up to 45 seconds in length which callers hear when forwarded to your mailbox.
- You can override this personal greeting (without erasing it) by using a temporary "extended absence greeting" and later you can return to your original greeting.

**MESSAGE STORAGE** Your mailbox has these message storage capabilities:

- You may have up to 15 messages in your mailbox at one time.
- Each message can be up to two (2) minutes in length.
- Unless you delete them, messages are stored for 24 days from the day they were received.

**OTHER FEATURES** Your mailbox also has these other capabilities:

- Distribution Lists — You can create 5 distribution lists with up to 25 voice mail users. This can be used to send messages to an entire group of users at one time.
- Guest Mailboxes — You can create up to three guest mailboxes that allow you to leave messages in a special location of your own mailbox. Your messages can then be retrieved by someone who is not a voice mail subscriber.

## Questions 22–27

Read the Student Telephone Services information and complete the summary below using **NO MORE THAN TWO WORDS FROM THE PASSAGE** for each space.

Before you can receive phone messages you must follow the steps to [22] .....

After four rings, calls will be [23] ..... to your mailbox.

The [24] ..... message which you record can be up to 45 seconds long.

Messages are kept for 24 days or until you [25] .....

You can make up a number of [26] ..... to notify groups of voice mail users about club meetings or parties.

There is also a special location in your mailbox where you can leave a message to be [27] ..... by a friend from outside the residence.

**SECTION 3****Questions 28-40**

Read the passage below and answer the questions that follow.

# SEADRAGON SEARCH



In appearance, they are unmistakably dragons, but in other ways these delicate creatures of the sea bear little resemblance to their fierce, mythical namesake. They are only 45 cm long, fragile, harmless and vulnerable. Belonging to the same family as seahorses, seadragons come in two different species: 'weedy' (resembling blades of brown seaweed) and the more showy and more endangered 'leafy' (looking like aquatic 'leaves'). They are found only in coastal southern Australian waters and because they resemble swaying seaweed, can be difficult to find in their natural habitat.

Though well camouflaged, their brilliant colours are visible in sun-dappled waters. Both species inhabit rocky reefs, seaweed beds and sea grass meadows colonised by seaweed. They are most often seen in shallow coastal waters. Camouflage is their only protection. Otherwise sea-dragons are poorly equipped for fleeing from pursuers. The outer skin is composed of solid bony plates, which limit mobility. The only way they can propel themselves along is through rapidly oscillating their ventral and dorsal fins. Like sea horses they possess an internal air bladder, used for vertical motion. With little effort, they can rise or settle to another depth simply by changing the air volume within the bladder. Because they blend easily with the background, sea dragons are agile enough to hunt down tiny shrimps, their main quarry.

Perhaps the most extraordinary thing about sea-dragons is that it is actually the male of the species which carries the young. During mating, the female lays 100 - 250 eggs onto the underside of the male's tail, where they are attached and fertilised. After a period of about

four to six weeks from conception, the male 'gives birth' to miniature juvenile versions of itself. As soon as a baby sea dragon leaves the safety of its father's tail, it is independent and receives no further help from its parents.

There is increasing concern about the future of these vulnerable and fragile creatures. Both seadragons and their close relatives, seahorses, are threatened globally by habitat destruction. The inshore areas of seagrass they inhabit are threatened by pollution and excessive fertiliser run off. Each year, an estimated 20 million seahorses (but not seadragons) are taken for traditional Asian medicines. The international trade in seahorses involves more than 30 countries and is growing. Fortunately, seadragons currently are not used for the medicine trade; however they have been targeted by the aquarium fish trade. Unscrupulous 'collectors' have denuded the more accessible seagrass areas of this amazing creature.

Keeping live seadragons is extremely difficult and collectors often target males with eggs, hatching out and selling the young. Removing breeding animals from the wild populations may have an impact on local populations of seadragons. To date, no successful, closed cycle, captive breeding program has occurred. There has not yet been a generation of captive seadragons which has bred. Economically and environmentally it makes sense to limit collection and export of this species until more is known about them. Because seadragons require live food and an exact water temperature, most die quickly in captivity. It is illegal to take or export them without a permit. Concerned by the rapidly decreasing numbers of the leafy sea-dragon, the Department of Fisheries declared it a totally protected species in 1991.

It is for these reasons that Dragon Search has been initiated. This community-based monitoring program involves nearly 20 organisations around Australia. The project encourages members of the community to provide information on seadragon sightings. Recreational divers and snorkellers are invited to record sightings of seadragons in their dive logs and to transfer relevant information to Dragon Search sighting sheets. Likewise, anyone who visits the beach and spots either live seadragons in the water or their remains washed up on shore may also participate. The information submitted is entered into a confidential database and is used to encourage the protection of these wonderful creatures and to promote the establishment of marine reserves. It is hoped that increased awareness and involvement of local communities will help prevent poaching of seadragons and encourage the protection of both species and their habitat.

## Questions 28–33

Look at the following statements.

Write:

- TRUE** if the statement is true according to the passage  
**FALSE** if the statement is false according to the passage  
**NOT GIVEN** if there is no information about this in the passage

- [28] Seadragons are found all around the Australian coast.  
[29] Weedy seadragons are more common than leafy seadragons.  
[30] Body armour gives seadragons effective protection from predators.  
[31] The air bladder enables seadragons to move with great speed.  
[32] Eggs are laid by the male seadragon.  
[33] The male and female stay together to look after the eggs.

## Questions 34–38

Choose the correct letter **A–D**.

- [34] Which of the following is **NOT** a threat to the survival of seadragons?
- A** habitat destruction
  - B** difficulty of breeding in captivity
  - C** use in Chinese medicine
  - D** the aquarium trade
- [35] Seadragons do **NOT** do well in captivity because...
- A** they require warm water.
  - B** they are difficult to catch without injury.
  - C** they die quickly when stressed.
  - D** they only eat live food.

- [36] Breeding of captive seadragons has been...

- A** against the law.
- B** unsuccessful.
- C** limited.
- D** a growing industry.

- [37] It is illegal to...

- A** capture leafy seadragons.
- B** trade in seadragons.
- C** keep seadragons in aquariums.
- D** export seadragons.

- [38] One purpose of Dragon Search is...

- A** to capture live seadragons.
- B** to help divers locate seadragons.
- C** to move seadragons to safer areas.
- D** to increase public awareness of seadragons.

## Questions 39 and 40

Answer the following using **NO MORE THAN TWO WORDS FROM THE PASSAGE**.

- [39] What can public involvement in Dragon Search help to stop?

.....

- [40] What do the organizers of Dragon Search hope to set up?

.....

Section 1

Questions 1-13

Read the instructions below and answer Questions 1-5.

**PASTA AND SAUCE MIX**

**Directions for Cooking on Stove:**  
 In a medium saucepan, bring 1/2 cup (125mls) milk, 1 1/4 cups (310mls) water and 1 tablespoon margarine or butter to the boil. Add contents of packet, stir until boiling and simmer uncovered for 10 minutes, stirring occasionally. Sauce will thicken on standing.

**Microwave Directions:**  
 Place 1/2 cup (125mls) milk, 1 1/4 cups (310mls) hot water and 1 tablespoon margarine or butter in a microwave safe bowl or casserole. Add contents of packet, stir well and cook uncovered on HIGH for 10 minutes, stirring 2 - 3 times.

Questions 1-5

Answer the following questions using **NO MORE THAN THREE WORDS FROM THE PASSAGE.**

- [1] Which country does this recipe come from? .....
- [2] If you are cooking this meal on a stove, into what do you put your ingredients? .....
- [3] If you are cooking this meal on a stove, how many ingredients do you boil first? .....
- [4] When you cook this meal in a microwave oven, how many ingredients do you mix in the bowl or casserole before cooking? .....
- [5] If you are using a microwave oven, should you put a lid on the bowl before cooking? .....

Read the recipe below and answer Questions 6-8.

RECIPE SUGGESTION

CHICKEN CARBONARA

- 1 tablespoon margarine or butter [omit for microwave]
- 250 gms boneless chicken, cut in thin strips
- 1/2 cup [125mls] milk
- 1 1/4 cups [310mls] water [hot for microwave]
- 1 packet Creamy Carbonara Pasta and Sauce
- 1 cup sliced mushrooms
- 1 cup snow peas



Melt margarine and fry chicken until golden brown. Add milk and water and bring to the boil. Add Pasta and Sauce and mushrooms and simmer gently, uncovered, for 10 minutes, stirring occasionally. Add snow peas for the last minute.

Microwave Directions:

Place chicken into a microwave safe bowl, cover and cook on HIGH for 2 minutes. Add milk, water, pasta, sauce and mushrooms and cook uncovered on HIGH for 10-12 minutes. Stir 2-3 times. Add snow peas for the last minute.

SERVES 2-3

Questions 6-8

Answer the questions using **NO MORE THAN THREE WORDS AND/OR NUMBERS.**

- [6] If you cook this recipe using a microwave oven, which ingredient(s) should you leave out? .....
- [7] For how long should you cook the snow peas? .....
- [8] This recipe will make enough food for how many people? .....

Read the passage below and answer Questions 9–13.

# FIND YOUR OLD SCHOOL FRIENDS!

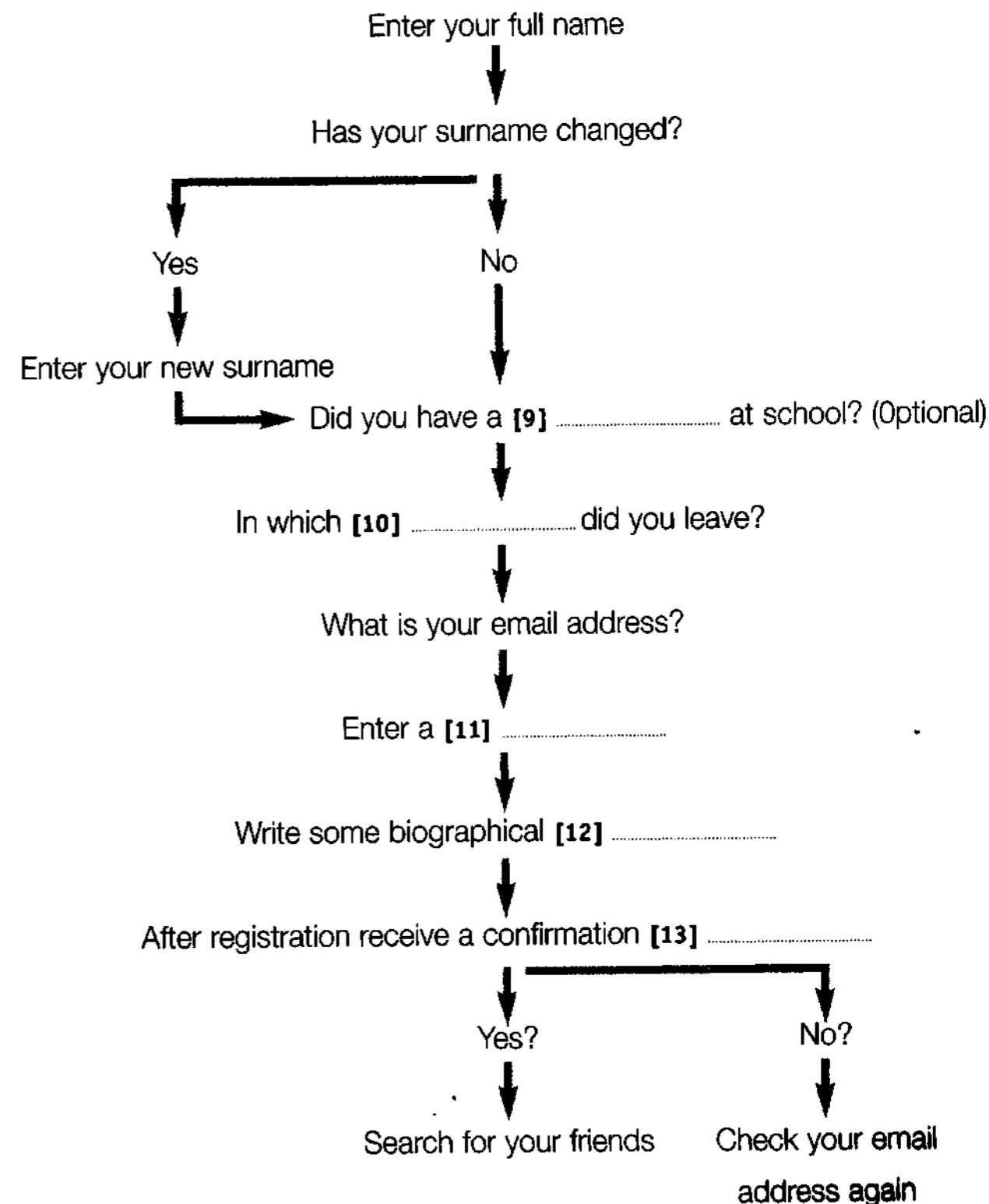
- Find Your Old School Friends is a simple to use website that allows you to find out what your old school friends are doing now.
- We have more than 40,000 Secondary and Primary Schools, Colleges and Universities on our database. More than 8 million people have registered and this number is growing at over 15,000 a day.
- To start finding your old friends, you need to complete our free registration process. Firstly we need your first name and surname (when you were at school), your current surname (if it has changed), your nickname at school (optional) and most importantly, the year you left school.
- We also need your email address so we can send you a confirmation email when you register. If you do not receive this then please check that you entered your email address correctly. Please choose a password, and write some notes about yourself, such as what you've done since leaving school and what you are doing now. (This section is optional, but is very interesting for both you and your friends, when you find each other on the site.)
- Once you've registered, you are able to start looking for your old friends, and see what they've been doing since you left school! This service is absolutely free. However if you wish to contact a friend, there is a small charge to cover administration costs, so click on the contact button and enter your credit card details. Then write your message in the space provided, and click 'send'. Your friend will receive the email, from the Find Your Old School Friend address, so if you want your friend to reply, don't forget to include your email address in your message!
- If you'd like us to send you our monthly newsletter, our 'feedback' emails containing funny memories and success stories from the site or notification when someone registers to your school, just check the box below.

ENJOY FINDING YOUR OLD SCHOOL FRIENDS!!!

## Questions 9–13

Complete the flow chart showing the stages in registering on the (FYOSF) Find Your Old School Friends site.

Write **NO MORE THAN ONE WORD FROM THE PASSAGE** for each space.





Read the course information below and answer Questions 14–19.

# TALL SHIP EXPERIENCE

## OCEAN STUDY SEMESTER

If you are looking for an educational adventure in a study-abroad program, you won't find anything similar anywhere in the world. This program takes college students to the deep ocean on a traditional tall ship sailing vessel to learn about the sea.

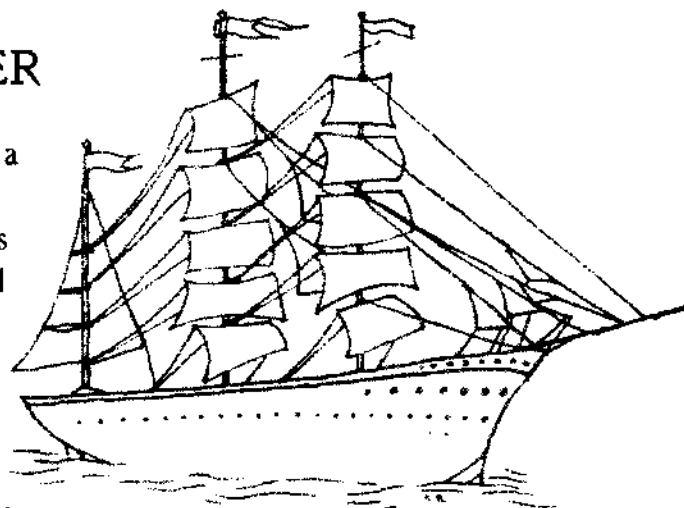
You may be excited at first by the opportunity to visit exotic ports like Tahiti, Hawaii, Martinique or Grenada. But if you talk to students who have experienced the program, many will tell you that the

most exciting destination of all is the sea itself, and the most interesting discovery is learning what lies within you. Perhaps you want to have an international experience; perhaps you are intrigued that the world is mostly water and you want to know more about how the oceans work. Perhaps you want to understand how we are ONE world, land and sea, connected to our past and to each other. Perhaps you just want to do something very, very thrilling and different from what others are doing. If any of these are true, this could be the experience for you.

By participating in the program, you can get a semester's credit for a 12-week program that takes place half on shore and half at sea. The interdisciplinary program begins in our centre for ocean research. Here you will study the chemistry, biology, physics, and geology of the oceans and you will design your own research project that you will carry out at sea. You will learn the culture, history and traditions of life at sea. You will discuss major policy issues that will be tomorrow's headlines. And you will learn what it requires to take a vessel under sail safely to the deep ocean and to international ports.

After six weeks on shore, you will be prepared and eager to go to sea. You and your classmates will join one of our vessels, either in the Atlantic/Caribbean or in the Pacific. Is this for you? Only you can tell. Our students are diverse. Some are science majors but just as many come from the liberal arts. Students come from diverse colleges around the country and from abroad.

What do our students have in common? They are bright. They have a sense of adventure. They are willing to work hard. They welcome a unique experience. They love a challenge. They like people and want to be part of a community unlike any they have experienced before.



## Questions 14–18

Do the following statements agree with the information in the passage?

Write:

- YES** if the answer is 'yes'  
**NO** if the answer is 'no'  
**NOT GIVEN** if there is no information about this in the passage

- [14] Are there exams at the end of the first part of the program? .....
- [15] Will the sailing part of the program last for 6 weeks? .....
- [16] Do I have to be enrolled in a science program to participate? .....
- [17] Do I get to sail on the ship of my choice? .....
- [18] Are international students eligible to apply? .....

## Question 19

Answer the following using **NO MORE THAN TWO WORDS FROM THE PASSAGE**.

- [19] What are the students expected to complete while at sea? .....

Read the passage below and answer Questions 20–27.

# COME ABOARD



There are 4 requirements for the program:

- \* You must be 18 – 25 years of age
- \* You must be physically and mentally fit
- \* You must be enrolled in a post secondary institution
- \* You must be able to swim 100 metres and then immediately be able to tread water for 10 minutes without fatigue

You can expect fun, challenge, and the memorable experience of sailing as part of the crew of a tall ship. You will sail day and night. During the day at sea there are training sessions, experiments and research projects, watch duty, and free time. Shore leave may be given during port visits to explore and enjoy some leisure time.

## What should I bring?

There is very limited space on board! Your personal storage space (not including your sleeping bag and rain gear) is approximately 24" x 12" x 10". You must use soft unframed luggage (duffle bag, etc.). No suitcases or framed backpacks are allowed on board. Do not bring valuables. Refer to the clothing checklist on the application form.

## Life on Board

Day-to-day operation of the ship is governed by the three-colour watch system (red, white, and blue) typically used on naval vessels. Each watch is 4 hours long proceeding in sequence 24 hours a day. To rotate the watches, there are two shorter 2-hour watches in the afternoon.

Eight students are assigned to each watch and report to one of three junior officers who in return report to the three watch officers. They report to the first mate, who reports to the captain. The Swiftsure and Fairwind each carry a full-time cook and an officer in charge of maintenance and repairs at sea.

As a crew member you will sleep in the lower deck quarters. Since one third of the crew will be awake and on deck while on watch, the bunks are shared with other students. While on watch your duties will include working and changing sails, steering, acting as lookout and handling lines as the ship comes alongside or puts to sea.

Life on board is not all duties, however. Every day is a surprise and, depending on the weather and wind, other activities may include swimming and a variety of games only possible on a tall ship.

When off-watch some duties include assisting the cook in meal preparation and clean-up, performing maintenance duties, and managing sails where required. There will also be times when you will receive direct training in sailing and seamanship. When the ship is at anchor, night-time watch service is usually shortened to 1 hour 20 minutes with students staying awake in pairs. While in port, students who are not on watch may be given shore leave where they are free to explore the port of call.

## Questions 20–22

Choose the correct answer A–D.

[20] How many staff and officers (including the captain) serve on each ship?

- A three
- B five
- C seven
- D ten

[21] How many students does each ship carry?

- A 8
- B 16
- C 24
- D 32

[22] When is the watch duty time reduced?

- A every night
- B every other afternoon
- C on the weekend
- D at night in port

## Questions 23–27

Using **NO MORE THAN TWO WORDS FROM THE PASSAGE** complete the following:

To qualify for the program, students have to be able to [23] .....

after completing a swim of one hundred metres.

There is not enough space even to bring framed backpacks or [24] .....

Students share sleeping quarters, so one group remains awake and [25] .....

at night while the others sleep.

Duties include climbing the rigging to set and change [26] ..... and to act

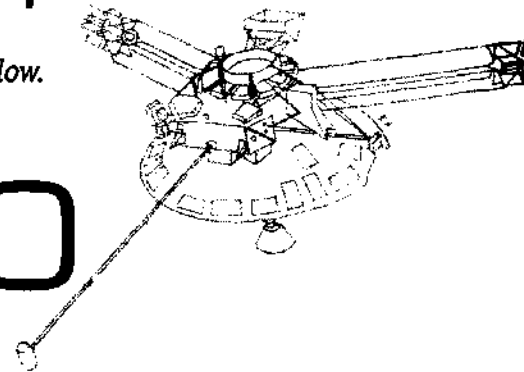
as [27] ..... from the crow's nest at the top of the mast.

### Section 3

### Questions 28–40

Read the passage below and answer the questions that follow.

# PIONEER 10



When the space probe Pioneer 10 was launched in 1972, it was designed for a twenty-one month mission. Propelled by the most powerful engine ever used for a space ship, it was the fastest craft to leave Earth. Pioneer 10 reached the Moon in just 11 hours and Mars in 12 weeks. It was the first vessel from Earth to pass through the asteroid belt, between Mars and Jupiter. Before Pioneer 10 no one knew whether craft could navigate this perilous zone, where debris from dust particles to rocks the size of a small country travels at 20 km per second. Pioneer 10 made the journey unscathed, paving the way for further exploration. It circled Jupiter, sending back the first close-up images, which showed clearly for the first time the composition of the planet (mainly liquid) and its rings. Pioneer 10 conducted a range of experiments, fifteen in all, using a complex array of instruments to photograph, measure, record and transmit data. The experiments studied magnetic fields, solar wind, cosmic rays and the atmosphere of Jupiter and its satellites.

Once its mission was accomplished, the spacecraft used the gravitational force of the giant planet in slingshot fashion, to accelerate away from Jupiter at a speed of 131,000 km per hour. It became in 1983, the first man-made object to leave the solar system and to everyone's amazement, just kept going..., continuing to transmit data, 'writing home' even as it approached the threshold of interstellar space. Gradually however, the power levels dropped and the experiments were turned off one by one. Finally, after three decades of faithful service, NASA engineers concluded that Pioneer 10's power source had finally broken down. The last experiments were shut off and at that point, in 1997, the mission was formally ended. But that was not the end of the story. Faint signals from P10 as it was affectionately known, continued to reach Earth for another 5 years until in April 2002 the spacecraft sent its final message. By that time it was 12.2 billion kilometres away. The radio signal at that time took 11 hours to reach Earth, travelling at the speed of light.

Director of NASA's Solar System Exploration Division, Colleen Hartman, ranks Pioneer 10 among the most historic and scientifically rich exploration missions ever undertaken, opening the way for exploration of the outer solar system. Given that the total cost to the end of the official scientific operations was only 350 million dollars, the project was an outstanding success. An additional benefit to the project was a sister ship, Pioneer 11, launched in 1973, as a backup, in case Pioneer 10 did not survive transit through the asteroid belt. When Pioneer 10 successfully completed its encounter with Jupiter, its twin was re-targeted mid-flight in the direction of Saturn, 1.5 billion miles away. There it took the first close-up images of that planet and discovered two additional moons in its orbit, before moving out of communication range.

Until 1988, Pioneer 10 had the distinction of remaining the most distant object in space. Then Voyager 1, launched in 1977, exceeded its reach. There are currently four spacecraft leaving the solar system for interstellar space. Three are Voyagers, all following a similar trajectory. Alone, Pioneer 10 heads

in the opposite direction to the Sun's motion through the galaxy. Travelling at 12.2 km per second, it has entered the vacuum of deep space where no further erosion of the capsule should take place. NASA predicts that Pioneer 10 will outlive both the Earth and the Sun.

The craft has become Earth's silent messenger to distant worlds. It carries on its side a gold plaque depicting a man and a woman and showing the location of the Sun and the Earth in our galaxy. The man's right hand is raised in a gesture of goodwill, a message from our planet to whatever civilisation may someday find the spacecraft. No longer in contact with Earth, Pioneer 10, has become a ghost ship, drifting towards the red star Aldebaran, the eye of the bull in the constellation Taurus. That journey will take over 2 million years.

### Questions 28–31

Choose the correct answer A–D.

- [28] The Pioneer 10 mission was supposed to last...
- A less than 2 years.
  - B 25 years.
  - C 30 years.
  - D 2 million years.
- [29] The experiments were stopped because of...
- A a breakdown in the research equipment.
  - B problems with communication.
  - C excessive cost of the mission.
  - D power failure.
- [30] The mission officially ended...
- A when the last signal from the space craft reached Earth.
  - B when the experiments were terminated.
  - C when the money ran out.
  - D when the space craft left the solar system.
- [31] The plaque on the spacecraft shows...
- A two figures pointing to the Earth on a map.
  - B a man and a woman with raised hands.
  - C two figures, one with a raised hand.
  - D a man and a woman holding hands.

## Questions 32–36

Do the following statements agree with the information in the passage?

Write:

- YES**            *if the statement agrees with the information*  
**NO**             *if the statement contradicts the information*  
**NOT GIVEN**   *if there is no information about this in the passage*

- [32] The experiments of Pioneer 10 were powered by solar energy.
- [33] Pioneer 10 lost contact with Earth in 1995.
- [34] Pioneer 11 was launched as a backup because of damage to Pioneer 10.
- [35] Voyager 1 has travelled further than Pioneer 10.
- [36] Pioneer 10 could continue its journey for millions of years.

## Questions 37–39

Match each spacecraft with **TWO** achievements from the list (A–G) on the next page.

- [37] Pioneer 10                    .....
- [38] Pioneer 11                    .....
- [39] Voyager 1                    .....

## List of Phrases

- A**    took close-up images of Saturn
- B**    most distant man-made object in space
- C**    first to leave the solar system
- D**    still sending faint signals
- E**    flight path re-programmed in mid-flight
- F**    following the direction of the sun's movement
- G**    first to pass through the asteroid belt

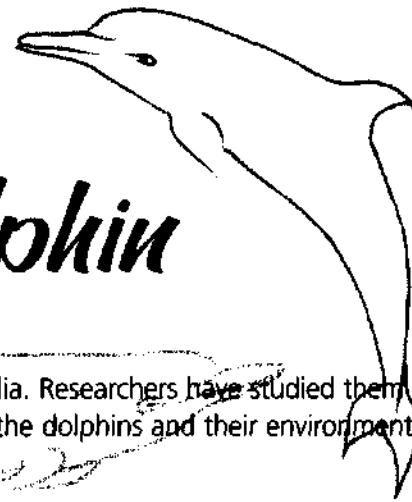
## Question 40

Answer the following question.

- [40] The main purpose of the writer of the passage is to...
- A**    compare Pioneer 10 with other spacecraft.
- B**    describe Pioneer 10's construction.
- C**    list Pioneer 10's journeys.
- D**    outline the life and achievements of the Pioneer 10 mission.

**Section 1**

**Questions 1–13**



*Adopt a wild dolphin*

Read the passage below and answer Questions 1–7.

**Where do the dolphins live?**

These dolphins live in the Port River Estuary in Adelaide, South Australia. Researchers have studied them for over 15 years and have led a campaign to improve protection for the dolphins and their environment.

**Why do the dolphins need your support?**

The Port River dolphins face many threats including pollution, habitat damage, and marine litter. By adopting a dolphin you will be helping to protect its habitat and most urgently, to rescue any dolphin caught in fishing lines.

**Choose your dolphin!**

These amazing bottlenose dolphins live in three groups. There are 30 dolphins in the main estuary and they socialise with another group to the north and one to the south. Each group has a different habitat type.

- |  |  |
|--|--|
| <p><b>A Sparkle</b><br/>Sparkle and her calf, Twinkle, are often seen playing with other mother and calf pairs.</p> <p><b>B Rob Roy</b><br/>A young, dark and handsome male, Rob Roy is seen mostly on the edge of the research area.</p> <p><b>C Scarlett</b><br/>Scarlett has a scar shaped like a crescent on her dorsal fin, most probably from a shark attack when she was young.</p> <p><b>D Spunky</b><br/>A young Romeo, he's often seen cruising for potential mates with his best friend, Buddy.</p> | <p><b>E Buddy</b><br/>Buddy's fin shows all the signs of a life of rugged encounters with rivals in the pursuit of romance.</p> <p><b>F Captain Hook</b><br/>A handsome, unmarked dolphin, he is named after his very long, curved dorsal fin.</p> <p><b>G Phoebe</b><br/>Phoebe and her calf, Sasha, have both nearly been caught in fishing lines but are now doing well.</p> <p><b>H Billie</b><br/>Billie is one of Adelaide's best-loved dolphins, famous for swimming alongside racehorses training in the Port River.</p> |
|--|--|

- \$5** a month from 50 adopters could help monitor an individual whale or dolphin in the wild for a year.
- \$10** a month from 100 adopters could help to fund a study of an individual species in the wild and develop new strategies to protect it
- \$20** a month from 100 adopters could help to set up a new field project

**ADOPT TODAY!**

**Questions 1–5**

Which dolphin (A–H):

- [1] seems to enjoy the company of horses .....  
.....
- [2] can be recognised by a distinctive fin shape .....  
.....
- [3] carries the marks of an early injury .....  
.....

Which TWO dolphins (A–H):

- [4] are mothers looking after babies .....  
.....
- [5] are often seen spending time together .....  
.....

**Questions 6 and 7**

Circle the correct answer A–D.

- [6] Which of the following poses the most immediate threat to the Port River Dolphins?
  - A waste from boats
  - B environmental degradation
  - C fishing nets
  - D water pollution
  
- [7] 'Adoption' in this article means...
  - A choosing one dolphin to look after
  - B making regular donations to the program
  - C giving money to support only one dolphin
  - D making a one-off donation to the program

Read the advertisements below and answer Questions 8–14.

## **A Affordable Moving**

The best move you can make  
Local Overseas shipping  
Long distance Storage  
Packing

Family owned and operated  
Call for your free estimate.  
Professional moving at an affordable rate  
24 hours, 7 days a week. Call 277 4086

## **B U Drive One way Truck Rental**

GUARANTEED NEW MODEL VEHICLES  
FREE ROADSIDE ASSISTANCE  
GUARANTEED RESERVATIONS

### All trucks include:

- Diesel engine
- Air conditioning
- Automatic transmission
- Walk up ramps
- Am/Fm cassette

*Move yourself and save*

Low rate by the day, week or longer  
Furniture pads and dollies  
Mini storage available.

## **G PROFESSIONAL RELOCATION SERVICES**

WORLD WIDE MOVING  
FROM A SINGLE ITEM TO A FULL HOUSE

- Free, no obligation consultation
- Free written estimate to or from anywhere in the world

Special service for cars  
Shared rates to and from Australia, Hong Kong, Japan,  
North America, South Africa, UK  
Packing and unpacking services available  
Packing crates, storage, customs bonded carrier

**TOLL FREE 1899 960 1847**

## **D Al's Junk and Moving Express**

Pick up furniture or small household items  
Need a small truck to move? Cleaning up a yard?  
Get rid of that junk!

**Serving the local area 7341-8345**

## **E GET MOVING**

**Car and Truck Rental**  
**Move yourself and save**  
**7 days a week, commercial rates**  
**2 and 4-hour specialists**

- low rates by the day, week or longer
- furniture pads and dollies
- heavy duty specs. for commercial use
- cube vans, flatdecks, moving vans, pick ups and panels.
- mini-storage available

**For reservations call 641-8193**

## **F Blue Star**

**TAXI TRUCKS, REMOVALS, STORAGE**  
**FOR ALL YOUR MOVING NEEDS**

- On time, On budget, On location
- Full range of taxi truck services – 2 tonne to 12 tonne van or tray
- Guaranteed pick up within 2-3 hours, all suburbs 24 hours a day, 7 days a week

We take responsibility for, and insure, your goods

Modern fully equipped vehicles complete with safety handling equipment. Vehicles have furniture pads, tailgate loaders

*Billiard table? Piano? Freezer? large pieces of furniture? awkward locations? No problem – our drivers and assistants are specialists*

**Booking is easy and fast Tel (04) 980 7012**

## **Questions 8–14**

Look at the information on companies specialising in removals. Which company (A–F) is the best choice for the following situations? You may use the same letter more than once.

- [8] You have just bought a piano and need delivery to your second floor apartment.  
.....
- [9] You are immigrating to England, with all your household goods plus a car.  
.....
- [10] You got a job in another city. You want to rent a truck to move your household goods by yourself, one way only.  
.....
- [11] You need fast service to deliver to your house a sofa you just bought.  
.....
- [12] You want an inexpensive service to help you move and store apartment furniture.  
.....
- [13] You are moving house and need a truck for a few hours which you will load and drive.  
.....
- [14] You need to get rid of some old things stored in a shed.  
.....

Read the passage below and answer Questions 15–20.

# Distance Learning

Students interested in enrolling on a distance learning course give many reasons for not being able to study in the conventional way. Some may not have had the opportunity to follow a college course in the past. Others may be seeking qualifications which will improve their job prospects. Some already hold a qualification but now want to qualify in a new field for career reasons, and others want to study for personal interest.

People who cannot attend college as internal students, look to the flexibility that studying by distance education (or distance learning, as it is sometimes called) provides to satisfy their desire for a qualification.

The main attribute of distance learning is that students do not need to attend the course in person, although they may be involved in short courses or seminars from time to time throughout the period of study. Students can choose for themselves where, when and for how long they want to study, using learning materials which have been specially constructed and presented to help them in their understanding.

The materials sent to students may take the form of work books, radio and TV or video programs and computer disks. Many programs of study are now delivered to the student's home through the Internet.

Work is usually assessed by written assignments sent back to be marked and evaluated at the home institution. There may be dialogue between the student and the tutor by phone, letter, fax or e-mail. Often, there are summer schools or occasional revision classes run by the home institution. Some institutions also provide tutorials with the aid of computer and/or video conferencing. Entrance requirements for distance learning courses will vary according to the institution and the qualification sought.

Whatever study arrangements external students make, they need to come to terms with the difficulties and pressures involved in studying at a distance. Preparing for a degree as an external student is a real test of ability and character — strong motivation and a determination

to succeed are needed. Obviously the support of family, colleagues and friends is of enormous importance when studying for a degree by distance learning. Many employers are also aware of difficulties that people have in working full-time yet needing to acquire qualifications and keep them up to date. Now, distance learning programs are being devised and offered by institutions around the world.

Although studying at a distance will be cheaper than going to the college, students must be aware of the difficulties of studying alone. They should watch out for bogus institutions offering learning opportunities at a high price with little service. Students have differing needs and the most suitable mode of study will vary from person to person.

## Questions 15–20

Complete the following summary using **ONE WORD FROM THE PASSAGE** for each space.

The advantages of distance learning include the [15] ..... to study at a time and place of your choosing and to work at your own pace.

Personal qualities essential for distance learning are a high degree of motivation and [16] .....

To succeed at distance learning, you need the assistance of friends, family and [17] .....

Distance learning is [18] ..... than studying on campus but certainly not easier.

Be careful of [19] ..... colleges which provide inadequate [20] ..... at great cost.

Read the course outline below and answer Questions 21–27 on the following page.

# Business School Online

Our courses can be started anytime from anywhere in the world and completed at your own pace. A certificate is issued on successful completion of the course.

## ADVERTISING AND PROMOTION COURSE

**Duration:** 100 Hours

**Course Materials:** Upon enrolment, you will receive all of the materials that are essential to complete the course. Course materials include subject guides, printed notes, textbooks, videos and practical equipment. In certain circumstances you may be required to do extra research – in which case your tutor is able to advise you where necessary.

**Course Outline:** There are ten lessons in this course, each requiring about 10-12 hours work by the student. This course is designed as a program to help you understand the marketing world, then, to assist you in making decisions and developing skills in marketing. Emphasis is placed on profitability and efficiency!

### EXAMPLES OF THE TYPE OF ASSIGNMENTS YOU MIGHT BE ASKED TO UNDERTAKE:

**A)** Go shopping (your routine weekly shopping if you like). Take notice of how different sales staff communicate with you. Note the techniques they use (verbal and non verbal), and how effective they are. Note the type of impression they seem to be creating. When you come home, write down notes on your observations.

**B)** Look through newspapers or magazines at advertisements or articles which discuss products offered for sale and find what you consider to be good examples of each of the following types of communication:

- a. Verbal communication
- b. Non verbal communication
- c. Combination of verbal and non-verbal communication

Explain why you think these are good examples?

**C)** Select a product or service for which you would like to improve the marketing. This might be something you are dealing with in your own business or a business you work for; or it might be something you think has potential — an idea you would like to develop into a business OR something another business is dealing with, but not handling as well as you think they could.

Develop an advertising campaign for this product or service.

- You will need to select a method for determining an advertising budget, and then set that budget.
- You will then need to find out the costs of advertising in different places.

You will then need to write advertisements for these various places. The campaign should be well targeted.

**NB:** We do not expect you to present a highly detailed and involved campaign. This could take longer than the whole course! Put about 10 hours of work into this project, at the most, and then you will present what you have been able to achieve in that time. (You need not only to develop the ability to put a campaign together... but also be able to put it together within a reasonable time frame).

## Questions 21–27

Complete the summary. Choose your answers from the list of words below. There are more words than you need so you will not use all of them.

The first sample assignment asks you to [21] ..... sales personnel in shops, to note the types of [22] ..... they use and to assess their effectiveness.

The second task involves finding [23] ..... of good advertising and [24] ..... why these particular ads work well.

Another activity requires you to [25] ..... an advertising campaign for a product or service. You need to establish a [26] ..... for the project then design different kinds of ads, within a [27] ..... timeframe.

### List of Words

develop	reasoning	experience	communication
analysing	budget	examples	effective
observe	limited	campaigns	advertise
producing	company		



Read the passage and answer the questions that follow.

# Recipe for Long Life

There is a place where 100-year-olds live in their own homes and tend their own gardens and where the three leading killers in western culture (heart disease, stroke and cancer) occur with the lowest frequency in the world. People maintain a healthy weight without dieting throughout life. This place is the Japanese island-state of Okinawa, home to the healthiest people on Earth. A 25-year research project, the Okinawan Centenarian Study, found that there are more than 400 people aged 100 or older in a population of 1.3 million. In the United States there are only 65-130 centenarians in a comparably sized sample, most of whom can no longer live alone.

How have the Okinawans managed to do all this? Simple: their lifestyle habits are extremely healthy. First, they eat a plant-based diet high in unrefined carbohydrates. This gives them protection against heart disease, cancer, stroke and weight gain. Even if you are not an Okinawan and don't live anywhere near a peaceful tropical island, there is something you can still do: adopt some of the Okinawans' habits, especially their dietary habits. The evidence presented in the Okinawa Centenarian Study reveals that what you eat as well as how you live and think has a huge impact on your health, weight, energy, stress level and life expectancy. Here's how to eat like an Okinawan.

Nutrition research consistently shows that a high-carbohydrate, plant-based diet is best for long-term health and weight maintenance. Aim for eight to 10 servings of whole grains a day. Westerners eat mostly refined grains: bleached flour products such as white bread, cookies and cakes, and white rice, which have little or no fiber. Whole grains (brown rice, whole-wheat bread for example) are unrefined carbohydrates which contain lots of fiber. Unrefined carbohydrates do not cause obesity. Instead, they provide essential fuel for the brain, central nervous system and muscles, plus nutrients that decrease risk for heart disease, diabetes and cancer. Their fiber content helps you feel full and carries waste products through your digestive tract more quickly, so whole grains can help you lose weight. If a grain is white, the chances are it's refined and no longer a "whole" grain, which tends to be oval-shaped and ranges in color from light to dark brown. Grains you should add to your diet include brown and wild rice, barley, oats, kasha, quinoa, bulgur and buckwheat.

Vegetables are a major source of antioxidants, which reduce cell damage from free radicals responsible for the aging process. Plants contain antioxidants in abundance, but some more than others. The elder Okinawans eat a lot of carrots, cabbage, onions, sweet potatoes, sweet peppers and bean sprouts. Fruits are fine as well, but no more than 4 servings. A diet full of vegetables and fruit will keep you looking younger and living longer. It doesn't matter which ones you choose, just make sure you eat a variety of vegetables and fruits.

Flavonoids, plant compounds found in soy products, flaxseed and tea, to name a few sources, are powerful antioxidants. Theoretically, they provide a weak form of estrogen where the body needs it and block the body's own estrogen in locations where estrogen may feed a cancer. The importance of flavonoids is only beginning to take hold in the medical research community. A high blood level of flavonoids can be maintained by eating 2-4 servings of these products a day. Other flavonoid-rich foods readily available include onions, snow peas, green beans, cranberry juice, apple sauce.

Aim for three servings of calcium-rich foods daily. Calcium strengthens bones and prevents osteoporosis. Good vegetarian sources are green leafy vegetables and tofu. Dairy products are also excellent sources of calcium, but consume them in moderation. Surprisingly, osteoporosis rates are lower in societies where people eat few, if any, dairy products. The type of saturated fat in whole-fat dairy products is one of the worst offenders for making cholesterol in the body. So, go for low-fat varieties, preferably two dairy servings a day and try one of the vegetarian sources as your third calcium serving.

Unless you're eating fish or flax several times a week, you're probably not getting enough omega-3 fatty acids, which are critical for maintaining optimal performance of the brain, cardiovascular system and immune system. You can get adequate amounts by eating fish rich in omega-3 fatty acids several times a week. These are generally the darker-fleshed fish like salmon, tuna and mackerel. If you're a vegetarian, you can get omega-3s from walnuts. If you're a meat eater, you should try to make the switch to fish. The omega-3s in fish can help prevent clots from forming in coronary arteries and elsewhere.

Use 1-2 tablespoons of monounsaturated vegetable oils daily. The problem is not how much fat you eat, but what kind. The highly rated Mediterranean diet is high in fat but low in health risks because the fat in that diet is monounsaturated, the heart-healthy, good-for-you fat. "Bad" fats, the kind that clog arteries are saturated fat, derived mostly from animal sources like red meat and dairy plus trans fats, found in margarine, french fries, chips and cookies. Olive, canola and flaxseed oil which reduce the bad and boost the good cholesterol, are all high in monounsaturated fats, as are avocados and almonds. Canola is the Okinawans' oil of choice.

Up to seven servings a week of high-protein meats, poultry and eggs... ~~but don't~~ eat red meat every day; three times a week is plenty...and choose lean cuts. ~~is fine too;~~ just keep them to about three servings a week. Women should have no more ~~than~~ one alcoholic beverage a day, men two. Red wine is best as it contains compounds thought to protect against heart disease and osteoporosis. Drink enough water so that your urine is clear, whether it takes eight glasses a day or 12. If you're physically active, you'll need even more.

Okinawans eat foods that are high in unrefined carbohydrates and fiber, but they tend to stop eating before they are full. They call their secret 'hara hachi bu', which loosely translates to 'eat until you are eight parts full (out of ten)'. Simply put, leave a little room at the end of each meal. In addition to eating healthily, Okinawans feel exercise is a way of life. They take up martial arts and traditional dance when young and continue these activities throughout their lives; most also garden and walk. Okinawans have a deep respect for nature and believe they have an obligation to help others. These relationships with nature and community are powerful: research shows that they help extend life and lower disease risk. These are concepts that we can and should integrate into our daily lives to maintain our physical, emotional and spiritual health.

## Questions 28–31

Choose the correct answer **A–D**.

[28] From the research project it was found that...

- A** all of Okinawa's centenarians are still living independently.
- B** Okinawa has the lowest rate of cancer in the world.
- C** over 400 centenarians live in Okinawa.
- D** Okinawa has more centenarians than any other country.

[29] Which of the following does **NOT** contain flavanoids?

- A** yoghurt
- B** green tea
- C** soy milk
- D** cranberries

[30] Fats that are good for you...

- A** come from meat and dairy products
- B** produce no cholesterol
- C** are not found in vegetable oils
- D** are found in avocados and almonds

[31] Okinawans believe that it is advisable to...

- A** eat less, 8 meals out of 10
- B** eat smaller, more frequent meals
- C** stop eating before you are full
- D** eat until you are full

## Questions 32–35

How often should the following be eaten, according to the Okinawan diet? Choose your answer from the list (**A–F**) below. You may use any answer more than once.

- [32] protein .....
- [33] saturated fats .....
- [34] unrefined carbohydrates .....
- [35] whole fat dairy .....

### List

- A** should be avoided
- B** once a week
- C** no more than 3 times a week
- D** once a day
- E** 2-4 servings per day
- F** 8-10 servings a day

## Questions 36–38

Complete each of the sentences with one of the phrases from the list (**A–G**) below.

- [36] Carbohydrates can help you lose weight...
- [37] Soy products and tea contain flavanoids...
- [38] To protect the immune system and brain function...

### List of phrases

- A** ...drink red wine regularly.
- B** ...to help keep a youthful appearance.
- C** ...vegetarians can eat walnuts.
- D** ...because they move waste through the digestive system.
- E** ...as long as they are unrefined.
- F** ...to keep your arteries clear.
- G** ...which are antioxidants.

## Question 39 and 40

Answer the following using **ONE WORD FROM THE PASSAGE** for each space.

In addition to diet and exercise, the connection to [39] ..... and [40] .....  
 contributes to the well-being and long lives of Okinawans.

# FASTTRACK READING

## LEARN FROM YOUR MISTAKES

### Look again at your answers

You lose marks for small errors.  
 Mistakes like these can cost you easy marks.  
 Look at this example of an answer sheet.

1.	safely	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> X
2.	animal	<input type="checkbox"/> 2 <input type="checkbox"/> 3
3.	three	<input type="checkbox"/> 3 <input type="checkbox"/> 4
4.	vii	<input type="checkbox"/> 4 <input type="checkbox"/> 5
5.	B	<input type="checkbox"/> 5 <input type="checkbox"/> 6
6.	D	<input type="checkbox"/> 6 <input type="checkbox"/> 7
7.	not duty	<input type="checkbox"/> 7 <input type="checkbox"/> 8
8.	harvest	<input type="checkbox"/> 8 <input type="checkbox"/> 9
9.	.....	<input type="checkbox"/> 9 <input type="checkbox"/> 10
10.	animals, birds	<input type="checkbox"/> 10 <input type="checkbox"/> 11

Correct answer is **safety** –  
 lose a mark because of  
 inaccurate copying

Correct answer is  
**animals** – lose a mark  
 because plural 's' missing

Correct answer is  
**viii** – lose a mark because not  
 written accurately

Correct answer is  
**not on duty** – lose a mark  
 because 'on' is missing

No answer so no mark  
 given! Always put an answer –  
 you might be lucky

Only one answer required, so  
 two answers get **no** marks, even  
 if one of them is correct

Did you lose many marks in Practice Test 1 because of this kind of mistake?  
 Don't throw away marks because you are in a hurry! A couple of errors like  
 these could make all the difference to your final score!

## Go back to the questions you got wrong

Try to analyse each mistake. Why did you write the wrong answer?

### Did you?



- have problems understanding the words in the question?
- have problems understanding a word or phrase in the passage?
- choose an incorrect answer which was included to 'tempt' you?

If you still don't understand why an answer is incorrect, ask a teacher, a native speaker or another student to explain the answer to you.

Be sure you understand before starting the next test.

## Try this... to build your vocabulary

Write down all new words and expressions.

- Keep a special notebook for new words and phrases.
- Check the meaning in your dictionary and with a teacher or native speaker.
- Find out any other meanings when the word(s) is used in a different context.
- Write a few examples using the word or expression.
- Ask a teacher or native speaker to check what you've written.

Make sure that you will understand the meaning if you read it in another test.

Collect synonyms.

- Note down words or phrases from the reading, with the same meaning as *different words* used in the question.  
eg: on Saturday and Sunday = at the weekend  
It was a cold, wet and windy day = the weather was pretty miserable.

Watch out for 'tricky' synonyms! If you got caught once, don't get caught again.

## Practice reading to conquer time!

Another common reason for errors and/or a low score in the IELTS Reading Test is lack of time. Mistakes are made due to hurrying, and often candidates don't finish the test in the time allowed.

So to improve your test results you need to work both quickly and accurately ...and conquer time!

## Pace yourself

- Practise spending no more than 20 minutes per section, aim for less.
- Don't waste marks (remember?) so be sure you get all the *easier* answers correct.
- Don't spend too long on one question, mark it and come back later.
- Don't leave any question unanswered. Guess. You might be lucky!

## Read what you need

Learn to **skim and scan**:

- Skim for the part of the passage that seems related to the question by looking at headings, sub-headings and topic sentences (usually the first sentence of a paragraph).
- Scan by looking carefully at that part to find the specific information.

## Practice makes perfect ...

- to get to know question and answer types.
- to increase your vocabulary.
- to spot the synonyms.
- to pace yourself through the test.

## HOW CAN I IMPROVE?

### You need to read efficiently for success in IELTS.

What to read first...

- First look quickly at the reading text: its title, sub headings, any diagrams. What's it about?
- Then look quickly at the first few questions. How many are there? What kind?
- There's no time to memorise them, but your brain will be more focussed.
- Now read the text quickly and then go back to the questions.

Adapt the way you read to the type of question.

- **'Whole text' questions** such as choosing headings for paragraphs or sections

First read the topic sentences. These should tell you what the paragraphs are about. If the topic sentence and the heading seem similar, then read the paragraph slowly and carefully to check that they go together.

- **'Detail' questions** such as multiple choice questions (choose A, B, C or D)

First skim to find which part of the text seems to be about that information. When you locate that part of the text, scan carefully for the specific detail you need. NB There will always be an answer that is wrong, but put in to try and tempt you, (the 'red herring' answer) so double check that you've chosen the right one!

## Practise skimming for names and numbers

- If the question asks for the name of a place, city, country, street, person or organisation, they're quite easy to find because they always start with a capital letter.
- Remember the different ways to write numbers: nine or 9 or (ix) or IX, 1,400 or one thousand four hundred or fourteen hundred or 1400 (the year).
- Be sure you're familiar with how decimals and fractions are written in English.

## If you don't understand a word or phrase...

Don't panic!

Try to guess from the nouns and verbs around it.

Look for words like 'similarly' or 'in contrast to' or 'unlike' which may help you.

By taking the time to repeat the tests, you are developing your reading skills, building vocabulary and increasing your understanding of test strategies. This is time well spent.

## TIPS FROM TEST-TAKERS

### Never Stop

*'I never stop practising my reading in English. When I'm on the bus, train or walking, I always try to understand the signs, posters and advertisements. If I don't understand, I write it in a notebook so that I can ask a friend or my teacher.'*



### Tip from Yi Ling

*'I was very slow at reading and thought I could never finish the test in one hour. But I made myself do a practice test every weekend. After a couple of months I began to recognise the kind of questions and how to find the answers more quickly. I was always careful with the easier questions at the beginning of the test. When I did the IELTS exam I got a 6!'*

## Fall In Love

*'I'm 'in love' with my dictionary! I bought a really good dictionary. It was quite expensive, but I use it every day so I don't feel guilty about how much it cost. I try to check everything I don't understand.'*



### Tip from Andrea who scored 7 on the IELTS Reading Test

*'The first time I took the test there were many words I didn't understand so I only scored a 5. I bought a small address book with pages marked A-Z, and every day I wrote down new words or expressions I didn't know. I tested myself every night. If I could remember what the word meant three days running I crossed it out. After three months, when I took the test again, I had a much bigger vocabulary and I got a much better score!'*

### Answer all the questions

*'I put an answer, even if I really didn't understand. If it's a multiple choice then there are only 4 possible answers, so I chose an answer that seemed to make sense and was grammatically correct.'*

### Keep cool

*'Remember that every question scores one mark, but the questions generally increase in difficulty as you go from 1 to 40. So I didn't worry too much about the last few questions, but I was careful with the earlier ones.'*



### Tip from Sachiko

*'In some question types in the IELTS Reading Test, answers to the earlier questions are often found nearer the beginning of the Reading passage, and answers to later questions are found in later parts of the passage. So, sometimes you can use less time searching for answers.'*

# IELTS LISTENING AND READING

Module taken:

Academic  General Training

Version number:

Please enter the number in the boxes and shade the number in the grid

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Band Score		Total

# UNIT 3 WRITING

## WHAT'S AHEAD... IN THE WRITING UNIT

- The IELTS Writing Test
- What is the examiner looking for?
- Examiners' Suggestions
- *Fast Track Writing*
  - More about Task 1
  - More about Task 2
- Instructions for Test Practice
- Writing Tests 1-6
- Activities and Sample Answer for each writing task

# THE IELTS WRITING TEST

Each Writing Test consists of two tasks to be completed in 1 hour.

## TASK 1

Write a letter in response to a given problem or situation.

**Time:** 20 minutes

**Length:** 150 words minimum

**What skills are needed?**

- identify and communicate the main purpose for writing the letter
- deal with all three listed aspects of the situation or problem effectively, using clear paragraphs
- write clearly and accurately in the appropriate register, style and tone

### WHAT IS THE EXAMINER LOOKING FOR?

#### Assessment Criteria

#### In other words...

<b>Task Achievement</b>	Have you tackled all three elements of the letter using an appropriate and consistent style and tone?
<b>Coherence/Cohesion</b>	Have you built and organised your letter so that its purpose is clear, the contents are easy to track and the layout includes appropriate paragraphs? Is your information connected effectively from sentence to sentence?
<b>Lexical Resource</b>	Is your vocabulary appropriate, varied and accurate?
<b>Grammatical Range and Accuracy</b>	Are your sentences grammatically accurate, with a variety of complex as well as simple sentences?

Write an essay in response to a point of view, argument or problem.

**Time:** 40 minutes

**Length:** 250 words minimum

**What skills are needed?**

- read and understand the essay question
- generate ideas and a viewpoint, or appropriate response to the topic and task
- organise your ideas into paragraphs
- write clearly and accurately in an appropriate style

### WHAT IS THE EXAMINER LOOKING FOR?

#### Assessment Criteria

#### In other words...

<b>Task Response</b>	Is your response or viewpoint developed clearly and appropriately with enough relevant ideas and supporting examples?
<b>Coherence/Cohesion</b>	Have you built and organised your paragraphs into a short essay so that overall meaning is easy to track? Are your ideas connected effectively between paragraphs and from sentence to sentence?
<b>Lexical Resource</b>	Is your vocabulary appropriate, varied and accurate?
<b>Grammatical Range and Accuracy</b>	Are your sentences grammatically accurate, with a variety of complex as well as simple sentences?

# EXAMINERS' SUGGESTIONS

Here's what IELTS examiners have to say about some of the most common problems they see in Writing Tests, along with suggestions for improvement.

## Problems

### Timing

*Task 2 answers unfinished if too much time is spent on Task 1.*

### Too short

*If you write less than the minimum number of words for either task, you will lose marks.*

### Off topic

*An essay or letter that doesn't address the topic will lose marks, even if it is well written.*

### Repetition

*Saying the same thing in slightly different ways shows you don't have enough ideas.*

### Irrelevant information

*Filling out an essay or letter with information unrelated to the question won't get marks.*

### Mixed up

*Some essays have too many ideas and too little organization. They are difficult to follow.*

### Unreadable

*It is impossible to give a good mark, if the writing is illegible.*

## Suggestions

Stop working on Task 1 after 20 minutes.

Task 2 is worth more marks, so give yourself the full 40 minutes to complete your Task 2 answer.

Practise regularly. Once you learn the essay patterns you will be able to write the required number of words without wasting time counting.

Keep going back to the task statement while planning and writing to make sure you relate your response to the task as it is written.

This is usually a problem of planning. Think of as many ideas as you can before you start to write. Decide on a topic for each paragraph and which examples to include.

Check back to the wording of the task. Is the idea/example relevant to the topic? Does it answer the question as given? If not, leave it out.

Stick to one main idea per paragraph, stated clearly in the topic sentence. Use the rest of the paragraph to develop and support that idea with examples.

Be kind to the examiner:

- draw a line under your plan to separate it from the answer.
- leave space between paragraphs.
- cross out words neatly.
- write legibly!

# FASTTRACK WRITING

## More about Task 1 ... and how to do it

Task 1 involves writing a letter in response to a given situation or problem. It may involve giving information, an explanation, a request, a description, or similar reasons for writing. The letter may be to a stranger, a friend, or an organization. There are usually three listed aspects of the problem that your letter is required to include.

### Think First

### This means...

#### Analyse the Task

Read the task and decide on the main purpose of the letter. Establish the relationship between you and the person who will receive your letter. Do you know that person well? Make a plan which shows your ideas for content and the planned paragraph structure for including all three aspects listed in the task.

#### Ask questions

Decide the order, and balance of importance of the three aspects. Does my writing style need to be formal, semi-formal or personal? Is the tone required friendly, neutral, businesslike, enthusiastic? What kind of language will I need? For example: main tenses? appropriate vocabulary? Will I need to use modals (such as *can, might*) to soften the language, to ensure politeness, or to indicate something is not definite? How can I make a good, clear start to my letter? How can I write a variety of simple and complex sentences and connect them smoothly without too much repetition? How can I signal and move smoothly from paragraph to paragraph? How can I finish off the letter in an appropriate way?

### Then write the letter

#### Introduction

Remember that you do not need to include any addresses. Explain your purpose in writing if it is a formal letter; perhaps offer a friendly greeting or remark first, if writing to a friend.

#### Main points

Use your plan to develop clearly the three aspects listed in the task. Be sure to use clear paragraphs, and topic sentences, if appropriate. Remember the main overall purpose of your letter at all times. Monitor your vocabulary choices for appropriacy, and over-use. Avoid too much repetition; write fluently to help the reader.

#### Ending

Try to end politely and in a style/tone appropriate to the rest of the letter eg *'I hope you will reply to this letter at your earliest convenience'* (more formal); *'I'm really looking forward to hearing from you soon'* (more personal). Choose an appropriate exit expression, eg *'Yours faithfully / sincerely'* (formal); *'Best wishes', 'All the best'* (personal). Use your first name for friends, full name for strangers.

To build your letter-writing skills it is a good idea to work through all six of the Task 1s before starting the Task 2s.



## More about Task 2 ... and how to do it

Task 2 essays require you to explore issues by comparing, evaluating or challenging ideas. You may be asked to present a point of view or offer a solution to a problem. This means demonstrating your understanding of the topic by including examples from your own experience. You should think of your audience as a non-specialist, educated reader. Some essay types are outlined below, but you may not meet all of them in General Training Task 2.

### Step 1 Analyse the task

- Become familiar with some main **essay types** and how to respond to them.
- Read and highlight/underline **key words** related to (1) the topic and (2) the task.
- If necessary, explain key terms in your introduction.

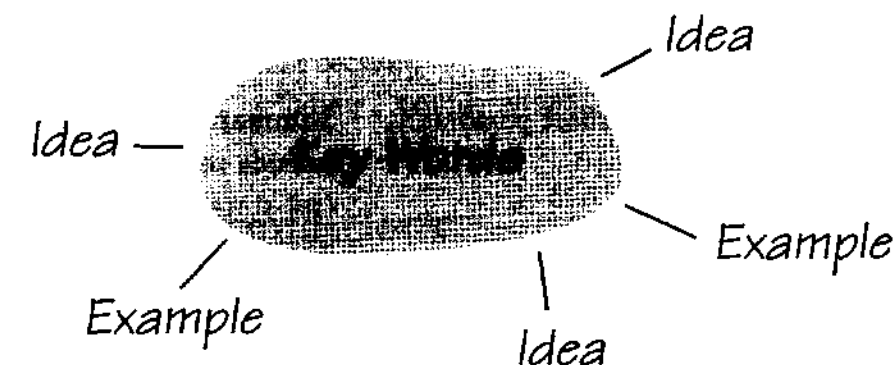
Essay Types	Task words	This means...
<b>Problem/solution</b>	<i>What can be done to solve...? How can this problem be addressed? What challenges...? What strategies...?</i>	Explain 2 or 3 aspects of the issue. (1 paragraph each) Suggest solutions. Make recommendations.
<b>Agree or disagree</b>	<i>Do you agree or disagree? Explain your position. Justify your opinion. Write in support of one of these views.</i>	Take a position. Defend it strongly. Give several reasons to support your position. (1 paragraph each) It is useful to acknowledge the opposite view (counter argument) and say why you don't accept it.
<b>Two sides of an argument</b>	<i>Discuss Compare/contrast Advantages/disadvantages</i>	Give a balanced presentation. This means you should write equally about both sides of the issue. In the conclusion you can indicate your position.
<b>Explain a problem or situation</b>	<i>What are the reasons for...? Why...?</i>	Give reasons or explanations cautiously and support them.
<b>Evaluate an issue or problem</b>	<i>To what extent...? How important/serious...? What do you think?</i>	You will probably take a position which is neither in total agreement (100%) nor total disagreement (0%), but somewhere in between. Explain why.

## Step 2 Generate ideas

### Brainstorm:

#### Using Spider Diagrams

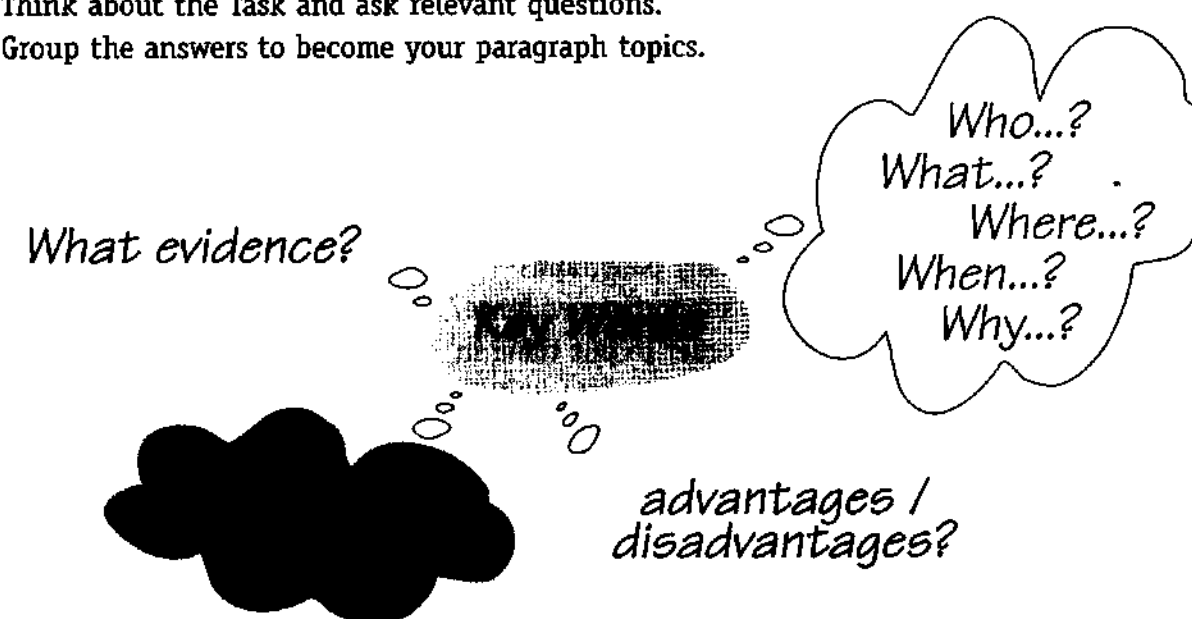
- Write key topic word(s) in the centre of a circle.
- Note down any related ideas or examples that come to mind.
- Do the same for other important words from the Task.
- Group the ideas to become your paragraph topics.



Or

#### Using Questions

- Start with key topic word(s).
- Think about the Task and ask relevant questions.
- Group the answers to become your paragraph topics.



## Step 3 Plan your Essay

<b>Introduction</b>	(1 short paragraph)	General statement(s) about the topic followed by <b>thesis statement</b> (what you are going to write about or what position you intend to take on the question.)
<b>Body</b>	(3-4 paragraphs)	Begin each paragraph with a <b>topic sentence</b> (main idea) followed by examples/evidence for support.
<b>Conclusion</b>	(1 short paragraph)	<b>Summarise</b> , but don't repeat, main ideas. Include recommendation if necessary or (re)-state your position, to bring essay to a close.

## Beginning Task 2 practice?

- A good answer is more important than a fast one, so don't worry about time at first.
- It is more important to plan carefully and write a good answer.
- The more you practise, the faster and more proficient you will become.

## *Remember!*

**First plan WHAT** you want to say:  
how many paragraphs  
what supporting evidence/ ideas to include  
what order to put them in

**Then focus on HOW** to say it.

**As you write**, think about:  
grammar  
vocabulary  
spelling  
punctuation

**DON'T TRY TO DO BOTH AT ONCE**

# INSTRUCTIONS FOR TEST PRACTICE

There are  
**SIX Writing  
Practice  
Tests**

# 6

## Test section format

Test papers are clearly marked in the next section.

**Note:** There are 3 pages of activities including a sample answer for Task 1 and Task 2 of each Writing Test.

## To practise under test conditions

Total time allowed for each test (Task 1 plus Task 2): 60 minutes  
**DO NOT** use a dictionary.

## How to use this section

### Test practice focus

Do a complete practice test (Task 1 and Task 2).  
Compare your essays with the **Sample Answers**.  
Use **Plan your answer** and **Build your language skills**  
to improve organisation, grammar and vocabulary.  
Re-write your essays if you have found ways to improve them.

### Need more help?

Work through all Task 1s before beginning Task 2s.  
Use **Plan your answer** to get started.  
Do the activities in **Build your language skills** and **Gapped  
Sample Answer/Editing Workout**.  
Study the **Sample Answer** and **Notes**.

**...THEN write your own answer.**

**Sample Answers** are a useful reference; however, try not to imitate them when you write your essays. Your own writing style will develop with practice.

You should spend about 20 minutes on this task.

You arranged to visit a friend in England but an important event at home now means that you must change the dates of the visit.

Write a letter to your friend. In your letter

- explain the important event
- apologise for the situation
- suggest a new arrangement

Write at least 150 words.

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

Begin your letter as follows:

Dear .....



### Step 1 Analyse the task

Who will receive the letter?

Relationship

Style and tone

Organization or **private individual**

Someone you... **know well**, ...a little or ...don't know

Formal or **Personal** **Friendly** or Neutral

### Step 2 Generate ideas

Explain the important event

Apologise

Suggest alternatives

tennis competition / great honour to play

and give justification for cancellation (need to practise)

can take time off later / can use same airline ticket

### Step 3 Think it through

Language needed?

Verb tenses

Use of modals

Checking possibility

How to start?

How to finish?

for apologising / explaining / suggesting new arrangements

present / past / present perfect / future

Can / Could you...? / Would it be possible...?

Is it possible for you to..... ?

(informal) How are you?

Best wishes, / All the best,

Remember to indicate the need for a response (I'm looking forward to hearing from you)

### GAPPED SAMPLE ANSWER

### GAP focus — VERB FORMS

Using verb forms, complete this sample answer then look at the full sample answer over the page.

Dear Carla,

How ..... things with you? I'm afraid something ..... come up here which ..... probably ..... my visit to England. Last week I ..... to play tennis for my regional team in a national tournament. It was completely unexpected. I'm sorry but this probably means that I ..... be able to visit you for the first week of April, as we ..... planned. I must stay here and practise until the tournament ....., later that month.

I wonder if it ..... possible for me to visit you later in the year. I can take some time off in early August and my air ticket can be ..... with no problem. Is August a possibility for you?

Please ..... and ..... me know what your reaction ..... I'm sure you realise that it's an honour to be selected to represent your region and so I ..... to miss this great opportunity. I hope you .....

I'm ..... forward to hearing from you,

Best wishes,

Francoise

**1 Synonyms**

Which word or expression in the sample answer could these replace?

	<b>Sample answer expression</b>
happened (paragraph 1)	.....
selected (1)	.....
totally (1)	.....
starts (1)	.....
get leave (2)	.....
an option (2)	.....
response (3)	.....

**2 Prepositions**

What prepositions are used in these extracts from the sample answer?  
(Try to answer or guess before you look!)

- How are things ..... you?
- I was chosen to play tennis ..... my regional team
- I wonder if it's possible ..... me to visit you...
- I can take some time off ..... early August
- Is August a possibility ..... you?

**3 Personalising a request, wish or explanation**

Match the feeling that the writer uses to 'soften' and personalise the communication with the appropriate explanation, wish or request from the sample answer.

<b>Feeling</b>	<b>explanation, wish or request</b>
I'm looking forward	you'll understand
I'm afraid	if it's possible
I hope	but this probably means that I won't be able to visit you
I wonder	to hearing from you
I'm sorry	something has come up

**Answers:** 1 come up / chosen / completely / begins / take some time off / a possibility / reaction 2 with / for / for / in / for  
3 ..forward to hearing from... / ..afraid something has .... / ..hope you'll understand / ..wonder if it's.... / ..sorry but this probably means...

Dear Carla,

How are things with you? I'm afraid something has come up here which will probably affect my visit to England. Last week I was chosen to play tennis for my regional team in a national tournament. It was completely unexpected. I'm sorry but this probably means that I won't be able to visit you for the first week of April, as we had planned. I must stay here and practise until the tournament begins, later that month.

I wonder if it is possible for me to visit you later in the year. I can take some time off in early August and my air ticket can be changed with no problem. Is August a possibility for you?

Please write and let me know what your reaction is. I'm sure you realise that it's an honour to be selected to represent your region and so I don't want to miss this great opportunity. I hope you'll understand.

I'm looking forward to hearing from you,

Best wishes,

Francoise

(174 words)

**Notes**

- Notice that the tone of the letter is friendly but polite and gentle because the receiving friend may be disappointed and is also being asked to change her plans.
- 'as we had planned' is used to indicate that the original arrangements were made before the news of being selected to play tennis for the region.
- The order of words is important in the expression '...let me know what your reaction is'. The verb is placed at the end of the sentence, not in its more common position next to 'what'.
- Ending with 'Best wishes' is one of several options in a letter to a friend — 'All the best' is another. 'Love,' might be used between really close friends.

You should spend about 40 minutes on this task.

Write about the following topic:

**Children in many countries are eating more fast food and convenience snacks.**

**Why are children doing this and how serious are the consequences?**

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

Write at least 250 words.

### Step 1 Analyse the task

*Read carefully to understand all the details*

What type of essay is it?  
What are the key words?

evaluate and explain a social issue  
children / eating more fast food / snacks / Why? /  
how serious / consequences

### Step 2 Generate ideas

*Ask questions (based mostly on the key words)*

Why are children eating more fast food?

increasing number of fast food outlets  
pocket money; peer pressure  
image of eating fast food as 'international'

What are parents doing?

too busy; late home from work;  
less discipline; pressure from children;  
international food has an attractive image

Some serious consequences

health problems; loss of nutrition from  
traditional diet; money problems

### Step 3 Structure the ideas

Introduction

task statement is true - there are more international fast food restaurants;  
essay will explain why children eat more fast food and assess consequences

Paragraph 1

Why are children eating more fast food?

Paragraph 2

Why don't parents control their children's diet?

Paragraph 3

consequences are very serious

Conclusion

fast food is a threat to healthy, traditional diets  
parents have to think hard and make wise choices for their children

1

TEXT EDITING WORKOUT

**Correct these paragraphs. The number of errors to find is indicated below. Check your corrections with the sample answer over the page.**

If you travel to almost any city of world you can see western-style fast food outlets serving burgers, pizzas, coffee, fried chicken, and sandwich. Children enjoy these food; however, they parents are not supervise them very carefully. This essay will try explain why and assess some of the consequences.

Why are children eat more fast food? A key reason is the ever larger numbers of fast food restaurant. In addition, children at some countries has more pocket money to spend and seem to associate first food with international culture. Also, young people are affect by peer pressure; so, if fast food seen as 'cool', then eating help them to be accepted by other.

*Can you find and correct a total of 16 errors?*

*Your score? 9 (Good) 7 (OK) 5 (Good Try) 3 (A wake up call!)*

**1 Use of ...ing expressions**

Read the sample answer then write in the missing ...ing words (Try not to look again!)

- ...you can see western-style fast food outlets ..... ing burgers, pizzas, coffee, fried chicken, and sandwiches.
- ...pressure from children who are frightened of ..... ing different from classmates.
- Finally, by ..... ing fast food regularly, children get used to ..... ing money...
- Parents should think through the consequences of ..... ing their children eat fast food.
- Traditional diets may not be fashionable, but they are healthy and worth ..... ing.

**2 Using modals (can/could/may/might) to show possibility**

Modal forms like 'can', 'may', 'might' are used effectively to indicate that something is possible rather than definitely true. Put a suitable modal into these phrases from the sample answer.

- Eating fast food frequently ..... cause obesity...
- As adults, children ..... experience health problems like diabetes.
- This (spending more money) ..... create poor money management in adulthood.
- Traditional diets ..... not be fashionable...

**3 Noun partners**

It helps a writer to be economical if nouns can be grouped together to communicate the maximum amount of information quickly. Match each noun on the left with a partner noun on the right. Check the sample answer for help.

Noun 1	Partner Noun 2
peer	management
pocket	traditions
advertising	problems
health	pressure
money	images
eating	money

**Answers**  
 1 serving / seeming / eating; spending / letting / protecting 2 can / might / could / may 3\* peer pressure / pocket money / advertising images / health problems / money management / eating traditions (\*Note, some other combinations are possible)

If you travel to almost any city of the world you can see western-style fast food outlets serving burgers, pizzas, coffee, fried chicken, and sandwiches. Children enjoy this food; however, their parents are not supervising them very carefully. This essay will try to explain why and assess some of the consequences.

Why are children eating more fast food? A key reason is the ever larger numbers of fast food restaurants. In addition, children in some countries have more pocket money to spend and seem to associate fast food with international culture. Also, young people are affected by peer pressure so, if fast food is seen as 'cool', then eating it helps them to be accepted by others.

As it is often children who eat fast food, we can ask why parents don't control their kids' eating habits a little more. Possibly, parents today are working harder and longer and don't talk with their children about diet. Moreover, they have to deal with a lot of pressure from children who are frightened of seeming 'different' from classmates. Added to this, in some societies, parents no longer use strong discipline, and find it hard to resist the powerful advertising images which fast food companies use.

The consequences are really serious, however. Eating fast food frequently can cause obesity in some children, and it may mean an unbalanced diet, with too much processed and sweet food. As adults, children might experience health problems like diabetes. Finally, by eating fast food regularly, children get used to spending money too easily. This could create poor money management in adulthood.

Parents should think through the consequences of letting their children eat fast food. It is not just a question of diet, there is also a threat to cultural values and eating traditions. Traditional diets may not be fashionable, but they are healthy and worth protecting.

(307 words)

**Notes**

- The introduction ends with the less personal, 'This essay will try to explain...' rather than 'I will try to explain...'
- As the essay is giving a range of points in support of topic sentences, there is frequent use of a variety of connecting expressions to signal additional points, for example, 'Moreover', 'Added to this', 'In addition'.
- The writer tries to avoid too much repetition of the word 'children' by using synonyms (kids, young people, classmates).
- Each main paragraph has a single theme (often in the form of a question requiring some answers) which is developed after each topic sentence.

## WRITING

## TEST 2

You should spend about 20 minutes on this task.

You paid a refundable deposit when you rented an apartment. You left the apartment in good condition but the landlord won't return your deposit.

Write a letter to the landlord. In your letter

- explain why you are writing
- ask for the return of your deposit
- inform the landlord of possible legal action

Write at least 150 words.

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

Begin your letter as follows:

Dear .....



## PLAN YOUR ANSWER

**Step 1 Analyse the task**

Who will receive the letter?

Relationship

Style and tone

Organization or **private individual**

Someone you... **know well**, ...a little or ...**don't know**

**Formal** or Personal **Friendly** or **Neutral (firm, but polite)**

**Step 2 Generate ideas**

Explain reason for writing

Ask for the return of your deposit

Indicate possible legal action

you don't understand reason why your deposit hasn't been returned

+ emphasise the good condition of the apartment (clean, no breakages)

say that you kept to the terms of the agreement and so have no other alternative

**Step 3 Think it through**

Language needed?

Verb tenses

Signal possible, future action

Keeping firm but polite

How to start?

How to finish?

for explaining the situation from your point of view, requesting, indicating possible legal action

present / past / future forms

If you don't...then I will...

I respectfully... / I shall have no alternative but to...

I'm writing to request... / I am unable to understand the reason...

Yours sincerely, (or 'Yours faithfully' for extra formality)

## GAPPED SAMPLE ANSWER

## GAP focus — CONNECTING EXPRESSIONS

Using connecting expressions, complete this sample answer then look at the full sample answer over the page.

Dear Mr. Garfield,

I am writing to request the return of the \$200 deposit ..... I paid to you ..... I rented No. 6A, Wayfield Terrace for the month of May. .... I telephoned your office I was told ..... you are not intending to repay this money ..... I am unable to understand the reason for this.

..... I signed the rental agreement it was my understanding ..... the deposit would be returned ..... the apartment was vacated clean and undamaged. This was the condition of the flat ..... I returned the keys. I cleaned the whole apartment and there were no breakages and no damage to fittings or furniture.

I believe ..... I have kept to the terms of the agreement and ..... I respectfully request ..... my deposit be repaid in full. I shall have no alternative ..... to seek legal advice ..... we are unable to resolve this matter in a satisfactory manner.

Your sincerely,

Alexei Ivanov

**1 Topic vocabulary**

This letter is about renting an apartment. Which expressions in the letter are connected to that topic? Add expressions from the sample answer.



deposit

**2 Prepositions**

What are the missing prepositions from the sample letter?

- I am writing ..... request the return ..... the \$200 deposit...
- ...before I rented No.6A Wayfield Terrace ..... the month ..... May.
- This was the condition ..... the flat when I returned the keys.
- There were no breakages and no damage ..... fittings or furniture.
- ...I respectfully request that my deposit be repaid ..... full.
- ...if we are unable to resolve this matter ..... a satisfactory manner.

**3 'If' and 'When' sentences**

**'If' sentences** are used here to say what might happen under certain conditions. Complete these sentences from the sample answer.

- ...it was my understanding that the deposit ..... be returned if the apartment ..... vacated clean and undamaged.
- I ..... have no alternative but to seek legal advice if we ..... unable to resolve this matter...

**'When' sentences** are used here to establish the facts from the past. How many can you find in the sample answer? Write them below:

- .....
- .....
- .....

**Answers:** 1 deposit / rental agreement / apartment / vacated / returned the keys / terms of the agreement / fittings / repaid  
 2 to, of / for, of / of / to / in / in 3 would / was; shall / are; When I telephoned your office.... / When I signed the rental agreement..... / ...when I returned the keys

Dear Mr. Garfield,

I am writing to request the return of the \$200 deposit that I paid to you before I rented No. 6A, Wayfield Terrace for the month of May. When I telephoned your office I was told that you are not intending to repay this money and I am unable to understand the reason for this.

When I signed the rental agreement it was my understanding that the deposit would be returned if the apartment was vacated clean and undamaged. This was the condition of the flat when I returned the keys. I cleaned the whole apartment and there were no breakages and no damage to fittings or furniture.

I believe that I have kept to the terms of the agreement and therefore I respectfully request that my deposit be repaid in full. I shall have no alternative but to seek legal advice if we are unable to resolve this matter in a satisfactory manner.

Yours sincerely,

Alexei Ivanov

(161 words)

**Notes**

- Note the use of a variety of verb tenses in this letter – past tense when the writer is reporting events that happened before writing and present or present continuous tenses for the situation at the time of writing.
- The tone of the letter is firm but polite even in the third paragraph (*I respectfully request...*)
- Ending the letter with *'Yours faithfully,'* is a more formal alternative in a letter of this type. These days *'Yours sincerely'* can also be used in such a letter.



## WRITING

## TEST 2

You should spend about 40 minutes on this task.

Write about the following topic:

**Buying fashionable clothes is wasteful because people don't need new clothes all the time. Clothing should be bought and used more wisely.**

**Do you agree?**

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

Write at least 250 words.

## PLAN YOUR ANSWER

## TEST 2

**Step 1 Analyse the task**

*Read carefully to understand all the details*

What type of essay is it?

agree or disagree

Key words

fashionable clothes / wasteful / don't need / should be bought / used wisely / ...agree?

**Step 2 Generate ideas**

*Ask questions (based mostly on the key words)*

Why is fashion wasteful?

it changes quickly, so clothes are only worn for a short time then replaced / may not be recycled;

Why is fashion powerful?

a) young people are building identity - image conscious  
b) it is often elitist (available only to rich people)

Are classic styles preferable?

are better / last longer, but are more standardised (accessories can add variety)

What about comfort?

most frequently worn clothes are the most comfortable ones

**Step 3 Structure the ideas**

Introduction

express your point of view, either agreeing or disagreeing with the view in the question, give some introductory examples of problems with fashion

Paragraph 2

argue for benefits of classic styles (+ examples); contrast with lure of fashion for young people

Paragraph 3

mention elitism of fashion versus cheaper classic styles / uses of accessories to add individuality

Conclusion

favourite clothes are comfortable clothes; re-state economic benefits of clothes that last a long time.

## 2

**Correct these paragraphs. The number of errors to find is indicated below. Check your corrections with the sample answer over the page.**

I agree with the fashion industry is wasteful. Every season, the major fashion houses generate popular styles and colours, and people buying clothes in order to look and feeling 'up to date'. Every time we watching TV shows from the past we can tell how old they are because of clothes. Most people have too much clothes in their wardrobes, not because they need or wear all of them but often because they are clothes that are no longer fashionable and so are no longer wore. This is wasteful especially if those clothes are not given away or recycle.

Of course there are classic style which are more durable - denim jeans, for example, are worn by all age in all countries and still seem to feet fashionable. Certain shoe styles, sweaters and coats are also timeless. Young people, however, are often search for their cents of self and likes to experiment with dress, or with new looks. They are vulnerable to exploitation by fashion and it is to this people that the industry direct much of it's marketing.

*Can you find and correct a total of 17 errors?*

*Your score? 10 (Good) 8 (OK) 6 (Try harder) 4 (More work needed!)*

**1 Comparative and superlative adjectives**

Complete this table of adjectives from the sample answer.

Adjective	Comparative	Superlative
fashionable	.....	most fashionable
.....	more durable	.....
.....	cheaper	.....
creative	.....	.....
expensive	.....	.....
.....	better	.....
.....	.....	most comfortable

**2 Extending sentences to achieve fluency of argument**

Sometimes writers use connecting expressions to extend a sentence rather than write several short sentences. This often helps fluency of argument.

Write in the missing linking expressions in these sentences from the sample answer.

- Most people have too many garments in their wardrobes, n..... b..... they need or wear all of them b..... often b..... they are clothes w..... are no longer fashionable and s..... are no longer worn.
- There is a risk of standardisation w..... only limited choice and a small range of styles b..... individuals can be creative with accessories l..... scarves r..... t..... buying expensive ... clothing.
- Usually w..... you ask people about their favourite clothes, they mention n..... their most fashionable items b..... those t..... are the most comfortable, o..... those items t..... have become almost part of them.

**3 Using synonymy to avoid repetition of 'clothes'**

Which alternative expressions does the writer use to avoid writing the word 'clothes' every time? Find 4 different synonyms in the sample answer.

Synonym 1 ..... Synonym 2 ..... Synonym 3 ..... Synonym 4 .....

**Answers**

- 1 more fashionable; durable / most durable; cheap / cheapest; more creative / most creative; more expensive / most expensive; good / best; comfortable / more comfortable  
 2 not because; but; because; which; so / with; but; like; rather than / when; not; but; that; or; that  
 3 styles / items / garments / fashion wear

I agree that the fashion industry is wasteful. Every season, the major fashion houses generate popular styles and colours, and people buy clothes in order to look and feel 'up to date'. Every time we watch TV shows from the past we can tell how old they are because of the clothes. Most people have too many clothes in their wardrobes, not because they need or wear all of them but often because they are clothes that are no longer fashionable and so are no longer worn. This is wasteful especially if those clothes are not given away or recycled.

Of course there are classic styles which are more durable – denim jeans, for example, are worn by all ages in all countries and still seem to feel fashionable. Certain shoe styles, sweaters and coats are also timeless. Young people, however, are often searching for their sense of self and like to experiment with dress, or with new looks. They are vulnerable to exploitation by fashion and it is to these people that the industry directs much of its marketing.

Fashion wear is also elitist, in the sense that only wealthy people can afford top quality designer clothes. Classic styles, on the other hand, are often cheaper and more available to people. There is a risk of standardisation with only limited choice and a small range of styles, but individuals can be creative with accessories like scarves rather than buying expensive, ephemeral items of clothing.

Usually when you ask people about their favourite clothes, they mention not their most fashionable items but those that are the most comfortable, or those items that have become almost part of them. It would thus be much better to use scarce natural resources like cotton or wool to produce more durable classic clothing styles which are long lasting and enable people to economise.

(308 words)

**Notes**

- The writer expresses the main opinion in the very first topic sentence. This is direct and creates a strong beginning.
- The essay uses a wide range of vocabulary of an advanced nature (eg *elitist, ephemeral, standardisation, durable, vulnerable*). This makes the essay seem more mature.
- The essay expresses its viewpoint strongly but lacks careful organisation of ideas, so paragraph structure (eg topic sentences) is not well crafted.
- A valid essay can be written disagreeing with the topic statement but should still focus on the issue of wastefulness.

## WRITING

## TEST 3

You should spend about 20 minutes on this task.

You saw an advertisement for a skiing course in Canada but you have one or two problems and can't stay for the whole course.

Write a letter to the course director. In your letter

- explain your interest in the course
- describe your problems
- find out if a refund is possible

Write at least 150 words.

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

Begin your letter as follows:

*Dear Sir or Madam,*



## PLAN YOUR ANSWER

## TEST 3 TASK 1

**Step 1 Analyse the task**

Who will receive the letter?

Relationship

Style and tone

Organization or private individual

Someone you... know well, ...a little or ...don't know

Formal or semi-formal Friendly or neutral

(enthusiastic)

**Step 2 Generate ideas**

explain interest

problems

refund possible?

always wanted to ski

no skis / can't buy skis / poor eyesight

can't stay for whole course / partial refund possible?

**Step 3 Think it through**

Language needed?

Verb tenses

Showing interest

Explaining your situation politely

Checking possibilities

How to start?

How to finish?

for showing interest in a course, describing your problems, asking about hiring skis, asking about a refund

mainly present simple / present perfect

I'm very interested in / I'm looking forward to... / I'm excited...

I'm afraid that I can't...because...

Is it possible to... / I would like to know if it's possible to...

I'm writing in response to your advertisement in...

Yours sincerely,

## GAPPED SAMPLE ANSWER

## GAP focus — PREPOSITIONS

Using prepositions, complete this sample answer then look at the full sample answer over the page.

Dear Sir or Madam,

I'm writing ..... response to your advertisement in the Alberta Daily News ..... a skiing course.

I have always wanted ..... ski so I'm very interested ..... joining the course; however, I do not have my own skis and don't wish ..... purchase skis at this time. Is it possible ..... me to hire skis and other equipment ..... the duration ..... the course? Also I have rather poor eyesight and have to wear special glasses all the time. Is your course suitable ..... someone like me?

I'm afraid that I have to be back ..... Thailand ..... 31st January so I am unable to stay ..... the whole four weeks. I would like to know if it's possible ..... receive a small refund if I have ..... leave one week before the end ..... the course.

I'm looking forward very much ..... hearing ..... you. I'm really excited about learning ..... ski.

Yours sincerely,

Tassanee Sriporn

# BUILD YOUR LANGUAGE SKILLS TEST 3 TASK 1

## 1 Direct questions and indirect questions

Sometimes writers ask sensitive questions indirectly:

**Example:** **DIRECT:** 'Is it possible for me to score IELTS 6?'  
**INDIRECT:** 'I would like to know if it's possible for me to score IELTS 6.'

Change the questions below from the sample answer.

### Direct question

- Is your course suitable for someone like me?
- .....
- Is it possible for me to hire skis...?

### Indirect question

I would like to know if it's possible to receive a refund.

## 2 Synonyms – informal to formal

In letters to organizations we often use formal language; in letters to friends we use less formal language. Find the formal language in the sample answer for these expressions.

### Less formal expression      Formal expression in the sample answer

- ad. (paragraph 1) .....
- don't fancy (2) .....
- buy (2) .....
- stuff (2) .....
- quite bad (2) .....
- can't (3) .....
- get (3) .....
- a lot (4) .....

## 3 Prepositions

Correct these prepositions. (Try to answer before looking at the sample answer!)

- I'm writing *for* response *of* your advertisement...
- I'm very interested *to* joining your course...
- Is it possible *of* me *for* hire skis... *in* the duration of the course?
- Is your course suitable *to* someone like me?
- I'm looking forward very much *of* hearing *for* you.
- I'm really excited about learning *for* ski.

### Answers

- 1 I would like to know if your course is..... / Is it possible to receive a refund? / I would like to know if it's possible for me to hire skis
- 2 advertisement / wish / purchase / equipment / rather poor / unable / receive / 3 in, to / in / for, to, for / for / to, from / to

# SAMPLE ANSWER TEST 3 TASK 1

Dear Sir or Madam,

I'm writing in response to your advertisement in the Alberta Daily News for a skiing course.

I have always wanted to ski so I'm very interested in joining the course; however, I do not have my own skis and don't wish to purchase skis at this time. Is it possible for me to hire skis and other equipment for the duration of the course? Also I have rather poor eyesight and have to wear special glasses all the time. Is your course suitable for someone like me?

I'm afraid that I have to be back in Thailand by 31<sup>st</sup> January so I am unable to stay for the whole four weeks. I would like to know if it's possible to receive a refund if I have to leave one week before the end of the course.

I'm looking forward very much to hearing from you. I'm really excited about learning to ski.

Yours sincerely,

Tassanee Sriporn

(156 words)

### Notes

- The purpose in writing the letter is made clear in the first sentence.
- Sometimes letter writers mention the date of a newspaper in which an advert appears (eg '...in the Alberta Daily News of June 2nd') but this letter omits that detail.
- 'for the duration of...' is a useful expression when you want to talk about the whole period of time taken by something like a holiday or a course.
- After 'I'm looking forward to' there is usually an '...ing' expression (eg 'hearing', 'receiving'). Many English learners forget this and write 'hear' or 'receive'.

## WRITING

## TEST 3

You should spend about 40 minutes on this task.

Write about the following topic:

**You are thinking of moving to a new country.**

**Outline some of the factors and questions you must consider before you make a final decision.**

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

Write at least 250 words.

## PLAN YOUR ANSWER

## TEST 3

**Step 1 Analyse the task**

*Read carefully to understand all the details*

What type of essay is it?  
Key words

describing, analysing problems / factors  
moving / new country / Outline / factors / questions

**Step 2 Generate ideas**

*Ask questions (based mostly on the key words)*

Possible factors in / effects of migration:

How are families affected?  
What about education?  
And income / finances?

leaving family is difficult, especially for elderly relatives;  
language problems, making new friends, stress  
going from high income to low income country or  
vice versa, example: Switzerland to Laos

**Step 3 Structure the ideas**

Introduction

express a general response to the idea of emigration,  
introduce discussion of issues

Paragraph 2 (Topic: families)

discussion of factors affecting families

Paragraph 3 (Topic: education)

outline of educational issues

Paragraph 4 (Topic: finance)

discussion of financial issues

Conclusion

emphasise that positive attitude can help to  
overcome problems.

## 3

**Correct these paragraphs. The number of errors to find is indicated below. Check your corrections with the sample answer over the page.**

Other issue, of course, is education. Children who moves country are confronting by powerful challenges. They may have to master a new language, make new friend, feel like outsiders, at least from some of the time, and learn new paterns of behaviour. This can to cause stress unless there are sensitive support from parents, who themselves will dealing with adjustment issues in any new society.

Money problem are also and important factor. Undertaking a new life in a different country with higher salaries and a higher standard of living might means a need to send money to home to help relative who struggling. Conversely, moving to country with lower incomes may mean adopt a much simple lifestyle. I have friends who move from university jobs in Switzerland to live in Laos and they had great difficulty, at first, adjusting too small incomes and a very different lifestyle.

*Can you find and correct a total of 20 errors?*

*Your score? 12 (Good) 10 (OK) 8 (Keep trying) 5 (Ask a teacher or friend!)*

**1 Listing factors**

In essays that ask for a discussion of different factors, each factor needs to be introduced. Find 3 different expressions the writer of the sample answer uses to introduce each factor.

- 1 .....
- 2 .....
- 3 .....

What do you notice about the position of those expressions in each paragraph?

**2 Use of modals**

Modals help a writer to express information or opinion with an element of doubt. Change these sentences by using modals (can, may, might). Use the sample answer.

- This is difficult for elderly parents (paragraph 2)
- They have to master a new language (3)
- This causes stress (3)
- Moving to a country with lower incomes means adopting a much simpler lifestyle (4)
- ...it is this dream that provides the motivation... (5)

**3 Synonymous phrases**

The essay title includes the phrase '...moving to a new country'. It is important to use phrases that don't repeat words in the title.

Find some phrases or expressions that the sample answer uses instead of 'moving to a new country'.

If you find 2 phrases or expressions – good  
 3 phrases or expressions – very good  
 4 or more phrases or expressions – excellent!

**Answers**

- 1 One major question / Another issue is / ...are also an important factor / (position - Topic (first) sentence in each paragraph)
- 2 can be / may have to / can cause / may mean / can provide
- 3 to live in (NZ) / migrate / to seek a new life in a new country / move country / undertaking a new life in a different country / new life

My family would very much like to live in New Zealand and we are seriously thinking of applying to migrate there. There are many issues, however, that need to be considered before a decision can be made. I'll talk briefly about some of them.

One major question concerns the effect on families. When one family decides to seek a new life in a new country, they nearly always have to leave members of their family behind. This can be particularly difficult for elderly parents who suddenly lose the support of a son or daughter.

Another issue, of course, is education. Children who move country are confronted by powerful challenges. They may have to master a new language, make new friends, feel like outsiders, at least for some of the time, and learn new patterns of behaviour. This can cause stress unless there is sensitive support from parents, who themselves will be dealing with adjustment issues in any new society.

Money problems are also an important factor. Undertaking a new life in a different country with higher salaries and a higher standard of living might mean a need to send money home to help relatives who are struggling. Conversely, moving to a country with lower incomes may mean adopting a much simpler lifestyle. I have friends who moved from university jobs in Switzerland to live in Laos doing aid work and they had great difficulty, at first, adjusting to small incomes and a very different lifestyle.

There are many other factors and questions but the key thing is to have a strong, positive dream of a new life, since it is this dream that can provide the motivation to overcome all the inevitable problems of migration.

(283 words)

**Notes**

- The writer personalises the introduction ('We'). This is acceptable as the topic is a slightly more personal one.
- The essay is well structured with very clear paragraphing of ideas, as well as topic sentences which avoid repetition (question / issue / problems).
- The use of ...ing forms in paragraph 4 helps with the fluency of expression of the views expressed in that longer paragraph.
- The example in paragraph 4 helps the essay to conform to the task instructions.

## WRITING

## TEST 4

You should spend about 20 minutes on this task.

**You travelled by long distance bus recently and your suitcase was damaged.**

**Write a letter to the bus company. In your letter**

- **inform the bus company of when and to where you travelled**
- **describe your suitcase and what happened to it**
- **explain why the company should pay for a new suitcase**

Write at least 150 words.

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

Begin your letter:

*Dear Sir or Madam,*



## PLAN YOUR ANSWER

## TEST 4

**Step 1 Analyse the task**

Who will receive the letter?

Relationship

Style and tone

**Organization** or private individual

**Someone you...** know well, ...a little or ...**don't know**

**Formal** or Personal Friendly or **Neutral**

**Step 2 Generate ideas**

travel information

describe suitcase/damage

explain company's liability

Denver to Houston / November this year

soft, black, with wheels / wheel broken off / handle cracked

bus company is liable for damage to personal property

**Step 3 Think it through**

Language needed?

Verb tenses

Informing

Describing suitcase

Explaining liability

Requesting refund

**How to start?**

**How to finish?**

informing bus company of journey details, describing suitcase

and damage; explaining company's liability / request refund

mainly past tense / some present / present perfect / future

On ..... I travelled from ..... to ..... on one of your...

My ..... is a ..... one with a...

The advice I have received...your company is liable for...

I am requesting a refund...

On ..... I travelled from ..... to ..... / I am writing in connection with...

I trust you will respond appropriately ..... to.. / Yours faithfully,

## GAPPED SAMPLE ANSWER

## GAP focus — NOUNS

*Using nouns, complete this sample answer then look at the full sample answer over the page.*

Dear Madam or Sir,

On 12th November this y.....r, I travelled from Denver to Houston on one of your Intercity b.....s.

I am writing in c.....n with damage caused to my s.....e during that j.....y.

The case is black with a soft material c.....r and wh.....s. During the journey the suitcase must have moved in the l.....ge com.....nt under the bus because in Houston I discovered that one of the wheels had broken off and the h.....le was cracked. The c.....e is only 10 months old.

The ad.....e I have received indicates that your c.....y is liable for d.....ge to personal pro.....y during a journey. Therefore I am requesting a full re.....d in order to purchase a re.....t case. The suitcase is beyond repair, according to the s..... from which it was bought. I have the original receipt as p.....f of purchase.

I trust you will respond appropriately and speedily to this l.....r.

Yours faithfully,

Ignacio Perez

# BUILD YOUR LANGUAGE SKILLS TEST 4 TASK 1

## 1 Writing economically

In writing, we sometimes try to avoid writing too many words. Can you write these sentences in a shorter way? Use the sample answer and your own ideas to help you.

- I am writing in connection with the damage which was caused to my suitcase..... (save 3 words)
- The case is a black one and it has a soft material cover... (save 4 words)
- The advice which I have received indicates that your company is liable for damage which is caused to personal property.... (save 4 words)
- The suitcase is too damaged to enable it to be repaired by anyone satisfactorily (save 9 words!)

## 2 What's the next word?

Read the sample answer quickly, then without looking try to remember the word that came immediately after each of the words listed.

- soft ..... (paragraph 2)
- must have ..... (2)
- luggage ..... (2)
- 10 months ..... (2)
- liable for ..... (3)
- a full ..... (3)
- a replacement ..... (3)
- Yours .....

## 3 Verb tenses

Often letters need to use a variety of verb forms. Find one example of each of these verb forms in the sample answer.

- i) Simple past .....
- ii) Present progressive .....
- iii) Present simple .....
- iv) Present perfect .....
- v) Future .....
- vi) Past passive form .....
- vii) Past perfect .....

Answers 1 I'm writing in connection with the damage to my suitcase / The case is black with a soft material cover / The advice I have received indicates that your company is liable for damage to personal property/ The suitcase is beyond repair 2 material / moved / compartment / old / damage / refund / case / faithfully 3 I travelled / I am writing / is / I have received / you will respond / was bought / had broken off

# SAMPLE ANSWER TEST 4 TASK 1

Dear Madam or Sir,

On 12<sup>th</sup> November this year, I travelled from Denver to Houston on one of your Intercity buses. I am writing in connection with the damage to my suitcase during that journey.

The case is black with a soft material cover and wheels. During the journey the suitcase must have moved in the luggage compartment under the bus because in Houston I discovered that one of the wheels had broken off and the handle was cracked. The case is only 10 months old.

The legal advice I have received indicates that your company is liable for damage caused to personal property during a journey. Therefore I am requesting a full refund from you in order to purchase a replacement case. The suitcase is beyond repair, according to the shop from which it was bought. I have the original receipt as proof of purchase.

I trust you will respond appropriately and speedily to this letter.

Yours faithfully,

Ignacio Perez

(157 words)

### Notes

- Sometimes it is appropriate to use 'Dear Madam or Sir' to show gender balance.
- Choice of lexis in formal letters makes the tone more business-like (eg. 'in connection with' (not 'about'), 'indicates' (not 'says'), 'requesting' (not 'asking for'), 'purchase' (not 'buy'), 'trust' (not 'hope')).
- The tone is firm but neutral; there is no expression of anger or emotion.



You should spend about 40 minutes on this task.

Write about the following topic:

**It seems that many companies today are becoming much more concerned with profit than with the happiness of their workers.**

**How could companies take better care of their workers in the future?**

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

Write at least 250 words.

### Step 1 Analyse the task

*Read carefully to understand all the details*

What type of essay is it?

solving a problem

Key words

companies / concern with profit / happiness / workers / better care / future

### Step 2 Generate ideas

*Ask questions (mostly based on key words)*

What's happening to companies?

manufacturing industries moving to low-cost countries  
salaries/conditions in richer countries not expanding rapidly. Why?

Can I give another example?

universities; shorter work contracts, no pensions;  
affects loyalty

How to make workers happier?

building stronger relationships with workers

### Step 3 Structure the ideas

Introduction

take a position on the viewpoint in the essay question; say what the essay is going to achieve

Paragraph 2

How are companies maximising profit – in manufacturing / service sectors?

Paragraph 3

detailed example of universities

Paragraph 4

How to make workers happier? building trust and loyalty

Conclusion

implications if things don't change for the better.

## 4

Correct these paragraphs. The number of errors to find is indicated below. Check your corrections with the sample answer over the page.

Globalised world trade is control by simple economical realities – making the biggest profits at the smaller expense. How is being achieved? During last twenty years many manufacturing companies in the USA and Europe have move their factories to economies like China, Mexico or Thailand which having lower labour costs. Service industries in wealthier country have be able to use low interest rates, weaker trade unions and rising unemployment rates to keep wage and conditions for improving rapidly.

In education there are other example of business-style practices, and worsen conditions for staff. Many university now employ academic staff on short contracts, releasing themselves from making expansive pension provisions or other long-term benefit. Lecturer are force to re-apply for there own jobs every few year. A sense of loyalty is not promotion for such processes.

Can you find and correct a total of 21 errors?

What's your score? 13 (Good) 11 (OK) 9 (Try a bit harder) 6 (Help needed?)

**1 Rhetorical questions**

Asking a rhetorical question is a common way of announcing the next part of your discussion. Look at this example from the sample answer:

**Example:** Globalised world trade is controlled by simple economic realities – making the biggest profits at the smallest expense. **How is this being achieved?**

Match the appropriate rhetorical question to these sentences from the sample answer.

**Sentence from sample answer**

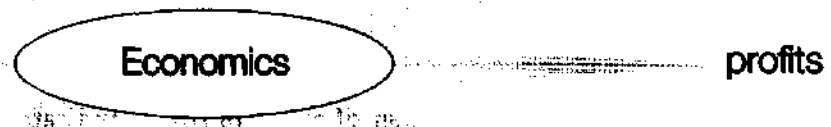
- 1) Many universities now employ academic staff on short contracts, releasing themselves from expensive pension provisions or other long-term benefits. (para 3)
- 2) In education there are other examples of 'business-style' practices, and worsening conditions for staff. (para 3)
- 3) To change the situation requires a major shift in attitudes. (para 4)
- 4) The only possible source of change must come from companies themselves. (para 4)

**Rhetorical question**

- a) What are they?
- b) Is such a shift likely to take place?
- c) So, what must they do?
- d) What is the result?

**2 Vocabulary of business and economics**

In the sample answer, find vocabulary items connected to the topic of economics



**3 Using noun pairs to compress information**

It is common in essays to use pairs of nouns in which one noun acts like an adjective. Find the nouns in the sample answer that follow these:

First noun	Following noun	First noun	Following noun
• pension	.....	• world	.....
• health	.....	• labour	.....
• management	.....	• unemployment	.....
• interest	.....	• trade	.....
• manufacturing	.....	• service	.....

**Answers** 1 1d / 2a / 3b / 4c 2 Companies, profits, world trade, economic realities, expense, manufacturing, labour costs, service industries, wealthier, low interest rates, wages, unemployment rates, pension provisions, jobs, laissez-faire, global economics, employees, units of labour 3 pension provisions / health care / management philosophy / interest rates / manufacturing companies / world trade / labour costs / unemployment rates / trade unions / service industries

It seems to be the case that in many countries companies are concentrating on profits and are neglecting the welfare of their staff. A range of examples will be presented to support this position and some possible improvements offered.

Globalised world trade is controlled by simple economic realities – making the biggest profits at the smallest expense. How is this being achieved? During the last twenty years many manufacturing companies in the USA and Europe have moved their factories to economies like China, Mexico or Thailand which have lower labour costs. Service industries in wealthier countries have been able to use low interest rates, weaker trade unions and rising unemployment rates to keep wages and conditions from improving rapidly.

In education there are other examples of business-style practices, and worsening conditions for staff. Many universities employ more academic staff on short contracts, releasing themselves from making expensive pension provisions or offering other long-term benefits. Lecturers are forced to re-apply for their own jobs every few years. A sense of loyalty is not promoted by such processes.

To change the situation requires a major shift in attitudes. It is difficult to see how this might be achieved, as governments embrace more and more the laissez-faire approach of global economics. The only possible source of change must come from companies themselves. They need to see their employees as members of a family not as costly units of labour. They should collaborate with workers' groups to build good levels of pension protection and health care. A worker who trusts that his employer is trying to protect his interests is a better worker. Companies still need loyalty and continuity.

Without major changes in management philosophy the future looks like becoming tougher and more stressful for many workers, especially those from the next generation, whose hopes need to be nurtured, not dashed.

(305 words)

**Notes**

- The introductory paragraph manages to paraphrase many of the words used in the task prompt. This shows good command of vocabulary and creates a positive impression.
- The essay has many noun pairs to help to communicate complex information more efficiently.
- The essay has a good mixture of simple sentences and complex ones. The final paragraph, for example, consists of only one complex sentence.
- The variety of vocabulary suggests that the writer has some background knowledge of business/economics terminology.

## WRITING

## TEST 5

You should spend about 20 minutes on this task.

Your friend from England is making a business trip to your town. She has never visited your country before and wants to know what you can do together in her free time.

Write a letter to your friend. In your letter

- describe some activities for her free time
- suggest some restaurants/food in your town
- offer to meet her

Write at least 150 words.

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

Begin your letter:

Dear .....



## PLAN YOUR ANSWER

## TEST 5

**Step 1 Analyse the task**

Who will receive the letter?

Relationship

Style and tone

Organization or **private individual**

Someone you... **know well**, ...a little or ...don't know

Formal or **Personal** **Friendly** or **Neutral**

**Step 2 Generate ideas**

some activities

restaurants/food

meeting

visiting temples / singing karaoke

tofu restaurant / udon noodles

ask about arrival times

**Step 3 Think it through**

Language needed?

Verb tenses

Suggesting activities

Anticipating pleasure

Offering to meet

**How to start?**

**How to finish?**

describing and suggesting activities; explaining briefly about food and restaurants, offering to meet

mainly present tense / some future / occasional imperative

you might enjoy / like to... / Let's try some...

I'll enjoy the chance / I'd love to be your guide

Let me know..... and I'll meet you....

I was delighted to hear about your visit.....

Please write again soon, / All the best,

## GAPPED SAMPLE ANSWER

## GAP focus — VERB FORMS

Using verb forms, complete this sample answer then look at the full sample answer over the page.

Dear Sally,

I ..... delighted to hear about your visit to Kyoto in September. I'm sure you ..... my city a fascinating place and I ..... enjoy the chance to show you some of its beauty.

I ..... not sure how much free time you ..... have but any visitor to Kyoto ..... to see the famous temples. There ..... too many to describe but I ..... love to be your guide. Perhaps singing with microphones ..... not a common leisure activity in western countries but you might still enjoy an evening of karaoke, Japanese style. Most karaoke places ..... the words to songs in English so don't worry! Just ..... it as a chance to unwind.

I know that you ..... interesting food so let's ..... some while you ..... here. There are some great udon noodle bars and I ..... a nice restaurant that specialises in tofu dishes - very healthy!

..... me know your arrival times and I ..... meet you at the airport. I don't ..... you to get lost here on your first day!

Please ..... again soon,

All the best,

Sachiko

**1 Use of 'it', 'its', 'some', 'here', 'that' to refer to other words**

Sometimes writers try to be more economical, or avoid repetition, by using little words like 'it', 'its', 'that' instead of repeating words or previously used expressions.

In the various paragraphs of the sample answer, find the little words listed below. What do these little words refer to?

- (para 1) I'll enjoy the chance to show you some of **its** beauty ('its' refers to .....)
- (para 2) Why don't we do **that** on one or two of the days. ('that' refers to .....)
- (para 2) Just treat **it** as a chance to unwind ('it' refers to .....)
- (para 3) I know you love interesting food so let's try **some** while you are here ('some' refers to .....)
- (para 4) I don't want you to get lost **here** on your first day ('here' refers to .....)

**2 Polite suggestions**

When you are expecting a guest you sometimes make suggestions for good things to do. Find 3 different examples in the paragraphs of the sample answer of how to make suggestions politely.

- Paragraph 2 .....
- Paragraph 2 .....
- Paragraph 3 .....

**3 Synonyms**

Find synonyms in the sample answer for these expressions.

	Synonym in sample answer
very interesting (paragraph 1)	.....
opportunity (1)	.....
relax (2)	.....
lyrics (2)	.....
taste (3)	.....
good for you (3)	.....
Tell me (4)	.....

Answers 1 Kyoto / see temples / singing karaoke / interesting food / Kyoto  
 2 Why don't we... / ...how about... / let's 3 fascinating / chance / unwind / the words / try / healthy / Let me know...

Dear Sally,

I was delighted to hear about your visit to Kyoto in September. I'm sure you will find my city a fascinating place and I'll enjoy the chance to show you some of its beauty.

I'm not sure how much free time you'll have but any visitor to Kyoto loves to see the famous temples so why don't we do that on one or two of the days. There are too many to describe but I'd love to be your guide. Perhaps singing with microphones is not a common leisure activity in western countries but how about trying at least one evening of karaoke - Japanese style? Most karaoke places have the words to songs in English so don't worry! Just treat it as a chance to unwind.

I know that you love interesting food so let's try some while you are here. There are some great udon noodle bars and I know a nice restaurant that specialises in tofu dishes - very healthy!

Let me know your arrival times and I'll meet you at the airport. I don't want you to get lost here on your first day!

Please write again soon,

All the best,

Sachiko

(197 words)

**Notes**

- The use of future tense forms is common in letter which talks about future actions (eg I'll enjoy the chance to show you... / I'll meet you at the airport)
- The letter has conversational features which add to its friendly feel (eg ...how about... / Just treat it as a chance... / I don't want you to get lost... / I know that you...)
- Use of 'so' as an informal link between a description and suggestion/advice (eg Most karaoke places have... so don't worry / any visitor... loves to see the...temples so why don't we...)

## WRITING

## TEST 5

You should spend about 40 minutes on this task.

Write about the following topic:

**To learn a foreign language successfully you need to spend time in the country where the language is spoken.**

**Do you agree or disagree?**

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

Write at least 250 words.

## PLAN YOUR ANSWER

## TEST 5

**Step 1 Analyse the task**

What type of essay is it?

Key words

*Read carefully to understand all the details*

take a position – agree or disagree with question

learn / foreign language / successfully / time / country

agree / disagree.

**Step 2 Generate ideas**

What is situation of language

learning in schools?

What are some examples of

good schemes for learning

languages overseas?

*Ask questions (mostly based on key words)*

generally not always successful

study abroad schemes for pupils; learning new language

in context

intensive study overseas for adults – increasing

proficiency / cultural contact

some gifted people learn languages without travel or

contact / effect of Internet options

**Step 3 Structure the ideas**

Introduction

take a position on the central viewpoint in the essay question; say

what the essay is going to achieve

Paragraph 2

children in schools – many don't learn languages well; going abroad helps

Paragraph 3

study abroad schemes for pupils – benefits

Paragraph 4

adults on intensive language courses overseas – benefits

Paragraph 5

gifted learners of languages who don't go abroad

Conclusion

possible effect of Internet on language learning

## 5

## TEXT EDITING WORKOUT

**Correct these paragraphs. The number of errors to find is indicated below. Check your corrections with the sample answer over the page.**

Much adults too are take several months or longer away from working to study languages intensively oversea. It seems a successful way both of lifting language proficiently and of understanding the cultural pattern of native speakers.

It is a true that some successful language learners are never been to the country where that language is speaking. Such learner probably have gift for learning languages and would be success under any circumstances with regular effort. For most peoples, however, learning in a social context are central to motivation and enjoyment in learn.

With the available of language learning options online, it will being interested to see if quality of language learning improve, especially for that people in isolated places who doesn't have the resources to aford expensive courses overseas.

**Can you find and correct a total of 23 errors?**

**Your score?** 14 (Good) 11 (OK) 9 (Try harder) 7 (One more chance to improve!)

**1 Prepositions**

Prepositions are an important part of grammatical accuracy in writing. Put in the missing prepositions from these parts of the sample answer (Don't look yet!)

- ...and their thoughts are ..... other things
- ...the opportunity ..... speak ..... people ..... the target culture ..... the new language ..... a regular basis.
- most children emerge ..... their school years ..... very little command ..... a foreign language
- ...a successful way both ..... lifting language proficiency, and ..... understanding the cultural patterns
- Such learners probably have a gift ..... learning languages and would be successful ..... regular effort
- especially ..... those people ..... isolated places

**2 Referencing — (B)efore or (L)ater?**

We use words like 'it' or 'this' to refer to things already mentioned. This aids cohesion in writing. Do these expressions from the sample answer refer to things mentioned (B)efore or (L)ater?

- Paragraph 2 • It's possible that the culture of that foreign language is very far away **B or L**  
 • ... that is excellent **B or L**
- Paragraph 3 • ... and this gives excellent opportunities to really become proficient **B or L**
- Paragraph 3 • It seems a successful way both of lifting language proficiency **B or L**
- Paragraph 4 • It is true that some successful language learners have never been to the country where that language is spoken **B or L**  
 • Such learners probably have a gift for learning languages **B or L**
- Paragraph 5 • ...it will be interesting to see if the quality of language learning improves **B or L**

**3 Unscrambling 'chunks'**

Words often go around together in groups, and may be best learnt in 'meaning chunks'. Unscramble these groups of words before checking the sample answer.

- If to have is enough lucky a child
- opportunities country to have visit the to
- as take a pupils can as year much
- opportunities excellent gives
- language to proficient really in foreign become a
- way a seems it successful
- gift a languages for have learning
- circumstances any successful under
- of with availability the

**Answers**  
 1 on / to; with; from; in; on / from; with; of / of; of; / for; with / for; in 2 L / B / B / B / L / B / L 3 if a child is lucky enough to have / to have opportunities to visit the country / pupils can take as much as a year / gives excellent opportunities / to become really proficient in a foreign language / it seems a successful way / have a gift for learning languages / successful under any circumstances / with the availability of

It is not clear that learning a foreign language necessitates time in the country of that language but this essay will argue that it is extremely beneficial to learning.

When children learn foreign languages at school, they probably have classes for only a few hours a week. It's possible that the culture of that foreign language is very far away and their thoughts are on other things. If a child is lucky enough to have opportunities to visit the country in which the language is spoken, that is excellent. Even better is the opportunity to speak with people from the target culture in the new language on a regular basis. Unfortunately, however, most children emerge from their school years with very little command of a foreign language, and whatever command they have often is lost through lack of practice.

Many schools now have schemes whereby pupils can take as much as a year of their school studies abroad, and this gives excellent opportunities to become really proficient in a foreign language, since inside its own environment, the language is embedded in its natural social context. Many adults too are taking several months or longer away from work to study languages intensively overseas. It seems a successful way both of lifting language proficiency and of understanding the cultural patterns of native speakers.

It is true that some successful language learners have never been to the country where that language is spoken. Such learners probably have a gift for learning languages and would be successful under any circumstances with regular effort. For most people, however, learning in a social context is central to motivation and enjoyment in learning.

With the availability of language learning options online, it will be interesting to see if the quality of language learning improves, especially for those people in isolated places who don't have the resources to afford expensive courses overseas.

(314 words)

**Notes**

- The introduction is short but clear.
- The writer has generated a good range of ideas and examples to maintain interest.
- There is not a conventional conclusion summarising again the main points, but the speculation about the future acts to round off the essay in a reasonable way.
- Because the essay topic is open to debate, the writer uses a fair amount of language to show uncertainty ('is not clear', 'seems', 'is possible', 'probably', 'it will be interesting to see')

**WRITING**

**TEST 6**

You should spend about 20 minutes on this task.

**You are going to visit New Zealand for an 'English and Homestay' program. You have just received details of your homestay host family.**

**Write your first letter to the family. In your letter**

- **introduce yourself**
- **ask the family some questions to get information that is important to you**
- **tell the family about your arrival date and time**

Write at least 150 words.

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

Begin your letter:

Dear .....



**PLAN YOUR ANSWER**

**TEST 6 TASK 1**

**Step 1 Analyse the task**

Who will receive the letter?  
Relationship  
Style and tone

Organization or **private individuals**  
**Someone you... know well, ...a little or ...don't know**  
**Semi-formal or Personal Friendly or neutral (and polite)**

**Step 2 Generate ideas**

introduce yourself  
asking for information  
meeting

name, nationality, age, occupation, interests; your family  
pets? / vegetarian food? / piano?  
Christchurch / airline name and flight / arrival time

**Step 3 Think it through**

**Language needed?**

Verb tenses  
Talking about self  
Polite questions

talking about yourself, asking questions to get information,  
informing of arrival date and time  
present tense / present progressive (.ing) / occasional future  
I'm a .../ I have .../ I like...  
...if you don't mind / Do you have... by chance  
Another question I'd like to ask ....  
I'm arriving at...on... / I hope you'll be able to...  
Greetings from....! (*friendly and enthusiastic*)  
I'm really excited about... / Yours sincerely (or 'Best wishes')

Talking about arrival

**How to start?**  
**How to finish?**

**GAPPED SAMPLE ANSWER**

**GAP focus — LITTLE WORDS (NOT prepositions)**

*Complete this sample answer then look at the full sample answer over the page.*

Dear Mr and Mrs. Macintosh,

Greetings from Germany! ..... name is Gudrun and I'm coming to New Zealand soon to be ..... homestay guest. I'm writing to tell ..... about ..... and to ask ..... questions. I'm getting really excited about the trip.

First then, ..... information about ..... . I'm 19 years old and I'm a medical student in Berlin. .... father and mother are ..... doctors. I have an older brother who is studying business in Geneva. I like reading and cooking, and I also play ..... piano.

There are ..... things I'd like to ask ..... , if you don't mind. Do you have ..... pets? I've always wanted to stay with a family with ..... dog or cat! Another question I'd like to ask is whether ..... not you can cook vegetarian food. Finally, do you by chance have ..... piano? I really should keep practising, if possible.

I'm arriving in Christchurch on SIA 337 at 15.35 on ..... 12th January. I hope you will be able to meet .....

I'm looking forward to hearing from ..... soon and I'm getting really excited about ..... trip.

..... sincerely,

Gudrun

**1 Sequencing information**

When we want to write personal information or ask questions in a letter we often use connecting expressions which show the relationship between parts of the letter more clearly. Which connecting expression below could replace ones in the sample answer?

Connecting expression	Sample answer expression
First of all	.....
Next	.....
Lastly	.....

**2 Use of present progressive**

The present progressive is used to talk about either what is happening now or in the future. Read the sentences from the sample answer. Are they about the Future or Now?

Sample answer expression	Future Event (F)	Now (N)
I'm coming to New Zealand soon		
I'm writing to tell you		
I'm getting really excited about the trip.		
...a brother who is studying business in Geneva		
I'm arriving in Christchurch on SIA 337		

**3 Using expressions to soften requests or needs**

It is important not to be too direct with someone you don't know. Study these examples. The expressions can be at the beginning or the end. (If you don't mind, there....) There are some things I'd like to ask you, if you don't mind. Finally, do you by chance have a piano? (OR '...do you have a piano, by chance?') (If possible,) I really should keep practising, if possible.

'Soften' these sentences from another homestay letter, using similar expressions

- I need to ask about smoking in your house .....
- I should phone home every day. ....
- Have you got a computer in your home? .....
- I like to wash my towels every day. ....
- Do you have air conditioning in your bedrooms? .....

Answers  
 1 First, then, / Another question (I'd like to ask...) / Finally, 2 F / N / N / N / F  
 3 If you don't mind, I need to ask..... / If possible, I should phone..... / Have you by chance got a computer.....? / I like to wash my towels every day, if possible / Do you, by chance, have air conditioning.....?

Dear Mr and Mrs. Macintosh,  
 Greetings from Germany! My name is Gudrun and I'm coming to New Zealand soon to be your homestay guest. I'm writing to tell you about myself and to ask some questions. I'm getting really excited about the trip.

First, then, some information about me. I'm 19 years old and I'm a medical student in Berlin. My father and mother are both doctors. I have an older brother who is studying business in Geneva. I like reading and cooking, and I also play the piano.

There are some things I'd like to ask you, if you don't mind. Do you have any pets? I've always wanted to stay with a family with a dog or cat? Another question I'd like to ask is whether or not you can cook vegetarian food. Finally, do you by chance have a piano? I really should keep practising, if possible.

I'm arriving in Christchurch on SIA 337 at 15.35 on the 12<sup>th</sup> January. I hope you will be able to meet me.

I'm looking forward to hearing from you soon and I'm getting really excited about the trip.

Yours sincerely,

Gudrun

(184 words)

**Notes**

- Use of ellipsis (leaving out of words without damaging grammar or meaning) helps written flow (eg *There are some things (that) I'd like to ask you / Another question (that) I'd like to ask you ...*).
- Appropriate use of contracted forms helps to make the letter a little less formal (eg *I'm*, not *I am*, *I'd* not *I would*, *I've* not *I have*).
- Use of 'about' is common in letters of this kind (eg *tell you about... / information about... / excited about...* ).
- It's fine to use 'Best wishes' or 'All the best' if you want to sound more friendly when the letter ends. 'Yours sincerely' is a safe, neutral option, if that feels more comfortable for a first letter.



## WRITING

## TEST 6

You should spend about 40 minutes on this task.

Write about the following topic:

**Some people say that friends are more important than family in today's world; others say that family is always more important.**

**Write in support of one of these views.**

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

Write at least 250 words.

## PLAN YOUR ANSWER

## TEST 6

**Step 1 Analyse the task**

What type of essay is it?

Key words

*Read carefully to understand all the details*

agree or disagree

friends / family / today's world / more important

argument / support / one / views

**Step 2 Generate ideas**

What are some effects of geographical mobility?

Isn't family vital at key life stages?

What about family and identity?

But aren't friends even more vital?

*Ask questions (mostly based on key words)*

causing friends to replace families to some degree?  
salaries / conditions in richer countries not expanding rapidly. Why?

birth, marriage, death and care of elderly relatives

family tells you who you are / where you are from

are important, can be chosen; better than some

families which have problems or breakdown

**Step 3 Structure the ideas**

Introduction

Paragraph 2

Paragraph 3

Paragraph 4

Conclusion

say what view you are going to argue for, and why

effects on family of moving

family takes major responsibility during key life stages

family and family history give you your identity.

some families break up; we can choose friends, but in the end family more likely to take responsibility for its members.

## 6

**Correct these paragraphs. The number of errors to find is indicated below. Check your corrections with the sample answer over the page.**

There are crucial time in life when families seem replaceable. These including the main life changes such as marriage, birth and deaths. With life expectancy increasing, caring for elderly relatives is also becoming a vital role for family members. Although friends can be rely upon to offer support and loyalty, they may no always be willing to sacrifice their lives for long-terms care of an elderly or sick person who is not relative.

Family ties create a long, unbroken history stretching far into past and this means that member of a family feel a share sense of identity and genetic correction. In Australia, for example, it seems that a popular pastimes involves the tracing of family trees back to original countries from which migrating families come.

Friend are obviously vital to everyones wellbeing and it is truth that we choose our friends but cannot choose our family. Sad, there are numerous story of families who deliberately lose contact with another because of disputes or dart secrets. Nevertheless, it is the family, ultimatum, which accept and carries responsibility to its members.

**Can you find and correct a total of 26 errors?**

**Your score? 16 (Good) 12 (OK) 10 (Try harder) 8 (Time's running out!)**

**1 Avoiding over-use of 'is/are' and 'has/have'**

In essays, weaker writers sometimes use verbs like 'is/are' and 'has/have' too much. Find the sentences below in the sample answer. Which verbs replace 'is/are' or 'has/have'?

- the strong sense of responsibility that family members **have** for one another
- Blood ties **are** the most powerful shapers of long-term relationships in most cases.
- ...crucial times in life when families **are** irreplaceable
- These **are** the main life changes such as marriage, birth and death
- ...members of a family **have** a shared sense of identity
- a popular pastime **is** the tracing of family trees
- ...it is the family ultimately which **has** the responsibility for its members.

**2 Verb forms with prepositions**

Write the prepositions that follow each of these verbs from the sample answer?

- to rely .....                      to care .....                      to feel .....
- to split .....                      to lose contact .....

**3 Using adverbs to communicate attitude to the reader**

In essays, writers sometimes use adverbs to communicate an attitude or feeling to the reader in addition to information or viewpoint.

Could these adverbs replace the ones used in the sample answer appropriately and not alter meaning very much? Tick 'YES' or 'NO'.

Adverb in the sample answer	Replacement of similar meaning?	YES	NO
• principally	mainly		
• certainly	truly		
• Clearly	Obviously		
• obviously	apparently		
• Sadly	Unfortunately		
• ultimately	lastly		

**Answers**

- 1 feel / represent / seem / include / feel / involves / accepts; carries  
 2 rely on / care for / feel for / split up / lose contact with  
 3 Y / N / Y / N / Y / N

This essay will argue that families are more important than friends, principally because of the strong sense of responsibility that family members feel for one another. Blood ties represent the most powerful shapers of long-term relationships in most cases.

It is certainly true that in many modern societies, people move more often - because of work, economic migration and even wars. Clearly this means that many families are split up geographically and that strong friendships replace the extended family, at least for those people who have moved far from their parents' original area.

There are crucial times in life when families seem irreplaceable. These include the main life changes such as marriage, birth and death. With life expectancy increasing, caring for elderly relatives is also becoming a vital role for family members. Although friends can be relied upon to offer support and loyalty, they may not always be willing to sacrifice their lives for long-term care of an elderly or sick person who is not a relative.

Family ties create a long, unbroken history stretching far into the past and this means that members of a family feel a shared sense of identity and genetic connection. In Australia, for example, it seems that a popular pastime involves the tracing of family trees back to the original countries from which migrating families came.

Friends are obviously vital to everyone's wellbeing and it is true that we choose our friends but cannot choose our family. Sadly, there are numerous stories of families who deliberately lose contact with one another because of disputes or dark secrets. Nevertheless, it is the family, ultimately, which accepts and carries the responsibility for its members.

(276 words)

**Notes**

- The introduction gives a clear indication of the writer's position and the essay's direction.
- There is no separate concluding paragraph; the writer uses the final paragraph to give the other view and uses the final sentence as a sort of conclusion. This saves time if under pressure.
- There is a good range of complex sentences and these aid the flow of ideas being put forward.
- The vocabulary is varied and appropriate and this contributes to a strong answer.

# UNIT 4 SPEAKING

## WHAT'S AHEAD... IN THE SPEAKING UNIT

- **The IELTS Speaking Test**
- *Fast Track Speaking*
- **Instructions for Test Practice**
- **Speaking Test 1 (CD1)**

Questions and activities

- **Speaking Test 2 (CD2)**

Questions and activities

- **More Practice Questions**

# THE IELTS SPEAKING TEST

## WHAT SHOULD I KNOW ABOUT IT?

### Structure of the Speaking test

The IELTS Speaking Test was revised in 2001. The format was changed and the way instructions and questions are given was standardised.

Your Speaking Test is with one interviewer. This interviewer also assesses your performance.

The test takes from 11-14 minutes and has THREE parts.

### Part 1

4-5 minutes

Your name and ID are checked and then you answer set questions on 3 familiar topics.

#### In more detail...

The interviewer will introduce her/himself and check your name, country and ID (passport or student card). A cassette recorder will be switched on to record your interview in case it needs to be checked. The test begins with the interviewer asking set questions on three topics. There are about 4 questions per topic, which means an average of 25 seconds per question. Try to say more than 'yes' or 'no' by extending your answers a little.

### Part 2

3-4 minutes

You are given a topic, which you have to talk about for 1-2 minutes. You have 1 minute to plan your talk. The interviewer asks 1 or 2 follow-up questions.

#### In more detail...

The interviewer gives you a card with your topic on it. Be sure to read the 3 or 4 details on the card carefully and answer all of them in your talk. If you take longer than two minutes, the interviewer will stop you, and then will ask one or two questions to finish off this part. Just answer them briefly.

### Part 3

4-5 minutes

You have a discussion with the interviewer about issues related to the topic of the talk in Part 2.

#### In more detail...

The questions in Part 3 are more challenging but the interaction is more natural. The interviewer will respond to what you say but is testing your ability to use more complex language and express your ideas clearly and appropriately. When the test comes to an end, the interviewer is not permitted to discuss your performance or your score, so don't ask.

## WHAT IS THE EXAMINER LOOKING FOR?

### Assessment Criteria

### In other words...

#### Fluency and coherence

Can you speak without pausing or hesitating? Can you use idiomatic expressions and develop your ideas using good connecting language?

#### Vocabulary

Can you use a good range of appropriate expressions to keep talking about and extending different topics easily?

#### Grammatical range and accuracy

What range of grammar and verb forms can you use flexibly, appropriately and accurately?

#### Pronunciation

How clearly can you be understood and how effectively can you use English stress and intonation?



#### Amira's tip:

*While I was waiting outside the room, I had a snack and a drink to keep my energy up. I tried to relax by breathing slowly and doing some stretches. My interview was a little late. We had been told not to knock on the door so I just stayed nearby until I was called into the room by the examiner.*



#### Natalya's tip:

*I'm quite shy so I got my identification ready to show the assessor before the test started and when I gave it to her I made eye contact and smiled. She smiled back so I felt more relaxed when I started to answer the questions.'*

## EXAMINERS' SUGGESTIONS

Here are some typical problems and questions that come up when students prepare for the Speaking Test, along with suggestions for improvement.

### What happens if...?

### Suggestions

- ... I don't understand a question. Don't remain silent. Ask the interviewer politely to repeat the question. It's fine to say, 'Sorry?' or 'Pardon?' or 'Could you repeat the question, please?' These are good speaking strategies.
- ... I don't understand even after the question has been repeated. You can just say 'I'm sorry, I still don't understand.' The interviewer will move on to another question.
- ... I understand the question but don't know how to answer. Don't be worried that there is a correct answer to a question. The interviewer is just asking your opinion and basically wants to hear you speak. You can talk about the situation in your country or your personal experience.
- ... I have prepared some answers in advance and memorised them. It will be obvious to the interviewer if you have learned answers by memory and you will lose marks. Practise lots but don't memorise. It is important to interact naturally and to be spontaneous.
- ...I can't think of enough to say to keep talking in Part 2. Practise recording yourself making little speeches. Start with easy, familiar topics and a short time limit. Gradually increase your time and choose topics that are more difficult.

#### Hiroshi's tip:



*'My problem was that I spoke slowly and had too many pauses. So, to practise, I recorded my answer to one question again and again until I could do it without pausing. I also practised several times with a clock, trying to give the same answer in fewer seconds. It worked. I got a 7 for Speaking!'*

## FASTTRACK SPEAKING

### INSTRUCTIONS FOR TEST PRACTICE

There are  
**TWO Sample  
Speaking  
Tests**

# 2

### Speaking Test 1 (Zsuzso)

Before you listen, **look at the interview questions.** (p186)  
Listen to the **whole interview first.**

OR

Listen and do the activities **one part at a time.** (pp187-189)

### Next...

**Go back** to the interview questions for Test 1.

Record **your** answers.

If possible, get a friend to ask you the questions and record the whole interview.

### Speaking Test 2 (Wen)

Follow the same steps.

### Want more practice?

Use the additional practice questions on page 194.

# SPEAKING TEST 1 -



## Set questions

### Topic 1: FAMILY

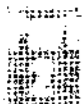
Do you come from a large or a small family?  
Do all your family live in the same town or city?  
How often do you see your brothers and sisters? (or your family?)  
Do you have a lot in common with them?

### Topic 2: FRIENDS

Do you have lots of friends or just a few special friends?  
Can you say something about one or two of them?  
What kinds of things do you and your friends like to do together?  
Are you a person who enjoys spending time alone?

### Topic 3: TRAVEL

Which other countries have you visited?  
Which other countries are you interested in visiting? Why?  
What are some of the things you don't like about travelling?



## Short talk

### TOPIC CARD

**Describe a favourite shop or store.**

**You should say:**

- where it is and what it looks like
  - what it sells
  - what you like to buy there
- and say why you like the shop so much.



## Discussion questions related to Shopping

What do you think of shopping on the Internet?  
How do you think the use of the Internet will affect shopping in the future?  
Why do you think that shopping has become such a popular activity for young people these days?  
In what ways are your parents' shopping habits different from yours?  
Can you give some examples of differences?  
Do you think in wealthy countries people buy too many things they don't need?  
Is that the case in your home country?

# SPEAKING TEST 1: ZSUZSO

## Listening Activities

First, read through the activities for Part 1 of the interview. Then listen and complete each task.  
Do the same for Parts 2 and 3.  
Finally, check your answers in the transcript.  
(pp213-214)



Study the activities. Then answer as you listen.

### Topic 1: FAMILY

- Write the missing information.

Number of people in Zsuzso's family .....  
Where she lives .....  
Where they live .....  
How often they see each other .....  
What they have in common .....

### Topic 2: FRIENDS

- Write 4 activities that Zsuzso and her friends do together.

1..... 2..... 3..... 4.....

### Topic 3: TRAVELLING TO OTHER COUNTRIES

- Which 4 of the following does Zsuzso mention? Circle the answers.

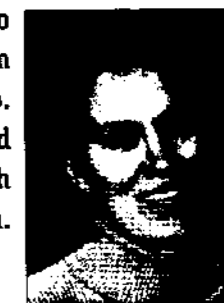
South America    Asia    Africa    Europe    America    Australia

- Write the missing information.

She is interested in visiting any country that has ..... and .....

Two things she doesn't like about travelling are taking ..... and living out of .....

Zsuzso immigrated to Australia from Hungary 5 years ago. She is a qualified teacher, working with disabled children.





Study the activities. Then answer as you listen.

- Listen to the interviewer's instructions. Circle True or False.

The interviewer gives you a piece of paper. T / F
You choose a topic. T / F
You talk about the topic for 1 minute. T / F
You can plan for 1 minute. T / F
You can make notes. T / F

- Here is Zsuzso's topic card. Imagine you are being interviewed. Write your notes for each part of the topic during the 1-minute planning time on CD 1.

TOPIC CARD

Your Notes

Describe a favourite shop or store.

You should say:

- where it is and what it looks like
what it sells
what you like to buy there
and say why you like the shop so much.

.....
.....
.....
.....

- Listen to Zsuzso's talk. Match her vocabulary with the appropriate meaning.

VOCABULARY

MEANING

Table with 2 columns: VOCABULARY and MEANING. Items include shopaholic, treasure hunt, elegant, browse, touches my heart, transform and their corresponding meanings.



Study the activities. Then answer as you listen.

- Complete the missing information.

Zsuzso didn't like internet shopping at first because it took away the .....

Later she realised the advantages of internet shopping. What example does she give? .....

She thinks shopping has become a ..... activity for young people.

- Circle the 3 activities Zsuzso mentions. buy presents / try on clothes / listen to pop music / go to the mall / have coffee
Write the missing information Zsuzso's parents shopped ..... whereas she shops .....
Underline the 'filler language' Zsuzso uses in (A) while she is thinking about what to say. Then complete the shorter version (B) which makes her expression more direct.
A 'So it wasn't a luxury to sort of shop every day it was a necessary sort of making choices I suppose was very hard but we had to.'
B 'So it wasn't a ..... to shop every day. It was ..... to make choices. It was ..... but we had to do it.'

Now check all your answers in the transcript

An IELTS teacher's comments on Zsuzso's interview

Zsuzso demonstrates a good level of speaking ability overall. Her fluency is good. She has no difficulty understanding questions or answering them quickly. She seems comfortable with the intentions behind each question. She uses connecting expressions easily to join different parts of her answers and to make her talk flow. She uses 'filler' language to give herself time to organise her thoughts. In Part 1 of the interview, her answers were a bit short. Because there was so little hesitation in her reply, she would have had time to develop her answers a little more. Zsuzso's pronunciation is clear, though she has slight interference from her native language (some vowel sounds). Generally speaking, she pronounces words clearly with appropriate stress and has quite good intonation. Her grammatical range and accuracy are good but probably her weakest feature. She still has a number of slight errors in her speech and over-relies on certain forms (eg however). On the other hand, she uses a good range of grammatical forms with ease and can move between formal and less formal expression without a problem. Her vocabulary is also generally good. She uses a wide range of expressions including idioms and colloquialisms (eg touches my heart, browsing, shopaholic, pop into, transform, festive season). I think Zsuzso has demonstrated a level of speaking ability that is high enough for successful entry to an English-speaking organisation anywhere in the world. She has clearly benefited from several years living in an English-speaking community. She is stronger in speaking and listening than in writing, which is often the case with students of European background.

# SPEAKING TEST 2 -



## Set questions

### Topic 1: FAMILY

Do you come from a large or a small family?  
Do all your family live in the same town or city?  
How often do you see your brothers and sisters? (or your family?)  
Do you have a lot in common with them?

### Topic 2: WEEKENDS

Are your weekends generally busy or relaxed?  
What kind of things do you usually do at the weekend?  
What would you like to do in your time off if you could choose?  
Do you ever go away on your days off?

### Topic 3: EXERCISE

What kind of outdoor activities or exercise do you like?  
Are there any sports you don't like? Why?  
Do you think it's important to keep fit?  
What are the best ways to keep fit?



## Short talk

### TOPIC CARD

**Describe an important year in your life.**

**You should say:**

- how old you were
- what important things you remember from that year
- where these things happened
- and say why you think that year was so important.



## Discussion questions related to memory and the past

How important is it to know your family history?  
What are the best ways to keep family history alive?  
Do you think it is important to study and understand the history of one's country?  
Why do you think studying history has become less popular these days?  
How could we encourage young people to become interested in history? For example?

# SPEAKING TEST 2: WEN

Wen (Wayne) comes from Taiwan. He is on study leave from his job in banking.



## Listening Activities

First, read through the activities for Part 1 of the interview. Then listen and complete each task. Do the same for Parts 2 and 3. Finally, check your answers in the transcript. (pp214-215)



Study the activities. Then answer as you listen.

### Topic 1: FAMILY

- Write the missing information:

Number of members: .....

Where they live: .....

How often they see each other

Brother: .....

Sister: .....

What they have in common: .....

### Topic 2: WEEKENDS

- Complete the missing information.

Wen's activities:

1 .....

2 .....

3 .....

What he would like to do ..... because .....

**What he does on days off**

- Which word has Wen left out?

'... most of ..... time I just go to ..... city centre or I just go to ..... beach.'



**Topic 3: EXERCISE AND FITNESS**

- Circle the activities Wen mentions in answer to the first two questions.  
soccer    jogging    swimming    golf    tennis    cricket

**The importance of keeping fit:**

'...to give me ..... and to make me .....

**The best ways to keep fit:**

- Listen to what Wen says. Then complete this more accurate version.  
I think the best way is to make a specific time every day for an *ac*..... ,  
for example at 6 pm you *c*..... go jogging and if you ..... that  
for a long time, then it would become a habit.'



*Study the activities. Then answer as you listen.*

Does Wen answer each part of the topic listed on his topic card? As you listen to **PART 2**, mark **Yes or No**.

**TOPIC CARD**

**Describe an important year in your life**

- You should say:**
- how old you were
  - what important things you remember from that year
  - where these things happened
  - and say why you think that year is so important.

*Does Wen answer each part of the topic?*

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



*Study the activities. Then answer as you listen.*

**Importance of family history**

- In Wen's view the importance of family history is mainly to do with...
  - understanding the way the family has changed and its origins.
  - practical things connected to his occupation.
  - finding out more about the past and his ancestors.
  - passing stories on to the next generation.

**Best ways to keep family history alive**

- According to Wen, it is important to...
  - focus on the present.
  - look to the future rather than the past.
  - know the past to understand the present.
  - forget the past.

**Importance of studying the history of your country**

- Wen talks about...
  - the continuing conflict between China and Taiwan.
  - improved relations between China and Taiwan.
  - changes over the years in the relationship between China and Taiwan.
  - the future unification of China and Taiwan.

**Why studying history has become less popular these days**

- Complete the information.
- Wen says this is because of the ..... which ..... so .....

**How to encourage young people to become interested in history**

- According to Wen it is mainly the responsibility of...
  - parents.
  - the government.
  - teachers.
  - the media.

**Now check all your answers in the transcript**

## An IELTS teacher's comments on Wen's interview

Wen demonstrates a reasonable level of speaking overall. His ideas are complex and interesting but his speaking is affected by his first language and culture.

His fluency is quite good – he responds quickly and can use filler language. But, he also hesitates occasionally and his explanations sometimes lack the development expected by an assessor (eg in Part 1, talking about his siblings, '...we are quite different because one of my brothers is businessman').

Wen's pronunciation is reasonably effective but weaknesses like final consonant sounds cause problems for the listener (eg Hull). His stress and intonation are serviceable, though affected by his first language.

Grammar is Wen's greatest weakness. Regular inaccuracy with articles and tenses reduces speaking effectiveness and causes strain for the listener. Also, he lacks range and flexibility of expression.

Wen's vocabulary is interesting. He can use complex expressions (eg culture shock, dynasty, evaluate) but sometimes struggles to find the right form of a word (eg 'makes me health' for healthy).

I think Wen has demonstrated a level of performance that is somewhat typical of students from that region. His skills at listening, reading and writing have been strong enough to compensate for a slight weakness in speaking. Given more time, his spoken English should develop further.

## MORE PRACTICE QUESTIONS

### Part 1

#### Set questions

#### Topic: music

Do you like listening to music?

What kind of music do you enjoy?

When do you usually listen to music?

Have you ever learned to play a musical instrument?

What are your favourite musical instruments?

#### Topic: telecommunications

Do you use the telephone or mobile (cell phone) very often?

Do you send text messages?

Are phone calls expensive in your country?

Do you use the Internet? What for?

Which is the best way for you to keep in touch with friends and family?

#### Topic: a favourite food

What is your favourite food?

Where and when did you first eat it?

Can you prepare it yourself?

Do you usually cook your own meals?

Do you enjoy cooking? (Why / Why not?)

#### Topic: cars and public transport

Do you often travel by car?

Which cars are popular in your country?

Are there too many cars in your country?

Do you use public transport? When?

**Part 2**

**short talk**

**TOPIC CARD**

**CLOTHES AND FASHION**

**Describe your favourite clothes.**

**You should say:**

- what your favourite clothes are now
  - how your tastes in clothing have changed
  - which kinds of clothes you dislike
- and say why clothes are important to you or not.

**TOPIC CARD**

**CREATIVITY**

**Talk about something you have made or created.**

**You should say:**

- what it was
  - why you decided to make it
  - what steps you took to complete it
- and say how you felt about making it.

**TOPIC CARD**

**MARKETS**

**Describe a market that you like.**

**You should say:**

- where it is and when it's open
  - what sort of things are sold in the market
  - what you like to look at and do there
- and say why that market is important in the town or city.

**Part 3**

**discussion questions**

- Is chasing a fashionable image a waste of time and money?
- What do you think of designer clothes for small children?
- Describe the importance of traditional costume in your country.
- Are school uniforms better than free choice of clothes for school?
- What should people do with their old clothes to prevent waste?

- Do you think creativity is encouraged enough in school?
- What is more important – being original or being able to follow instructions well?
- What are the best ways to develop creativity?
- To what extent are artists and creative people important to society?
- Will people in the future have more opportunities for creative pursuits or less?

- Will markets be replaced more and more by huge shopping malls and big supermarkets?
- Are markets good for preserving community spirit?
- Is the trend towards huge supermarkets a bad thing for smaller towns and cities?
- Are people too concerned about buying and not concerned enough about caring?
- Is shopping becoming a disease?

**Part 2**

**short talk**

**TOPIC CARD**

**PLANE TRAVEL**

**Talk about travelling by plane.**

**You should say:**

- what journeys you have made or want to make
  - what you like about plane travel
  - how nervous you are about plane journeys
- and say why travelling by plane is so popular.

**TOPIC CARD**

**A FAVOURITE BOOK FROM CHILDHOOD**

**Talk about a book that you liked when you were a child.**

**You should say:**

- what it is and who wrote it
  - what it is about
  - when you read it
- and say why you remember that particular book.

**KEEP PRACTISING**

**Find topics from newspapers.**

**Check EFL online discussion groups.**

**Make up 1-2 minute impromptu talks and record them.**

*Remember!* **USE IT OR LOSE IT!**

**Part 3**

**discussion questions**

- Is plane travel helping people to be more tolerant of cultural differences?
- Should airline security be increased further?
- How would you improve air travel in your country?
- Does travel broaden the mind or is it just an excuse for buying souvenirs, sightseeing and status seeking?
- When do you think there will be possibilities to travel to the Moon or Mars?

- To what extent are people's reading habits changing?
- Are libraries going to become less or more popular in the future?
- Do you think people read more often to learn things or to escape?
- In what ways are books preferable to movies?
- Have any books changed your view of life in a deep way?

# APPENDIX

# ANSWER KEY

## LISTENING

Each question answered correctly scores 1 mark.

**Note:** Slash '/' indicates alternative answers. Brackets '(...)' indicate optional details

### Test 1

#### Section 1

1. B
2. C
3. C
4. C
5. A
6. advertise
7. donate
8. quote
9. charity
10. sell

#### Section 2

11. corner
12. 6
13. 2
14. classes
15. swimming/swim
16. learn
17. program/programme
18. (music) videos
19. free
20. 6

#### Section 3

21. differences
22. Italian
23. Mexican
24. ingredients
25. Australia
26. restaurants
27. fat
28. cooking
29. 40%
30. healthy

#### Section 4

31. 10 or more
32. lack of practice
33. preparation
34. topic
35. eye contact
36. slower
37. record yourself
38. meaning
39. posture
40. distracts

### Test 2

#### Section 1

1. Johnstone
2. 126
3. 0414 847 749
4. (about) 10
5. (Uncle's) shop (work)
6. C
7. B
8. C
9. A
10. E
11. C

#### Section 2

12. C
13. B
14. A
15. yes
16. 9:15 am
17. C
18. umbrella/backpack/  
camera/snacks/drinks  
(any three sing. or pl.)
19. (on) noticeboard/(in)  
mail box
20. first iron bridge
21. C D H (all 3 required  
for 1 mark)

#### Section 3

22. no change
23. Monday 12th March
24. (Wednesday)  
afternoons
25. no change
26. Wednesday mornings  
(21st March)
27. 9 (and) 1
28. company (first)  
(then college)
29. 30%
30. diagrams (and) flow  
charts

#### Section 4

31. T
32. F
33. T
34. F
35. A
36. C
37. C
38. boiling water
39. rub
40. excess

*A score of about 22 means you are probably on track for a 6.0 in the real IELTS test.*

**Section 1**

1. 3
2. brakes
3. (owner) going overseas
4. \$1500
5. 6:30
6. 88 Princess/Prince's St /street
7. B
8. C
9. C
10. A

**Section 2**

11. 3 hours
12. grey (gray) whales.
13. hot springs
14. swim (very) fast/playful/curious
15. black and white
16. 14m/metres/meters
17. in the middle
18. (bright) orange
19. can't swim
20. on your arm/ (at the) wrist

**Section 3**

21. 200
22. 4 week
23. 8
24. 10 minute video/documentary
25. film-making/film making
26. travel plan(s)
27. C
28. B
29. April
30. course/flights/travel/cameras/accommodation (any two)

**Section 4**

31. A
32. C
33. B
34. keyboard/layout
35. 70%/percent
36. 50 words
37. accuracy (in typing)
38. speed
39. 12 to 20 miles
40. C

**Section 1**

1. C
2. 533 East/E 67 (th)
3. 93014269
4. CX/Cathay Pacific 912
5. C
6. B
7. A
8. clear customs
9. passport, key, ticket, baggage claim number (any two for 2 marks)
10. \$299

**Section 2**

11. 10 (am) to 5 (pm)
12. www.ATSTIX.com (correct spelling required)
13. 3
14. 4
15. 2
16. 10th-14th
17. \$35
18. \$299
19. 7:30
20. \$2.50

**Section 3**

21. G
22. A
23. C
24. C
25. A
26. B
27. B
28. A
29. select films
30. design program

**Section 4**

31. clay/plastic
32. reeds
33. underground
34. tested
35. compost/soil
36. (healthy, natural) home/habitat
37. labour/labor
38. increases
39. unions/manufacturers
40. efficiency/winter/cold weather/mosquitoes

**GENERAL TRAINING READING**

Each question answered correctly scores 1 mark.

**Note:** Slash '/' indicates alternative answers. Brackets '(...)' indicate optional details

**Section 1**

1. E
2. C
3. B
4. D
5. A
6. D,E (both required for 1 mark)
7. A,C (both required for 1 mark)
8. aluminium drink can
9. telephone book
10. magazines
11. Yes
12. Yes
13. No
14. Not Given

**Section 2**

15. G
16. D
17. F
18. B
19. Yes
20. No
21. Yes
22. Yes
23. No
24. viii
25. iv
26. i
27. v

**Section 3**

28. oxygen levels
29. natural pain killers
30. blood vessels
31. allowed to choose
32. creativity/solutions to problems
- 33-35. D/F/H (in any order)
36. I
37. C
38. H
39. A
40. G

**Section 1**

1. D
2. C
3. G
4. D
5. A
6. B
7. D
8. A
9. F
10. C
11. A
12. B
13. D
14. (drip) coffee maker/ (automatic) egg boiler(s)

**Section 2**

15. C
16. E
17. F
18. A
19. D
20. C
21. C
22. No
23. Yes
24. Yes
25. No
26. No
27. Not Given
28. No

**Section 3**

29. E
30. F
31. C
32. E
33. A
34. B
35. initiatives
36. recordings
37. generate
38. proceeds
39. training
40. B

**Section 1**

1. B
2. A
3. E
4. D
5. C
6. x
7. v
8. i
9. iii
10. iv
11. lost/stolen luggage
12. use of alcohol/illegal drugs
13. transit (only)/5 days transit

**Section 2**

14. mask, snorkel, fins (all required for 1 mark)
15. (for)safety /(and) comfort
16. safety practices/dive environment/physics
17. swimming pool
18. C card/certification
19. with your instructor/experienced divers/(under) supervision
20. viii
21. v
22. vii
23. i
24. 60 feet
25. too quickly
26. remain calm
27. practise

**Section 3**

28. G
29. C
30. F
31. D
32. B, F (both required for 1 mark)
33. F
34. A
35. D
36. B
37. H
38. E
39. mad cow disease
40. fast food

A score of about 22 means you are probably on track for a 6.0 in the real IELTS test.

A score of about 30 means you are probably on track for a 6.0 in the real IELTS test.

## Test 4

### Section 1

- E
- D
- B
- A, E (both required)
- A, C (both required)
- A, C (both required)
- B
- A
- C
- B
- unlit
- (a) fan
- (the) fuse box
- (a) neighbour's telephone/cell phone outside

### Section 2

- G
- H
- D
- Not Given
- No
- Yes
- No
- register (online)
- forwarded
- personal greeting
- delete them
- distribution lists
- retrieved

### Section 3

- No
- Yes
- No
- No
- No
- Not Given
- C
- D
- B
- A
- D
- poaching (seadragons)
- marine reserves

## Test 5

### Section 1

- Italy
- (in a) saucepan
- 3
- 4
- No
- butter / margarine
- 1 minute
- 2-3
- nickname
- year
- password
- notes
- email

### Section 2

- Not Given
- Yes
- No
- Not Given
- Yes
- research project
- D
- C
- D
- tread water
- suitcase(s)
- on watch/on deck
- sails
- lookout

### Section 3

- A
- D
- B
- C
- Not Given
- No
- No
- Yes
- Yes
- C, G (both needed for 1 mark)
- A, E (both needed for 1 mark)
- B, F (both needed for 1 mark)
- D

## Test 6

### Section 1

- H
- F
- C
- A, G (both required for 1 mark)
- D, E (both required for 1 mark)
- C
- B
- F
- C
- B
- F
- A
- E
- D

### Section 2

- flexibility
- determination
- colleagues/employers
- cheaper
- bogus
- service
- observe
- communication
- examples
- analysing
- develop
- budget
- limited

### Section 3

- C
- A
- D
- C
- D
- A
- F
- A
- E
- G
- C
- nature/community
- nature/community

A score of about 30 means you are probably on track for a 6.0 in the real IELTS test.

# TRANSCRIPTS

## LISTENING TEST 1

### Section 1

A conversation between two students, Harry and Andrea, who have just finished their final exams

- H Hi Andrea, how are you feeling now that exams are over?
- A Its fantastic to have finished isn't it, and to sleep in every morning! What about you?
- H Well I've been catching up on sleep too. But I've got a lot to do before I leave for England. Perhaps you could give me some advice? I've got a lot of things I can't possibly take back with me but I don't know what to do with them.
- A Well it depends on what sort of things they are and whether you're thinking of giving them away or selling them.
- H Well almost everything - furniture, the fridge and other kitchen stuff that I bought from the previous tenant, but the new people have already got what they need so they're not interested in buying stuff from me. I can't afford to give it away but I'm not sure how to sell it all. Oh and there are some clothes and books as well.
- A Why can't you take them?
- H The books are really heavy - its so expensive if you exceed the airline baggage allowance. And the clothes just won't all fit in my suitcase, its amazing how much stuff I've accumulated since I've been here. Anyway I don't think I'll need as many summer clothes in England as I have here in Australia!
- A I see. Well there are several alternatives. First of all you could put up notices around the university about the books, - you know on the noticeboards in the student union building, and in the economics department, anywhere second and third year students will see them. People are always keen to buy cheap text books.
- H OK. What should I say on the notices?
- A Just put the titles, authors and price you want...your name of course, and maybe put your phone number on those little tear off tags.
- H That's a good idea. And what about the furniture?
- A You could try doing the same thing, but usually students are away all summer so they don't want to buy furniture now. Another place to try might be a second hand shop. Someone from the shop will usually come around and give you a free quote, and then you can decide. But you don't usually get much money for that sort of stuff.
- (Pause)
- A Another alternative is to put an advertisement in the Trading Post. Do you know that paper? It comes out every week, advertising things people want to sell. You have to pay to put the advert in and then hope people phone. Give them as much information as possible and if they're interested, invite them to come and have a look. The hard part is agreeing on a price.
- H No I haven't seen the Trading Post, but I should have a look at it, and I could advertise the fridge, the microwave, and the furniture. But the kitchen stuff isn't really that good - you know, old cutlery, a few pots and pans, and some plates and things. What shall I do with them?

- A Well another option is to donate the kitchen things to a charity shop, you know like the Salvation Army or St Vincent de Paul. Why don't you get a second hand shop to give you a quote first?
- H Yes I could do that - find out how much they'll give me and then decide whether to sell them or give them away. But I've still got the clothes.
- A A charity shop will take them too, as long as they're in good condition. And even though you don't get any money at least you know that someone who really deserves some help has benefited.
- H That's a good point. I'll advertise the expensive stuff - the furniture - and donate the clothes and kitchen stuff. Let's go and buy a Trading Post and you can help me write the advert.
- A Well ..... actually I'm interested in buying the fridge and the microwave, depending on the price of course.
- H OK. Lets see how good you are at bargaining!

### Section 2

A phone conversation giving information about a health and fitness centre

- H Hello.
- C Hello Is that Ms Heidi Jones?
- H Yes.
- C Good morning Ms Jones, I'd like to take a few minutes of your time to tell you about the Sevenoaks Health and Fitness Centre which is in your suburb. Would that be convenient?
- H OK.
- C Well the centre's not far from you, it's on the corner of Marion St and Giles St, and has a large carpark. It's open every day of the week, opening on weekdays at 6am and at 9am at the weekend. It closes at 9.30 pm Monday to Friday, and on Saturday at 4pm and Sunday at 2pm. We also have childcare, Monday to Saturday from nine in the morning until midday for a small extra charge, so you can leave your children in safe hands while you attend one of our classes, or perhaps have a swim, or if you just want to relax in the spa and sauna or steam room. Talking of classes we have a very wide range which are designed to suit all different levels of fitness and individual needs. I mentioned the pool just now; well in addition to swimming laps or just relaxing we also offer aqua aerobic classes, which are 45 minute classes that use the therapeutic effects of water. This provides a very safe and effective exercise and is suitable for all fitness levels, as well as being a lot of fun. Many people who haven't been exercising for a while start in the aqua classes, as do people who need to take care after hospital surgery for example. These classes are very popular and are scheduled every weekday, Monday to Friday and on Saturday afternoon and Sunday morning. Another very popular activity in the pool area is learning to swim, and these swimming classes are held at 4pm every weekday and in the mornings at the weekend. By the way they're open to both adults and children of any age.

Now it would take too much of your time to tell you in detail about all our programs as we have a very wide range of activities at different times, however I'll just outline some of

them. Our super-circuit classes are extremely popular and you get a good aerobic work-out while toning your muscles. They're easy to learn, as you combine using hydraulic equipment with exercises guaranteed to give you a good cardio work-out. The teachers are very good and there's a fun atmosphere. And the classes are very effective in assisting weight loss, relieving stress, lowering blood pressure and generally increasing fitness. Oh and I haven't mentioned our range of aerobic and step classes of different types which suit all levels. Our specially designed aerobics room holds over 55 people, and our highly qualified and trained staff can advise you as to which class might suit you. We are inviting you to a free one week trial period when you can come and try any of the classes or activities before you make the decision to join. By the way there is also a large and very well equipped gym, where we offer free fitness assessments and you can have an individual program designed just for you. Also the cardiovascular room has the latest range of machines which help you burn fat, increase your fitness or just warm up. They're very popular as you can forget all about the calorie burning by watching your favourite music videos on TV while you exercise! Right now we have a very special new member joining fee offer, which allows two memberships for the price of one, a real bargain! So if you can, bring along a friend who'd like to get fit as well, in time for summer. Come along and try us out. You can meet the staff, try out some of the classes for a week, absolutely free, and then if you like us sign up for only \$110 each for six months. Thanks for taking the time to learn about the Centre and I hope we'll see you there soon, Heidi. I'll put one of our brochures in the mail for you right now. Bye for now...

### Section 3

Two business studies students, Evelyn and Mark, preparing for a seminar presentation

- E Well I think the marketing of food would be a good topic. I read a very interesting article the other day about the Canadian food market.
- M Mm I suppose everybody's interested in food, even if it's trying NOT to eat. Why Canada? I know that's where you come from, but isn't it just all North America really?
- E No, that's why I thought this article was interesting. Although lots of US companies are well established in Canada, and vice versa, there are still subtle differences between the two markets. It says here 'the Canadian market is definitely not a northern clone of the US. I like that. And it says that if you understand these differences, it can have a big impact on successful food marketing.'
- M So I know that Canada has a big French-speaking population in Quebec, is this what they're referring to?
- E Not only French and English speakers, there are many different ethnic groups in Canada. It's really quite multicultural. For example Toronto has large Asian and Italian populations, and Vancouver's got a large Asian population too. And because Canada's population is small, these groups make quite an impact, introducing new styles of cooking. So you can see lots of unfamiliar vegetables and things in the markets and new restaurants are opening every day. It's great if you love trying out new foods, as many people do!
- M Which kinds of food are becoming popular?

- E Well some Asian food I'd say has been popular for quite a while like Chinese, but now South East Asian restaurants are becoming very fashionable. Then there's Mediterranean of course, such as Greek, Italian and so on, but Caribbean and Mexican food is really taking off among young people these days.
- M So are the supermarkets starting to stock the ingredients that are needed to prepare these foods at home, you know, all those unusual condiments and sauces?
- E Yes, that's right, it's quite interesting going to the supermarket isn't it, and noticing how they're introducing sections for foods of different nationalities - you can buy quite exotic products locally these days. The article mentioned that 80% of the Canadian retail market is controlled by eight major national supermarket chains, so that when they introduce changes they can happen quite rapidly.
- M OK well how are we going to organise this seminar then?
- E I made some notes on the trends in the Canadian market, about changing tastes and also patterns for *where* food is consumed. I thought maybe we could summarise it into a chart or table and maybe use the overhead projector to present it.
- M Good idea. Maybe I could have a look for similar trends and tastes in Australia and the UK, for comparison. Let's have a look at what you found.
- (Pause)
- E The most significant trend it seemed to me, was that Canadians are definitely interested in healthy food. For example, did you know that salads are the third most commonly eaten food in Canadian restaurants?
- M Really! What about organic food then, is that becoming more popular?
- E Yes, it's definitely moving into the mainstream, compared to a few years ago. And, a recent survey showed that 4 out of 5 shoppers said that they check the fat and nutritional information on the packet when they are deciding what to buy.
- M What other trends did you find out?
- E There's one change I noticed straight away when I was home last year, in the meat department. You know here the meat packaging says 'rump steak' or 'forequarter chops' and so on? Well they discovered that most consumers these days didn't know what to do with these roasts, and rounds and ribs, so the government approved a new naming system for cuts of meat, which is related to the required cooking technique.
- M What a good idea. I've never really understood the difference between sirloin, rump, round and all those names. So how many new categories are there?
- E Eight. There are three kinds of steak - for grilling, for marinating and for simmering, and then there's what they call 'quick serve' beef, for stir fries I suppose, and premium oven roast, oven roast, pot roast and stewing beef. It's a great idea isn't it? I hope it catches on here.
- M I agree! Any other trends that you thought were significant?
- E Well what's really interesting is what the article called 'mobile meals'. In other words more and more Canadians are eating meals away from home, but NOT just eating more junk food. They are projecting a 40% increase in snack food sales over the next three years and the growth is coming from healthy snacks - you know the ones that have less cholesterol and fat, such as muesli bars, health food bars and those types of

products. Apparently in the food marketing jargon they are called "nutritious portable foods" which means healthy snacks! The other major trend is that young people are doing more of the food shopping these days so marketing has to be aimed more at them, as well as more conventionally at the mother.

- M Thanks Evelyn, I think we'll have an interesting discussion about these trends and the comparisons with other English speaking countries. I'll see if I can get some information about them to compare with yours, and meet you on Friday to put it together.
- E See you then, bye.

### Section 4

A talk given by Doctor Miranda James and introduced by the President of Overseas Students' Association

Good afternoon everybody and welcome to the first in a series of talks we have arranged for the Overseas Students' Association this semester. Doctor James has very kindly agreed to speak to us today on the topic of public speaking, and judging from the large numbers of you here it is clearly a subject of great interest and relevance. Dr James.

Hello. It's good to see so many of you here and hopefully what I'm going to tell you will be useful to you both here at the University and in your future employment. Many people avoid speaking publicly, by which I mean in front of say 10 or more people, not because they lack the ability but mainly because they lack confidence which is really only due to lack of practice. Today, as a consequence of the influence of television, audiences expect speakers to be relatively brief and to the point, in addition to being well informed and interesting or entertaining.

Probably the most important part of public speaking is what you do beforehand, by which I mean preparation. This includes practical details such as knowing precisely what your topic is and exactly how long you are expected to talk for. You should also plan the content thoroughly. A good strategy is to write out the content as you intend to say it and then make brief notes, preferably on small cards, which you use to talk from. This way you sound more natural, you incorporate pauses while you look at your notes and you can then look at your audience while you are speaking. Never read your speech without looking at the audience. Eye contact is a very important part of communicating with an audience: so deliberately move your head and look around at your audience. Pauses are important as most people when they are nervous tend to rush through their speech.

Practise speaking slowly, this gives you more time to pronounce your words correctly. It's always easier for your audience to listen to someone whose speaking is clear and calmly paced so that they can understand the ideas being explained. And the bigger the group the more slowly you should speak. Remember to project your voice, speaking clearly to the person furthest away from you. It's a good idea to rehearse and record yourself. Pay attention to your intonation when you listen to yourself. It's even harder if you are speaking in a second language I would imagine, but there's nothing worse than listening to a flat monotonous voice, so try to vary your tone and rhythm. This will add meaning to your words. Lastly, pay attention to both your posture and your gestures. A confident person stands (or sits in a small group) with their head up, chin out and shoulders back. Try to avoid scratching or fiddling with your hair or beard, or pens, jewellery and so on. These movements can distract and irritate your audience, yet you may be unaware of

them yourself - another reason for rehearsing, preferably with feedback from a friend, or better still on video. I hope these few tips will make your experience of speaking in public a little easier - remember 'practice makes perfect'!

## LISTENING TEST 2

### Section 1

A conversation between two first year university students and an officer from the Student Union Employment Service

- A Hi Bill. This is my friend Charlotte. She's doing first year Science too.
- B Pleased to meet you Charlotte. Annetta told me you want some part-time work. Now I just have to complete your details on the computer...um...what's your surname?
- C Johnstone
- B with an 'e'?
- C Yes...J-O-H-N-S-T-O-N-E
- B I know that you live in the Heathfield Street student residence, but I can't remember the street number there.
- C It's 126.
- B 1-2-6... good. And the phone number?
- C Well actually I never give people that number because sometimes nobody answers or they forget to pass on the messages; so I bought a mobile phone yesterday, but I can't remember the number. I think its 0414 847 748, I'll just check, ..... no, sorry, not 748 its 749.
- B 0-4-1-4 8-4-7 7-4-9?
- C Yes that's right, I must try and remember it.
- B And what sort of work are you looking for?
- C Well anything really I suppose, though it depends when it is. I'd rather work during the day if that's possible.
- B How many hours a week were you thinking of?
- C Oh I'm not sure, maybe about ten. But I need to keep at least two days a week free for study.
- B Do you have any work experience?
- C Not much, though I used to help in my Uncle's shop when I was at school.
- B OK Well I'll put it in, but we don't usually get shop work. What about gardening?
- C I'd rather not, everything I touch dies! What other kinds of work are there?
- B Well there's a lot of demand for house cleaning, fast food preparation and kitchen work and pizza delivery, if you've held a driving licence for twelve months.
- C I'm not sure. Can I have a look at the vacancies while you talk to Annetta?
- (Pause)
- Charlotte looks at the vacancies while Annetta talks to Bill.
- A Bill, I'd like to change my job.
- B You're at the Hamburger Express on the High St aren't you? What's the problem?
- A Well I never know what hours I'm going to work. I start at 7pm and I'm supposed to finish at 11pm but sometimes they keep me until 2 or 3 am.
- B Yes that is a bit late if you have to make a 9am lecture the next day!
- A And the other thing is the pay. They're supposed to pay me on Thursdays, but they never pay me on the correct day, often not

until Friday or Saturday. A few weeks ago I had to wait until Sunday! They said their son was sick so they couldn't get to the bank, but they're always making excuses.

- B Yes that doesn't sound too good. Would you be interested in pizza delivery? You need to have a driving licence.
- A Yes I've got a licence, but I think I'd like to change from working in the evening. Are there any day jobs available?
- B Well as I told Charlotte there are several cleaning and gardening vacancies.....er... and this childcare job that just came in this morning. Do you like children?
- A Yes I do actually. What's the job?
- B Let's have a look. 'Collect the boy aged four from kindergarten at three pm. Pick up the other two girls, who are aged six and nine, from the primary school at three fifteen.' You take them home and look after them. The parents will be home by seven.
- A That sounds quite good. What about the pay?
- B It's the same as you're earning now, four hours a day, Monday to Friday, so twenty hours a week. You need to contact Mrs. Alicia Thompson. Her phone number is 9104 5629, and she lives in Springfield.
- A I've never been to Springfield. I hope I don't get lost.
- B Don't worry, it sounds quite straightforward. Let's have a look at the street directory. The Thompsons live here in Tulip St, number 252, so you catch the 631 bus, get off here next to the Post Office in Daisy Terrace. Walk past the Post Office to the corner, and on the opposite corner is the kindergarten. Then walk down Daffodil Place and cross over to the Primary School. Then keep going down Daffodil Place to the corner and turn right into Tulip St.

## Section 2

An Overseas Student Officer talking to some new students about arrangements for an excursion to Ironbridge, in England.

Hello everyone, my name is Pamela Sutcliffe and most of you already know that I'm the Overseas Student Officer here at Salopian Technical College. Next Tuesday, the 28th September, we have arranged an excursion for all new students, to the important historical town of Ironbridge. We are hoping you'll all come because not only is the history of Ironbridge very important and interesting, but also an excursion like this is a relaxed and fun way to get to know each other.

Ironbridge is about fifty-five kilometres from here and we'll be travelling by the college bus which holds 40 people. If there are more than that we'll bring a couple of staff cars as well, though I might ask you to indicate on the list if you have a car and would be willing to take a couple of passengers. The list I'm referring to is up there on the student notice board, and if you would like to come on Tuesday would you please add your name as soon as possible. By the way could you please print your name clearly - I know some people have wonderful signatures but often I'm afraid I can't read them which can cause problems. So if we need extra transport and you could bring your car, can you tick the 'car' column next to your name? Could you also add your student number and your telephone number, just in case there are any last minute changes and we have to contact you.

The other information I need to give you is about lunch. There's a very nice little restaurant in Ironbridge, which gives a 15% discount to the college when we bring groups. That means lunch is only about £4, and they do good vegetarian meals too, so it's usually no problem for those of you on special diets. But if you

prefer to eat your own food that's fine too, either on the bus or in the park. But I'd encourage you to try the restaurant.

Now talking of costs I should tell you that the bus will only cost you £10, and if you bring your car we'll pay for the petrol, so you get a free trip in return for driving there. Will you please sign up by Saturday at 6pm at the latest, the list is closed after that. We will depart at 9.30am sharp on Tuesday morning, so please make sure that you arrive at least 15 minutes before so that you can find a seat and get settled on the bus.

(Pause)

The college bus garage is behind the engineering workshop. It's quite easy to find. If you come here to the Student Union building, then walk east down the Avenue until you get to the childcare centre on your left, and then turn left and walk past the sports centre and the tennis courts, which are both on your left. Cross over Central Square and opposite you is the engineering workshop. Walk around to the back and you'll see the bus.

Please wear comfortable shoes as we'll be walking around Ironbridge and be on our feet for most of the day. Wear a warm jacket and you might like to bring an umbrella and a backpack to put them in if the weather's warm and sunny, which we hope it will be, but of course we can't guarantee that! Certainly bring your cameras and any snacks or drinks for the bus journey there and back, which should take about an hour and a half each way. You should all check the notice board on Monday and we'll also put a note in your mailbox to confirm arrangements, so don't forget to check it.

Now why are we visiting Ironbridge? Well Ironbridge (as the name suggests) has got the original iron bridge - that is the first ever iron bridge in the world! It was the birthplace of the Industrial Revolution, and for 40 years it led the world - as Britain changed from an agricultural society into an industrial one. It's hard to imagine today that this pretty, sleepy little tourist town was one of the most important places in England for over a century. Just imagine, 200 years ago, people from all over Europe and even North America came to Ironbridge to learn about what was then the latest technology! Today it is listed as a World Heritage Site by the United Nations, as they consider the unique collection of industrial monuments rank it alongside the Grand Canyon, the Pyramids and the Great Barrier Reef. One place that's fun to visit is Blist Hill, which is a reconstruction of a small Victorian industrial town, where people are working and living as they did a hundred years ago. I hope you'll enjoy the day - it's been a very popular excursion in previous years, so I'm looking forward to going again next Tuesday. Now don't forget to put your name on the list as soon as possible.....

## Section 3

a group of students, Henry, Jo, Nancy and Gordon, discussing changes to their work experience placement arrangements

- H Look there's the notice that Professor Jones told us he'd be putting up confirming the details of our work experience placements.
- J But I thought that was already arranged.
- H No, he said he'd have to check with the companies that the days we preferred were OK for them - let's see if any have changed. Theresa's not here today, but her name's first - it says the Uni Bookshop, Friday mornings, starting on the 23rd March, so nothing's changed. I'll let her know.

- Jo What about Manuel? He's not here either. Is he still going to the music store in the High St?
- H If it's Mainly Music, yes he's still down for that, on Friday afternoons, starting on the 9th.
- Jo Um.. the day's different - it's changed from Tuesday mornings, but that's OK, I'll tell him. He'll really enjoy listening to music all day!
- H Now where's my name....Henry....here it is....I'm going to The Beauty Shop, and I said I preferred Thursday afternoons...oh good, that seems OK and my start date hasn't changed either. Jo, what day did you opt for?
- Jo I'm going to Highway Hotels on Monday mornings.
- H Yes that's OK...and...starting on Monday 12th March?
- J Oh has that been changed? OK I was scheduled to start the week before, I'll just make a note of that.
- N What about me, Henry? Have I still got the Explore Travel Service on Wednesday mornings?
- H Just a minute, where's your name? Uh let's see .....Nancy. OK here it is. Explore Travel on Wednesdays, yes...but afternoons and starting date is Wednesday 14th March. Has the date changed?
- N No not the date, just the time, which is fine - I'll get to sleep in!
- H You lazy thing Nancy! Chris's name is next on the list. Gorgeous Gowns Fashions, what a name!
- N Yes it sounds good, doesn't it? I'm hoping he'll bring me some free samples! So has he still got Wednesday mornings?
- H Yes, Wednesday mornings, starting on the 14th March.
- N OK, I'll tell him when I see him tonight that his arrangements haven't changed.
- J Gordon, what about you?
- G I chose that software company that makes computer games, I can't remember its name, but I asked for Tuesday afternoons.
- J Oh yes, here it is Games to Go on Wednesday mornings...there's a note here saying they have their weekly staff meetings on Tuesday afternoons, so that wouldn't be much use to you. That's why they've changed it to Wednesdays, starting on 21st March, so you can see their working set up.
- G OK I'm glad they've changed it. I don't think I'd want to sit through a meeting every week!
- (Pause)
- Can someone remind me what time we have to get to our placement in the afternoons?
- J It says here "mornings start at 9am and afternoon sessions at 1pm".
- G Oh that's a shame. I thought Professor Jones was going to change it to 9.30am and 1.30pm.
- J Yes he did say that he'd try to make it later, but obviously that wasn't possible.
- G By the way, just in case, what happens if we're ill or something and can't make it? Do we phone the college or the place we're going to?
- N I think we have to phone the company first and then the college. Didn't you get the information sheet about work experience at our last seminar?
- G No I missed it because I had to go to the dentist. What else did it say?
- N Well we have to do a total of 24 hours altogether, so if we miss one of the arranged sessions we have to organise another time to make up the hours. And he gave us details of the presentation we have to give, about our work experience.
- G Oh really, what do we have to do?

- J In week 10 we each have to give a presentation to the class about the company we've been with. It's 30% of our final mark for this subject, so it's going to be a lot of work!
- N Yes he's expecting us to do a lot of research while we're there, so that we can outline the history of the company, its management structure, number of employees, other branches etc.
- J And he said we should use lots of visuals such as diagrams and flow charts during the presentation.
- H Yes, and we should also include what we did each week, the different departments of the company or positions that we observed, and try to relate what we saw to our studies so far. He gave examples like management style, accounting systems, information technology, and so on.
- G You were right. It sounds like lots of work!

## Section 4

A talk from a member of the Conservation Society about 'green cleaning'

Good morning everyone. It's a pleasure to be here as a representative of the Conservation Society, to talk to you about "Green Cleaning", in other words about ways you can help to save the environment at the same time as saving money. I'll start with saving money - as we're all interested in that, especially students who are living on a tight budget. Probably none of you has sat down and calculated how much you spend on cleaning products each year - everything from dishwashing detergent, window cleaners and so on through to shampoos and conditioners for your hair, and then those disasters - products to get stains out of carpets, or to rescue burnt saucepans. I can see some nods of agreement, even if you don't spend a lot of time on housework you'd end up spending quite a lot of money over a period of time, wouldn't you? We can save money on products and also use products which are cheap, biodegradable and harmless to the environment - these I will call 'green' products. Unfortunately most cleaning products on sale commercially are none of these, and many of our waterways and oceans are polluted with bleach, dioxins, phosphates and artificial colourings and perfumes. Also, think how many plastic bottles each household throws away over a year - they'll still be around in land-fill when you are grandparents! So we often feel there's nothing we can do to make a difference, but we can. The actual 'recipes' are on handouts you can take at the end of the talk: The sorts of ingredients I'm referring to are things like bicarbonate of soda, eucalyptus oil, ammonia, vinegar, lemons, pure soap. Lastly many people find they're allergic to modern products, so for all you asthma sufferers keep listening. Nothing in these recipes should cause you any problems, an end to itching and wheezing!

(Pause)

So lets start with spills and stains. Soda water is wonderful as an immediate stain remover: mop up the excess spill, don't rub but apply soda water immediately - its great for tea, coffee, wine, beer and milk - as is salt or bicarbonate of soda, which will absorb the stain - then vacuum when dry and shampoo if necessary.

While we are talking about disasters lets quickly look at some others that can be avoided. Bicarbonate of soda is wonderful for removing smells, especially in the fridge - an open box in the fridge will eliminate smells for up to three months. And those



terrible burnt saucepans? Either sprinkle with our good friend bicarb again and leave it to stand, or cover with vinegar and a layer of cooking salt.

Bring it to the boil and simmer for ten minutes, then wash when cool. Much cheaper than a new saucepan! Then there are heat rings on wooden furniture. Simply rub with a mixture of salt and olive oil, or for scratched furniture use olive oil and vinegar.

Now lets look at general cleaning - first the floors. If your floor covering is made of slate, cork or ceramic tiles or lino it probably only needs a mop or a scrub with vinegar in a bucket of water. Carpets can be shampooed using a combination of pure soap, washing soda, cloudy ammonia and some boiling water. You put a small amount of this mixture onto the mark on the carpet, rub with a cloth until it lathers and then wipe off the excess. A smelly carpet can be deodorized by sprinkling bicarbonate of soda on the surface, leaving overnight and vacuuming off the next day. Cleaning in the kitchen, bathroom and toilet. is the next section.....

## LISTENING TEST 3

### Section 1

A conversation between two students about buying a used car

- E Hello.  
J Hello. Can I speak to Elena please.  
E This is Elena speaking.  
J Hi. My name is Jan. I'm calling about the car that was advertised on the notice board in the student union building. Is it still for sale?  
E Yes it is.  
J Your ad says it's a 1985 Celica, in good condition.  
E It's old but it has been well looked after. My family has had the car for ten years. I'm just the third owner and my mother had it before me, so we know its history. We've got all the receipts and records. It's had regular maintenance and the brakes were done last year. It runs really well, but it looks its age.  
J Why are you selling it, by the way?  
E Well, I'm going overseas next month to study. I'll be away for at least 2 years so I have to sell it, unfortunately. It's been a good car.  
J You want \$1500? Is that right?  
E I was asking \$2000 but since I need to sell it quickly, I've reduced the price. Would you like to come and take it for a drive? I don't live far from the university.  
J Yes I'd like to have a look. What time would suit you?  
E Any time this evening is fine.  
J Well I finish classes at 6 o'clock. How about straight after that? Say 6:30?  
E Great! I'll give you directions. When you leave the main gate of the university, turn left on South Road and keep going until you get to the Grand Cinema. Take the first right. That's Princess St. I'm at number 88, on the right.  
J So it's 80 Princess St.?  
E No it's 88 Princess St. and the suburb is Parkwood. You'll see the car parked in front. It's the red one with the 'for sale' sign on it.  
J OK. Thanks, Elena. I'll see you later.  
E Bye.

(Pause)

Later that day, at the university, Jan meets up with her friend, Sam and tells him about the car.

- J Hi Sam!  
S Hi Jan! What's happening?  
J I'm glad I ran into you. I've decided I have to get a car.  
S You're going to buy a car? Do you really need one? I'd probably still be driving except that my car broke down last year. Instead of getting another one, I just moved closer to the university and went back to riding a bike - better for the environment, better for my health and I save a lot of money.  
J Did it really cost that much?  
S Well when you think of registration, insurance, rising petrol costs, parking, plus maintenance and repairs, it adds up.  
J I know it's going to be expensive but I really need my own transportation. It takes a half an hour by bus each way to university as it is. But now I'm working at night in the city. There's no way I want to hang around waiting for a bus late at night then walk 3 blocks home alone.  
S Hey, I think you've got a point there. So what kind of car are you looking at?  
J It's an 85 Celica, same kind as I used to have. The owner's asking \$1500.  
S That's pretty old. How many kilometres has it done?  
J You know, I forgot to ask. I'll have to check tonight when I go to see it. Would you be able to come with me to have a look? At about 6:30?  
S Sure I'll come, but I don't know a lot about cars. I do know one thing, though. I wouldn't buy an old car without having a mechanic look at it first.  
J That's a good idea but won't it cost a lot?  
S Not really. You can get a check done through the Automobile Association for \$80 and it comes with a report on the condition of the car. It can save you a lot of money in the long run.  
J I'll keep that in mind. So we have to get to Parkwood at 6:30. Do you want to take the bus? It goes straight down South Road every fifteen minutes. Or maybe we could walk. I don't think it's that far.  
S Actually I could borrow my room mate's motorbike for an hour or so. He's working all evening in the library.  
J Do you think he'd mind?  
S No way. He owes me a favour or two.  
J OK. Great! See you at six, outside the Student Centre.

### Section 2

A talk by a guide giving instructions to a group of international students, in Canada preparing for a whale watching trip

Hello everyone. Glad to see so many happy faces on this wild and windy day. Are you all ready to go looking for whales? I'm Tony and our other guide today is Dale. We'll be using these two rubber boats you see here and our trip today will take 3 hours. In a few minutes, we'll be heading into part of the largest temperate rainforest of the Pacific Northwest. I'll show you our route on the map here. This is where we are now. We'll be leaving the sheltered bay and heading out across the mouth of the bay toward the open water. As you know, last night there were strong winds in the area so we can't go out into the ocean as we had planned. Near the mouth, the water will be quite rough. That's where we are most likely to spot orcas or killer whales as they are also called. After crossing the mouth of the bay we'll enter the calmer shallower waters. This is where you look for grey whales. Then we will continue up this narrow inlet close to the shore. You will have a great view of giant fir and cedar trees that have never been logged. Here is the place to

watch for wildlife. You are likely to see bears along the shore and eagles in the sky overhead. Right at the back of the inlet, here, are the hot springs where we will be stopping for an hour. You can have a soothing soak in bubbling hot water before the return trip. I'll tell you a little bit about the whales now because with the noise of the wind and the engine you won't be able to hear much out there.

As we head out in the boat, we will probably see dolphins first. They are a grey colour and quite small - 1-2 metres long. They will swim right beside the boat, racing along and sometime jumping out of the water just ahead of us. They swim very fast, and they are playful and curious. They're really fun to watch.

The next ones we'll see are orcas or killer whales, which are actually members of the dolphin family. They are 7-8 metres long, very fast and they have sharp teeth. Some stay in these waters all year round. We identify them by the distinctive black and white colour. They feed mainly on salmon in these waters, but the orca diet can include seabirds, seals, dolphins and other mammals. They can be fierce hunters and this is why they are called 'killer whales'. We should start watching for them as soon as we get out towards open water. We're likely to spot the orcas from a considerable distance. Watch for the black and white marking and mist spouting from the blow holes on top of their heads.

Just outside the inlet is where we will probably see grey whales. The greys are migratory. They pass through here twice a year, moving from far in the north where they feed, to the warm southern waters where they breed. You're very lucky today because several have been reported in the area.

Unlike the orcas, greys are solitary, except when you see a mother with a calf. The grey whales are much longer and heavier than the orcas - 14 metres long and weighing up to 30 tonnes. The grey whales are filter feeders, gathering tiny ghost shrimp from the sand at the bottom. We recognize greys from their tail fins, because each one is different.

Once we find the whales, we'll come up as close as we can safely. We are allowed to approach the whales no closer than 50 meters but that feels pretty close when you are in the presence of animals this big. You'll see mist coming out of the blowholes when they breathe out and you'll hear a loud hiss. If we are downwind, we might even be able to smell them - a strong fishy smell.

(Pause)

Now for just a few words of caution. It will be quite bouncy out there, especially in the front of the boat. If you want a smoother ride, stay in the middle of the boat, close to the engine. Hold onto the ropes and keep an eye on any big waves. Be alert so you don't get thrown out of the boat. In case of an emergency, you are all wearing survival suits. They'll keep you warm and dry in or out of the water. They are bright orange for visibility. The water temperature is around 8 degrees. Without these suits you would only last a few minutes in this cold water. With these suits your survival time is increased dramatically. They will keep you upright in the water even if you can't swim. But we don't expect anybody to end up in the water so don't worry.

Now, are there any questions?

S I'm afraid of getting seasick.

Right, I was just coming to that. If you think you might get seasick, take one of these patches and put it on your arm, at the wrist, like this. It works on pressure points of the body and will relieve seasickness without the drowsiness you can get from pills. Are there any other questions?

Alright then, let's start loading up the boats. We leave in 5 minutes.

## Section 3

A student, Penny, talking to two friends, Ray and Louise, about a television competition Ray has entered, called 'Travel Documentary'

- P Hi. Haven't seen you two in ages. What have you been up to?  
L Hi Penny. Ray is really excited. He has just been shortlisted for 'Travel Documentary'. He could be off travelling around the world for 3 months.  
P 'Travel Documentary'. What's that?  
L You've never heard of it? Don't you watch TV?  
P Well actually no, hardly ever. Especially since I've started working on my thesis. I don't have time to breathe, let alone watch TV. So what's this all about, Ray?  
R Well actually its a competition run by Public TV. It involves my two great loves, travel and film making.  
P Is it that program where people are sent around the world making documentary videos? I have heard of it. Fantastic! So you've been chosen?  
R Not yet. I'm one of 34 selected for an interview next week so I've made it through the first cut.  
L Yeah, there were over 200 applicants from around the country. Pretty amazing heh?  
R Well, I've been lucky so far.  
P What's the next stage?  
R Thirteen are chosen from the interview to do a 4 week training course in documentary film-making. Then, the 8 finalists get sent off with a video camera to travel around the world.  
P Sounds incredible. What's the catch?  
R The catch is that every 2 weeks you have to send in a 10 minute video from a different part of the world. It's broadcast on TV along with the work of three of the other competitors and judged by a panel of experts and the TV audience. So you're under a lot of pressure.  
P Wow, I guess so. You mean, you're on television every two weeks?  
R Yep that's right. But first I have to be selected.  
L Do you have to have any film-making experience to apply?  
R Some background in photography or video-making helps but you're not supposed to be an expert. In fact you can't apply if you have already worked in film-making. We all get the same 4 week course so we start with the same skills.  
P Can you go anywhere in the world you want?  
R Each competitor makes up his or her own travel plans and has to get them approved.  
(Pause)  
L Have you talked with anyone else who has done it?  
R As a matter of fact just last week I met Sarah Price, a girl from here who did it last year.  
L What did she have to say about it?  
R She said it was the most amazing experience of her life but it was really tough at times.  
L I think you'd have to be really brave to take off like that alone with so much responsibility. It's not like going on a holiday, is it?  
R No. Two weeks in a country, often where you can't speak the language to find a story, film it, organise all the editing. Then you're off to a completely different part of the world to start all over again. Pretty exhausting, but exciting too!  
P What a way to see the world!  
L What about Sarah Price? Did she have any bad experiences?

- R She said the worst part was when she got some mysterious fever in Mongolia and thought she might have to be sent home. Fortunately it got better but she said it was scary to feel really ill when you're alone so far away.
- P So what made you want to apply?
- R When I saw the program on TV a while ago, I thought, this is for me. I've always wanted to travel but needed to work for a year before I could even think about it. Then, a new series started up. I thought now's my chance.
- L Don't you think you'll be lonely?
- R I don't think I'll have time to be homesick. I'm more worried about having too much to do and not enough time to get things organised.
- P So we might be watching you on television in the next few months.
- R I hope so. If I'm lucky!
- L When will you know for sure?
- R They choose the final eight in March. A month later you're on your way.
- L So do you have to pay anything?
- R Nothing. It's all paid for - course, camera, flights, accommodation and in-country travel. The budget is pretty tight though. No extras.
- P I sure hope you get it. Then I'll be finding time to watch at least one program on television every week.

## Section 4

A talk given by Kate Tomlin on the history of technology.

Our talk today in this history of technology series is about a feat of anti-engineering from the late 19th and early 20th century that is still very much with us today and that is linked with the history of the typewriter. It's the QWERTY keyboard. What, you might ask is QWERTY? Well, have a look at the nearest typewriter or computer keyboard. If you look at the top row, you will see that QWERTY are the first 6 letters. Did you ever think, when you were learning to type, about why the letters on the keyboard are distributed the way they are? Here's the story. It all has to do with the history of the typewriter.

Typewriters existed since the early 1700's, but the first commercially practical system came into being in 1873. The typewriter is one of America's greatest unsung inventions. While the telephone, automobile and airplane sped up communications and transportation, the typewriter did the same thing for the written word. But few people paid much attention, possibly because they were too busy reading what the typewriter had written about all the other inventions. The first typewriters had the keys laid out in alphabetical order, but this system had problems. Some keys that tended to be typed together were physically close. This made the typebars hit each other and get stuck. Typewriters in 1873 jammed or got stuck if the keys next to each other were hit in quick succession. To solve this problem, in 1878, the QWERTY keyboard was developed, spacing frequent letters away from each other, and therefore reducing the number of jams.

It was not specifically designed to slow down typists, as is generally believed, but the keyboard did create a built-in inefficiency for typists. The most common keys are scattered all over the keyboard rows, many on the left side. Right-handed people have to use their left hand, which is the weaker hand.

Typewriter technology improved, doing away with the original rationale for the QWERTY distribution, but the keyboard remained. In spite of its inefficiency, it is the keyboard we all use today. (Pause)

Already, back in 1932, there was a solution to the problem. Efficiency expert August Dvorak came up with a new keyboard layout. His home row consisted of AOEULDHNTS- which includes all of the vowels as well as the most commonly used letters. On this keyboard, over three thousand words can be typed using only the home row. In fact, 70% of all the work can be done on the home row, 22% on the row above, and 8% on the row below. The QWERTY keyboard allows only about fifty words to be typed without reaching for other rows. In addition, on Dvorak's keyboard, the right hand handles 56% of the work load and the left handles 44%, just about the opposite of the division on the QWERTY keyboard. This is an advantage for most right handers. The Dvorak keyboard, increased accuracy in typing by almost 50 percent and speed by 15 percent to 20 percent. How much labour did this Dvorak layout save? In one study, a group of typists was evaluated in the use of both keyboards. Those using the Dvorak keyboard moved their fingers just about one mile on an average day, while those who used the QWERTY keyboard moved their fingers an average of twelve to twenty miles!

The superiority of the Dvorak keyboard was clearly established. However, it has never been adopted as the keyboard of choice. Why? First or all, bad luck and bad timing on the part of the Dvorak team. First there was the Depression, not a good time for introducing change. But the main factor that worked against the Dvorak system was habit. People were used to the QWERTY keyboard. Computers today could easily switch the arrangement of letters to the Dvorak layout, but it seems that because of habit, the QWERTY layout remains dominant. People felt comfortable with the keyboard they learned on so it was the established patterns of hundreds of millions of typists, manufacturers, typing teachers and typewriter salespeople that have crushed all moves toward keyboard efficiency for over 70 years. It looks like QWERTY keyboard may be with us for a long time yet.

## LISTENING TEST 4

### Section 1

A conversation in an international airport between a newly arrived student, Jenny Lee, and an agent at the lost luggage counter

- A Ok, who's next, please?
- J I think I am.
- A How can I help you?
- J I just came in on flight 372 from Singapore at 11:30 and my luggage hasn't arrived. I've been waiting at the baggage claim for about a half an hour now and everything seems to have come off the plane. The conveyor belt has stopped and all the passengers have gone. So I came here to find out what has happened to my bag.
- A Can I see your ticket please?
- J Here it is.
- A So you came from Hong Kong today and changed planes in Singapore, right?
- J Yes the connection in Singapore was a tight one. The plane got in late and I had to rush to get to the next flight.

- A That's the problem right there. There wasn't enough time to get your bags onto the connecting flight. Normally Singapore airport is very efficient. Now, I need you to fill in these forms. Your name?
- J Jenny Lee
- A Address?
- J I guess you want my address here. I'm staying with relatives. Just a minute, I'll have to look it up. It looks like 583, no its 533 East 67th St. in Riverside.
- A Do you have the phone number there?
- J Yes I do. It's um 93014269.
- A So you came in on Qantas Flight 392. Do you know the number of the flight out of Hong Kong?
- J Let me see. I think it was Cathay Pacific 900 or something. Oh yes, it says here CX 912.
- (Pause)
- A Right. Now, I need a description of the luggage. How many pieces did you check in?
- J Just one.
- A Can you describe it for me? Here is a picture to help you.
- J OK. It's a big bag like this one. Rectangular - not hard shell but soft covered and it has a zipper around the front.
- A Is it black?
- J No, sort of a grey colour.
- A Any identification?
- J Just a tag with my name on it.
- A Any other features?
- J Well, it has wheels, and a retractable handle on the end so you can pull it, as well as the handle in the middle.
- A OK that's fine. Now, if your bag missed the connection, I'm sure it'll be put on the next flight. I'll email Singapore as soon as I finish here. The next flight comes in at 17:50, that's ten to six this evening. You can pick it up then.
- J Ten to six. That's too long to wait. Can I get my uncle to pick up the bag on his way home from work?
- A Sorry. You have to be here yourself to clear customs.
- J Of course. I almost forgot. Will the bag come here, to this desk?
- A Yes. You pick it up here, then take it over to the customs area. By the way, don't forget to bring your passport. You will also need to have the key plus your ticket with the baggage claim number on it.
- J Oh, OK. Guess I'll have to come back tomorrow then. It's lucky I packed everything I need for now in my carry on bag.
- A Yes that's always a good idea. Be prepared!

### Section 2

A recorded message about buying tickets from a booking agency

Thank you for calling ATS Advanced Ticketing System, the call system for all your entertainment needs. Our automated telephone service is designed to answer your questions quickly and easily. The ATS office in the Regency Theatre is open Monday to Thursdays from 10am-5 pm and on Friday and Saturday till 8 pm. For online bookings and detailed program listings check our website at www.atstix.com. That's spelled A-T-S-T-I-X. Please listen to the choices available. You may press your choice as soon as you hear it to get more information. For sporting events including the Weston International Tennis Classic, press 1.

For the Formula 1 Grand Prix, press 2.  
For classical music including the upcoming Philharmonic Orchestra series, press 3.  
For theatre and dance press 4.  
For other enquiries, please hold the line.  
(Pause)  
Ticket prices for the Formula 1 Grand Prix on the 10th-14th March are as follows:  
General Admission  
Thursday \$27 Concession \$10  
Friday \$37 Concession \$15  
Saturday \$55 Concession \$35  
Sunday \$70 Concession \$65  
Concession rates apply to children under 14 and to students, seniors and pensioners on presentation of a valid card.  
Grandstand seating  
Four-day tickets covering the 6 main grandstands cost \$299. However, Pit Straight tickets are \$350 and seats at the Chicane cost \$450 each.  
Children under 3 are admitted free to the general admission area and children under 14 are eligible for concession prices.  
Gates open at 8am Thursday and Friday and 7:30 Saturday and Sunday. Events begin at 9:00.  
Alcohol, ice boxes, cans, bottles and animals are not allowed on site.  
There are no refunds or exchanges.  
On each ticket a \$2.50 booking fee applies.  
To make a booking you must have a valid credit card.  
To listen again press 1.  
To make a booking or to talk to a ticket agent, press 2.  
You call is in our queue.  
You can expect to wait about 3 minutes.

### Section 3

A discussion among three students, who are organising an international film festival at their college

- C Thanks for coming to this meeting on such short notice, Anna and Veronica. It looks like we have just become the organising committee for this year's international film festival. We've all just met so perhaps we should start by an introduction with a bit of background from each of us.
- A OK. I'm Anna. I finished three years of a Languages degree in Sweden, where I come from. This year I decided to study overseas to get to know a different part of the world. I'm also a big fan of European cinema, especially French and Italian. Those are the languages I majored in along with English. To me, film is a great way to learn about the rest of the world. I was in the film club at my university so when I saw the notice asking for volunteers, I thought it would be a good way to meet people and get involved in something I really enjoy.
- V Thanks, Anna. My name is Veronica and I come from Italy. I'm doing graduate studies in English Literature. I went to some of the films in the festival last year and enjoyed them. I especially liked the video interviews. That was when I decided to get involved. I used to do film reviews for our student newspaper back home
- C Hi I'm Chris from Scotland and I'm in 4th year Journalism. Cinema is my hobby. Last year I joined the organising committee, just like you have now, and somehow, this year I've ended up in charge. I'm actually able to use my coordinating work on the festival towards a credit for one of my courses. I

have to write up a report on the festival with recommendations so that's an extra motivation for me. So I hope this is going to be a good experience for us all. OK. Where would you like to start?

- A How about a general overview of the festival? I don't really know much about it.
- C Well, the film festival was started by International Students' Society five years ago and has grown every year. It is held over 4 nights during study break, Wednesday to Saturday. Normally we show 3 films a night. Last year we tried to choose films from different parts of the world that fit together in some way. Maybe a similar theme. Or we could feature a type of film like action films or science fiction.

(Pause)

- A Who picks the films?
- C It's up to us, on the committee, to decide.
- V You mean we get to pick all the films ourselves? What a hard decision! There are so many to choose from.
- C Well that's the fun part. We have this catalogue of independent distributors. The films are listed by language and have a short summary. We just have to go through it to find a good combination of films that will attract an audience.
- A Veronica mentioned something about interviews. How does that fit in?
- C We set up cameras in the foyer of the theatre and did live interviews before, during intermission and after the screening. Anyone from the audience could come up and talk about the film. The broadcasting and journalism school set it up and ran the interviews. They were shown on big screens around the lobby and in the theatre. It went over really well. We had a long line up of students waiting to be interviewed on TV. Everybody wanted their minute of fame.
- A Great idea!
- C Yeah, it worked really well. We should certainly do something similar again.
- V Maybe even develop the idea further. Like a website with audience reviews and discussion so we can get as much participation and involvement as possible.
- C Hey that's a good idea!
- A Can I ask a question. None of the films are in English, right? Are they dubbed or subtitled?
- C Well, we do occasionally choose a film in English but only from unusual places where the dialect is so strong they sometimes need subtitles- like the Caribbean or even Scotland! The majority of films in the festival are foreign language, dubbed in English. We've learned from experience that students don't like reading subtitles. Maybe they read too much already. Whatever the reason the subtitled films get smaller audiences so we avoid them as much as possible.
- V So how large an audience can we expect and how much does it cost to get in?
- C It costs \$5 per film or a \$20 pass for the whole event - all 12 films for the real movie fan. We would have broken even last year except for a bad storm on the Friday night - we almost had to cancel the whole thing. But overall we had a good turnout - more than 2000 people in 4 days.
- V That's what I was wondering about - the financial part. Where does the funding come from? What kind of budget do we have?
- C The festival is subsidised by the student council. We generate money through advertising and through admission charges. We'll go over the budget in detail a little later. But we've got lots of work to do in the meantime.

- A I guess we have to start pretty soon.
- C Well, I think by the first of March at the latest, we need to select all the films. Then we have to find some advertisers to sponsor the event - that shouldn't be too hard. We'll just start with last year's list. Our deadline for that should be the middle of March. By the end of March we need to design the program. Then we can get posters made up and distributed in April.
- V Like you said, we need some clever promotion - something to generate interest and get people talking. We have 4 months to get ready. It should be enough time.
- C OK where do we start?
- A Let's start by talking about films - since that is the best part - and see what we come up with. What was the best film you saw last year?

#### Section 4

*A talk given by a lecturer to a group of civil engineering students on the reed bed system for sewage treatment*

Thank you for inviting me to speak to you today about what is now called the reed bed sewage treatment system. This system uses naturally occurring reeds to treat domestic and industrial waste. It's an environmentally friendly alternative to normal systems. You all know what reeds are like don't you? - those tall plants with hollow stems that grow in wet places... like marshes, for example.

Here's how the system works. First of all, an artificial marsh is created. To do this, holes are dug about 1 metre deep and usually rectangular in shape. They are then lined with clay or plastic and the liner is covered with gravel. After that, a system of tubing is laid, with holes in it and more gravel is added to cover that. Finally reeds are planted in the bed. The sewage is brought to settling tanks. From there it is distributed to the roots of the reeds through the tubing. Note that the waste material enters the beds underground and remains underground. The reeds conduct oxygen very efficiently through their stems to the roots system. Here, bacteria work to reduce the waste material to basic elements. What comes out of the artificial marsh is water that has been cleaned through a natural process. The purified water leaves the reed bed through a simple outflow pipe.

The water that comes out has to be tested. Sometimes it is held in a pond until it evaporates or soaks into the ground. Sometimes, after testing, the water is discharged directly into streams and rivers.

(Pause)

The reed bed system originated in Germany in the 1970s and installations have been built in a number of countries throughout the world. To give you an idea of the size and appearance of a reed bed installation, an area of 3 by 5 metres approximately would be adequate for a single house. It would look like a pond overgrown with reeds. There are cities with 150,000 people in Germany whose entire sewage treatment requirements are served by reed bed installations which extend for 10-20 hectares.

There are two wonderful environmental advantages. First of all, reed bed systems are natural composters. As time passes high grade soil builds up in the beds. The soil can be removed and used for agricultural purposes. Soil produced from waste containing heavy metals would, of course, have to be tested and the toxic material removed by chemical processes.

An additional advantage is that the reed bed can function exactly as a marsh, providing a healthy natural home or habitat for waterfowl and other birds, insects, reptiles and mammals. But there are practical advantages to a reed bed system over existing sewage treatment plants as well. At all levels the cost is lower than for normal systems. Labour costs are a fraction of the costs of a conventional system. Typically a large scale reed bed installation will cost 10% less than a mechanical system. They require little maintenance and unlike mechanical systems, the efficiency of reed beds increases over time.

But before we go any further, you must have some questions? Maybe this sounds too good to be true.

- S1 That's exactly what I wanted to ask. If these systems have so many benefits, why aren't they more popular? Why don't we see them everywhere?
- L As I said, the technology is now almost 40 years old. Demonstration projects of all types have been built and monitored and are slowly convincing regulators of the advantages of the system. But you have to understand that regulating authorities are by nature conservative and resist change. Typically there is a lot of opposition to these systems - by manufacturers, and by everyone involved in maintaining the conventional systems. Reed bed systems require fewer staff to operate so there would be a decline in the workforce. Therefore unions would resist the change as well.
- S2 What happens to reed beds in winter? Does the efficiency decrease?
- L The above ground part of the plants die back in cold weather but the roots remain alive and active and the system continues to work just as effectively in winter. As soon as the weather warms up new reeds appear and grow quickly.
- S3 Is there a problem with mosquitoes in these ponds?
- L Well, they are not exactly ponds, with standing water. The beds look more like a field, covered with long grass. The soil is moist but not like a swamp so there would be no more mosquitoes than in any other field. Remember, the effluent enters the beds underground and remains underground. OK let's get into some of the technical details now and I'll answer questions as they come up.

### SPEAKING TEST 1 ZSUZSO

#### Introduction

- I: Hello. I'm Jessie, and your name is.....?
- W: Zsuzso
- Zsuzso. And you're from?
- From Hungary.
- Hungary. And ... is this your identification?
- Here it is.
- OK. Thank you.

#### Part 1

- OK, first then, a few questions about you and your life. Let's talk about your family. Do you come from a large or a small family?
- A relatively large family, five members.
- Right. And do all your family live in the same town or city?
- No, I live in Australia and my family live in Hungary.
- Mm right. So how often do you see your brothers and sisters?
- Probably once a year.
- Do you have a lot in common with them?

Well we look the same, um I suppose our lives are little bit different however.

OK. Is it alright to talk about your friends?

That's OK.

Do you have lots of friends or just a few special friends?

I've got a few very special friends but er I do have lots of people I can call friends.

Uh huh and can you say something about one or two of your friends?

Well I've got a special friend called Pat er she always helps me through rough times. I've got another special friend, Gordon, who is also wonderful and we share lots of activities together.

What kinds of things do you and your friends do together?

We like hiking, going outdoors and visiting places and I suppose just even just go shopping.

Mm, are you a person who enjoys spending time alone?

Definitely not.

No?

Not at all.

OK. Let's move on to talk about travelling to other countries.

What other countries have you visited?

I have visited a few ... I came from Hungary then um I went to visit um most of the countries in Europe, America um some countries in Asia and Australia that's all.

Which other countries are you interested in visiting?

I suppose every country has got a lot to offer, um if a country has got good food and good people, I'm happy to go there.

Uh huh and what are some of the things that you don't like about travelling?

I don't like the inconvenience of the travelling itself, going, taking aeroplanes, and living out of suitcases. Probably these are the big 'no-nos' about travel.

OK.

#### Part 2

Now I'm going to give you a piece of paper with a topic on it. Please talk about the topic for 1-2 minutes, but before you talk you have about 1 minute to plan. You can write notes if you want to. Is that OK?

Yes that's fine.

Here's some paper for your notes and this is the topic:

Please describe a favourite shop or store.

### TOPIC CARD

Describe a favourite shop or store.

You should say:

where it is and what it looks like

what it sells

what you like to buy there

and say why you like the shop so much.

OK. Don't forget you only have 1 to 2 minutes for your talk so I might stop you when the time's up.

That's all right.

Ready to start?

Yes.

Yeah, I have to describe my favourite shop. It is very hard because I'm a 'shopaholic', so I've got many favourite shops. Amongst the many er favourites there is one special store, it's a department store called David Jones. I like shopping there because of the quality and variety of goods in the store. It is always an experience to shop there it's almost like a treasure hunt. I like shopping in an elegant and sophisticated environment um ... I can browse for hours in a depar..a different level, in the department store, in the food store, at the book store, at the fashion departments, er they're just all wonderful. During the Festive Season the shop transform into something magical, um which touches my heart even as an adult so I definitely have to say that I love shopping there.

**OK. Thank you. Um do your friends like to shop there too?**  
I think so, I converted them.

**OK. All right.**

### Part 3

**Now you talked about a shop that you liked, so let's talk now about some other aspects of shopping.**

**First, electronic shopping. What do you think of shopping on the Internet?**

Firstly I didn't like shopping on the Internet it somehow er took away the personal um touch from shopping; however I had to realise later on of the conveniences of electronic shopping um such as um if I want to buy a book which is available in America on-line, I can order it and within a week I can have it and read it and use it which is quite convenient.

**Yes and how do you think that using the Internet is going to affect shopping in the future?**

Um I suppose lots and lots of people nowadays working with the Internet or using Internet daily ... so it is convenient to shop on line, so probably more and more people going to use that. However, I think that might be just sort of convenient shopping because I believe for example to buy a chocolate bar is probably easier to pop into the corner store rather than order it on the Internet and wait for it for days.

**For sure, for sure. Why do you think that shopping has become so popular with young people now?**

I think the meaning of shopping has changed during the past decades... rather than having a sort of a gathering experience taking the necessary goods, I think it became a social activity. It is popular and ... to go with friends, you know, to try a couple of new clothes on, pop into the mall to see what's new and in the same time have a cup of coffee.

**Yes, so talking about consumer habits in general, um how are your parents' shopping habits, for example, different from your own?**

I should say very different. My father used to own a little deli in Hungary. They shopped every day, that was part of their lives. And um my time is so precious for me, I have to manage my time so I don't have time for shopping every day, so I go shopping every two weeks and I suppose it's helping my wallet as well, saving some money.

**Hmm. And speaking of wallets do you think in wealthy countries people buy too many things that they don't need? Definitely.**

**Is that the case in your country as well?**

I can't really speak about what...or talk about what's happening now in Hungary, as I left the country five years ago. However, um five years ago and earlier than that we used to buy just necessary things ... we had to make our mind up whether we would like to

buy a pair of shoes or do we buy a microwave so it wasn't a luxury to sort of shop every day, it was a necessary sort of making choices. I suppose was very hard but we had to.

**Right, OK. Well, that's the end of the interview. Thanks very much for talking with me and good luck.**  
Thank you very much.

## SPEAKING TEST 2 WEN (WAYNE)

### Introduction

**I:** Hello. I'm Claire, and your name is .....

**W:** Wen (Wayne).

**OK, fine. And you're from ...?**

Taiwan.

**Is that your identification?**

Yes, please.

**Thank you.**

### Part 1

**OK, first then a few questions about you and your life.**

Yeah.

**Let's talk about your family.**

**Do you come from a large or a small family?**

Well it's not large or ... it's not a small but it's just a medium one.

We got six members in my family.

**OK and um do all your family live in the same town or city?**

No, no they separate.

**Right. How often do you see your brothers and sisters?**

Well, usually I meet my brother three times a year and then I meet my sister once a year because of one of my sister now is living in Canada.

**Oh I see. Do you have a lot in common with them?**

Oh no I don't think so, especially in personality we are quite different, because one of my brothers is businessman.

**Right. Is it OK to talk about your weekends?**

OK.

**Are your weekends generally busy or relaxed?**

Oh, relaxed. Sometimes busy ... for my paper submission.

**Umm. What kind of things do you usually do at the weekend?**

Well, watching TV, because that will help me to improve my English, and er.. I play golf ..and er jogging.

**And what would you like to do in your time off if you could choose?**

I would like to play golf because here it's quite cheap to play golf.

**Do you ever go away on your days off?**

Sometimes, but most of time I..I just go to ci..city centre or I just go to beach.

**Right. Let's continue by talking about exercise and fitness.**

**(OK) What kind of outdoor activities or exercise do you like?**

Well I like er tennis I like play golf and er jogging.

**Are there any sports you don't like?**

No, I appreciate all kind of sports. For example, cricket. (yeah) then, for example, soccer.

**Do you think it's important to keep fit?**

Yes, of course it's very important to give me energy and to make me health.

**What are the best ways to keep fit?**

I think the best way is to make a specific time ...every day in ...for example in 6pm you have to go jogging and er if it's long time, that would become a habit.

### Part 2

**OK. Now I'm going to give you a piece of paper with a topic on it. Please talk about the topic for 1-2 minutes, but before you talk you can have 1 minute to plan. You can write notes if you want to. Is that OK?**

Yeah.

**Here's some paper for your notes and this is the topic:**

**Please describe an important year in your life.**

## TOPIC CARD

**Describe an important year in your life.**

**You should say:**

how old you were

what important things you remember from that year

where these things happened

and say why you think that year is so important.

**OK Don't forget you only have 1-2 minutes for your talk so I might stop you when the time is up. Ready to start?**

Yeah. Well I think the most important year in my life is when I study MBA degree in the univerth...in the university of Hull U..in UK. That experience give me culture shock, a real culture shock. I..noticed that um Mexican people speak Spanish and one of, I remember, one of my Spanish classmates she can't differentiation...differentiate Thailand and Taiwan. And er another experience is when I went to a British family in the Christmas holiday and that family ...didn't know where the location of Taiwan is and the family... they didn't have an idea about Taiwan. That give me a real sh.. culture shock because from the... American point of view, most of American or Canadian people they know the Taiwan situation. But, from the west from the European or from a British point of view they are not have the same idea. That.. so that really give me a culture shock. So I noticed that if we evaluate different issues we have to judge from the international point of view. That's very important for me right now.

**Thank you. Did you keep a diary, or something in writing, to remember that year?**

Oh, I didn't. That was very pity.

### Part 3

**OK. You talked about things you remember from an important year in your life. Now I'd like to talk about some general questions connected to memory and the past. How important do you think it is to know your family history?**

Well I don't think it's very important. Well... this, this probably because... my experience. If one family, one family is their history is doing business that would be important for the... for the other family, the other members of the family to learn how to doing business but for me the... the the study on... in the academic field is just work by myself so I don't think the family history would be very important for me.

**Umm. What are the best ways to keep a family history alive for...people, for future members of your family, do you think?**

Well you say the best way, (umm) oh well if this family has a glory history of course it should be learnt but er I have two academic vocabulary have to mention here, the one is 'learn' the other one is

'unlearn', which mean to learn a new things and unlearn the past success because the family history it's... it's a kind of past tense (mm) so people should learn new things and unlearn the past success that's would be better.

**And are you not curious about your history?**

No I don't think so because er...my family came from China but er most of my family didn't haven't ...gone to China so it's a, it's a not a big image for me to... to learn and or to learn something from that history

**Uhuh. Do you think it is important to study and understand the history of one's country?**

Yes of course, ... because history give us a lesson that um make us the same situation won't happen again.

**Yeah? What, for example?**

Well um ..for example,... in now there's a conflict you know between Taiwan and China. The separation is just only 40 years but um from that long term of view ... they are two very longest long period of separation in China. Each has four hundred years separation but finally the dynasty of China has been united.

**Ah. And why do you think studying history has become less popular these days?**

Well I think this is probably because of the education system, because most of the teacher they just ...cram knowledge into the brain of the students so they, students don't like history. It's because it's very boring.

**How do you think we could encourage young people to become interested in history?**

I think the teachers should ... teach the student from the longitudinal perspective to compare with the different dynasty, to compare with the different countries, that would be more interesting.

**And should they only learn about Chinese history?**

No, no of course not, it should learn all the history in the world, for example Af.. the present, the United States against Afghanistan. Most of people don't realise the history of, of the..Afghanistan.

**Uhuh, well it sounds very interesting but the interview has ended now so thank you very much for talking to me.**

You're welcome.



Stephen Slater  
Donna Millen  
Pat Tyrie

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