101

Helpful Hints for IELTS

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ACADEMIC MODULE

BY GARRY ADAMS & TERRY PECK

Practice Tests and Hints for IELTS

Listening • Reading • Writing • Speaking

☆☆ *fully updated for new IELTS Speaking Test format*

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INTRODUCTION

HOW TO USE THIS BOOK

STEPI

Read the Introduction "What is IELTS?" on page 5, so that you have a better understanding of what the examination is about and what is expected of you.

STEP 2

Complete Practice Test One under test conditions. Follow the instructions on page 85. Check your answers with the Answer Key on page 160. Check your ability using the Score Interpreter on page 162.

STEP 3

Use the Hints Section starting on page 11 to review with care any mistakes you might have made in Practice Test One.

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STEP 4

Complete Practice Test Two under test conditions. Check your answers with the Answer Key on pages 160 and 161. Check your ability using the Score Interpreter on page 162.

STEPS

Refer to the Hints Section again to review with care any mistakes you might have made in Practice Test Two.

STEP 6

Complete the more difficult Practice Tests Three and Four under test conditions. Check your answers with the Answer Key on page 161. Check your ability using the Score Interpreter on page 162.

STEP 7

Contact your nearest IELTS Administration Centre and fill in an application form to take the test. Apply only when you feel you have adequately prepared and are ready for the examination.

WHAT IS IELTS?

AN OVERVIEW

- The International English Language Testing System (IELTS) examination can be taken in over 100 different countries in the world. It is primarily designed to assess the readiness of candidates to study or train in further or higher education courses held in English at college or university.
- The examination takes 2 hours and 45 minutes to complete, and consists of four Sub-tests in the skills of listening, reading, writing and speaking.
- There are two IELTS test modules available - the Academic Module and the General Training Module. The results of the Academic Module may be used to determine a candidate's suitability for study at undergraduate or postgraduate level. The General Training Module is suitable for candidates wishing to continue their studies at diploma level only. The General Training Module is also used for immigration purposes to Australia or New Zealand, and for students who wish to complete their secondary education in an English-speaking country. The General Training Reading and Writing Sub-tests are less demanding than the corresponding Academic Module Sub-tests, but the Listening and Speaking Sub-tests are the same for both modules.
- It does not matter what subject you are going to study in the future - or have studied in the past - all students taking the desired module do the same test. You will not be tested on your specific knowledge of a subject; only your English language skills are assessed.
- You may write on the question papers, but you may not take the question papers from the examination room. All your answers must be written on the Answer Sheet provided.

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- You can apply to take the IELTS examination at any IELTS Administration Centre. For further details of your nearest centre, consult the *IDP British Council UCLES IELTS Handbook* or refer to the official IELTS website on the Internet: *http://www.ielts.org/centres.cfm*
- At certain IELTS Administration Centres it is possible to choose between a computerised version of the Listening, Reading and Writing Sub-tests (CBIELTS) and the usual paper-based version.
- You cannot pass or fail the IELTS examination. The university or college that you wish to enter will inform you of the overall IELTS Band Score they require for enrolment in the particular course you wish to study. Note that you may also need to achieve a minimum score in a particular Sub-test (often the Writing Sub-test).
- You will be given a mark between 0 and 9 for each of the 4 Sub-tests (there are no half marks in the Writing and Speaking Sub-tests). Your Overall Band Score is an average of the 4 Sub-test Band Scores, with fractional scores rounding up or down to the nearest x.0 or x.5 score (with x.25 and x.75 rounding up.)

Therefore, if you score	6.5	in the Listening Sub-test
	5	in the Reading Sub-test
	7	in the Writing Sub-test
and	6	in the Speaking Sub-test
Your total score is	24.5	

By averaging the scores (dividing the total score 24.5 by 4) in the example above, you would achieve an Overall Band Score of 6.0 (which is 6.125 rounded down).

- You will usually receive your results within two weeks of the date of your test.
- If you want to take the examination again, you must wait a minimum of three months, yet there is no limit to the number of times you can sit for the IELTS examination.

THE LISTENING SUB-TEST

- The Listening Sub-test takes 30 minutes: approximately 20 minutes to listen to the tape and answer the questions, and 10 minutes to transfer your answers to an Answer Sheet provided with the test booklet.
- The test consists of 4 sections, and you will hear the tape only once. There are 40 questions in total.
- The listening passages become more difficult as you progress through the test.
- Section 1 is based on social or life situations: for example, travel arrangements, visiting a new city, or making arrangements to go out. This is usually a conversation between at least two speakers.
- Section 2 is also based on social or life situations: for example, a news broadcast, or a description of college facilities. This is usually a passage with only one person speaking.
- Section 3 is usually based on education and training situations: for example, a group of students planning a project, or a tutor and a student discussing career options. This is often a conversation with up to four speakers.
- Section 4 is also based on education and training: for example, a lecture or a talk of general academic interest.
- Spelling is not important in the Listening Sub-test, except that you must spell words correctly when they are spelt out for you on the tape.

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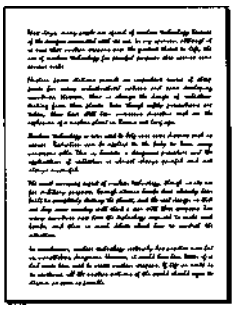
- Your answers need to be legible, that is, they must be able to be read. This applies to all the types of answers you give: letters, numbers and phrases.
- You write your answers on the question paper as you do the Listening Sub-test, and when it is completed, you have 10 minutes to transfer them carefully onto the Answer Sheet. Make sure that each answer is transferred accurately and is legible.

THE READING SUB-TEST

- The Reading Sub-test takes 60 minutes and is in 3 sections. There are 3 passages with a combined length of 1500-2500 words and a total of 40 questions.
- The reading passages become more difficult as you progress through the test.
- The passages are taken from journals, magazines, books and newspapers. All the topics are of general interest and are not specialised texts.
- The reading passages may contain diagrams, charts or graphs, and at least one passage will include an argument. If a reading passage contains technical or specialised words, a glossary is usually provided.
- The questions may come before or after the reading passages in the examination booklet, and instructions and examples are given at the beginning of a new group of questions.
- You must write your answers during the Reading Sub-test on the Answer Sheet provided.

THE WRITING SUB-TEST



The Writing Sub-test takes 60 minutes.

There are two writing tasks.

The first task will take approximately 20 minutes, and you are required to write a minimum of 150 words. The second task will take approximately 40 minutes with a minimum of 250 words.

For Task 1 you describe information that is presented to you in a graph, table, chart, diagram, or short piece of text. The description is usually given in the form of a report. You might have to compare sets of data, or use a set of data to support a given statement. Alternatively, you might be required to describe the stages of a process, describe an object, or explain how something works, or how it is used.

For Task 2 you are asked to write a formal essay or a report in which you might have to offer a solution to a particular problem, present and justify an opinion, compare information given in the question task, or evaluate and challenge a given argument.

In both tasks you must write in the formal academic style appropriate to the question task. You will also be marked on your ability to organise your writing, and on your choice of content within your answers.

The question tasks do not require you to have any specialised knowledge of a particular subject.

THE SPEAKING SUB-TEST

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The Speaking Sub-test takes between 11 and 14 minutes.

The Sub-test consists of an interview with a trained examiner, and is recorded on a tape recorder. However, this recording is made to assess the examiner and not the candidate.

There are 3 parts to the Speaking Sub-test.

Part 1: you answer questions about your home life or family life, work or study, your interests and other familar topics of a general nature to reveal your background. *(4-5 minutes)*

Part 2: you are given exactly 1 minute to prepare yourself to talk about a particular topic. The instructions to guide your talk are written on a card given to you by the examiner. Your talk should last for 1 -2 minutes. The examiner will ask one or two questions at the end. *(3-4 minutes - including preparation time of 1 minute)*

Part 3: you have a discussion with the examiner based on themes connected to the topic given in Part 2. This part of the test requires discussion of more abstract ideas. *(4-5 minutes)*

The interview is then closed and the Speaking Sub-test is completed.

Most of the questions asked in the Sub-test are scripted; they come from a bank of questions prepared by the test authorities. These questions are being continually added to and updated.

The Speaking Sub-test Band Score is calculated from a comprehensive checklist of speaking skills in 4 distinct areas of ability:

Fluency and Coherence	Lexical Resource
Grammatical Range and Accuracy	Pronunciation

(See Speaking Hint 85 on page 74 for an explanation of these skills.)

Ten Myths' about the IELTS Test

* Commonly held beliefs which are untrue!

1. The JELTS test is more difficult than other English tests.	Welt, no. The IELTS test is not necessarily any more difficult than other tests, but not all tests assess the same skills. The IELTS test will certainly challenge you because the training course you are considering will be tough, too.
2. 1 can choose which module of the IELTS test 1 wish to take.	Not quite. If you want to do a degree course, you MUST take the Academic Module. The General Training Module is for diploma level courses and immigration purposes. But it is true that the IELTS test module you take is determined by the choices you make about your future.
3. The IELTS tests are different in various parts of the world.	No. There are many *versionscA* ttietest, andatanygiven examination there may be a different version being given *at* a centre. However, IELTS is a standardised, global test.
4. 1 can get a better score at some IELTS testing centres than at others.	Absolutely not. IELTS officials use many means to ensure standardisation of Band Scores throughout the world. Of course, it could be true that taking IELTS in an English-speaking country is beneficial, but only because you are being exposed to English every day.
5. 1 can only take the IELTS test a total of 3 times.	Not true. You can take the IELTS test as many times as you wish, but you must wait three months before you take the test again. This is the minimum time considered necessary to *improve upon your Overall* Band *Score.*
6. 1 can successfully study for the test by myself.	We do not think so. The authors realise that every student has his or her own particular study method, but to *prepare* effectively for *the* IELTS test you should *get* professional advice from atutor, either in a class or privately. You should also realise that General English Course practice is useful in addition to a specialised IELTS Course.
7. To get a good result in the IELTS test 1 should do as many practice tests as possible.	Really? Achieving a satisfactory Overall Band Score is the result of a number of strategies, not o1 justtaking practice tests. And, definitely, if you do a practice test, you must work out why you made each and every mistake; otherwise you are missing out on valuable 'learning' time.
8. The Listening Test is the most difficult of the IELTS Sub-tests.	Many students believe that one particular Sub-test is more difficult than all the others. Of course, all *they are realty* sayingisthattheyneedextrapracticeinthatskillarea. Sorry, it is a myth.
9. If 1 don't think my score is accurate, there is nothing 1 can do about it.	If you have received a Band Score *that is clearly an error,* you have the right to have your test papers and speaking assessment re-evaluated. But remember that this process costs extra, and the second set of Band Scores is official, even if one *or more of these scores is lower than before.*
10. If 1 get a good score, 1 can use it as proof of my ability at any *time in the future.*	Not at any time in the future, no. There is a time limit on the usefulness of the Test Report Form which you receive *after having taken the IELTS test. This period is about two* years, providedyou can prove that you have maintained your English.

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101 HELPFUL HINTS

USING THE HINTS

There are two ways to use the hints in this book:

1. Read the hints before you attempt the Practice Tests, preferably in the order they are written, to prepare yourself for the various types of questions you might be asked.

or 2. Refer to each hint as you check through the Practice Tests after you have taken the tests under examination conditions.

The Practice Tests are written with a key UP™™*1 at the top of the outside margin of most pages which tells you that the numbers in the margin below that key and next to a question refer to the 101 Helpful Hints. Multiple hints separated by a dot indicate each hint is relevant. A hyphen between two hints indicates that all the hints between those two hint numbers are relevant to a question:

i.e. 8 indicatesareferencetoHint8:"READTHEINSTRUCTIONSCAREFULLY".

i.e. 22-46 indicates both Hints 22 and 46 are relevant,

i.e. 11-15 indicates all the hints from 11 to 15 are relevant.

Note that questions with a hint number in bold italics next to them in the margin have a hint specifically linked to that question:

i.e. 20 indicates a specific reference vs made for the question in Hint 20.

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Hint numbers shown in normal print indicate that the advice given is generally applicable to the question.

References to the "Quick Punctuation Guide" (Writing Hint 59), and to the "10 Point Grammar Checklist" (Writing Hint 65), are given with a superscripted number to the right of the hint number. The superscripted number refers to one of the numbered points made in that section of the hint:

i.e. 59 refers to (Writing) Hint 59, point number 6.

At the end of each set of questions in the Practice Listening and Reading Tests, a check guide is given, referencing certain hints that assist with checking your work:

i.e. check 11- 15 ... indicates that Hints 11 to 15 contain advice about checking that section of the test.

Similarly, an overall check guide is given at the end of each Sub-test:

i.e. overall check ... indicates these hints assist with checking the entire Sub-test.

Blanks	11
Grammar	12 &65
One Answer	13
Spelling	14
Legibility	15
Punctuation	59

There are four icons used throughout the Hints Section and in the Practice Tests themselves: The icons are used to indicate sections of Dractice for the Listening, Reading, Writing, and Speaking Sub-tests.

IELTS TEST - BASIC HINTS

BEFORE THE TEST

1 CHOOSE A REALISTIC AND ACHIEVABLE GOAL

To obtain a satisfactory IELTS Band Score, it is necessary to be realistic. If the goal is to reach a certain level of English proficiency, success can only be achieved with much practice. It is important to know what an IELTS score in any of the Sub-tests means before you set yourself a goal. An outline of the Overall Band Scale levels is given below:

9	**Expert User**	-Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	**Very Good User**	- Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	**Good User**	- Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	**Competent User**	- Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	**Modest User**	- Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	**Limited User**	- Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	**Extremely Limited User**	- Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	**Intermittent User**	- No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and -written English.
1	**Non User**	- Essentially has no ability to use the language beyond possibly a few isolated words.
0	**Did Not Attempt The Test**	- No assessable information provided

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It takes three months of regular intensive practice to improve by one overall Band

2 FOLLOW A REGULAR STUDY PLAN

Set aside the maximum number of hours you can spare each day to practise English for all four Sub-tests. Do not concentrate only on your weakest areas. Be regular in your practice, and give yourself a rest between tasks. Take at least one day out of your week to rest and forget the test completely. The secret of success is to work towards your goal slowly, steadily and regularly.

Take every opportunity to listen to English whenever and wherever you can. Watch TV programmes and films, listen to radio programmes and English language tapes - even songs in English on tape. Have as many conversations with native English speakers as you can, and practise in English as often as possible with your non-native English-speaking friends.

Try to read texts in English at least once every day. You should always be in the process of reading a book in English - a page or two each night before bedtime is an excellent plan. Read newspapers, magazines, and novels written for your English level (available from good language bookshops). Academic Module candidates should obtain academic articles, if possible. Always carry English texts with you, so you can read when you have spare time that would otherwise be wasted.

Do not worry about understanding every word. Read some articles in detail and some for speed.

3 INCREASE YOUR PERSONAL SPEED

In the IELTS test, time is your enemy. Candidates who have taken the test and did not perform as well as they had hoped often complain that they were unable to give all the answers in the Listening Test because the tape was too fast, and that they ran out of time in the Reading Test.

To begin with, do not worry if you do not finish the tests. Remember, the test is designed to measure candidates over a range of scores from 0 to 9 (0 indicates the test was not attempted). Candidates whose English is near perfect can expect to score 9, but even native English-speaking people would be unlikely to complete every Listening Test answer perfectly or finish the Reading Test a long time before the examination ends. Remember, the test is meant to be challenging.

The IELTS test measures many aspects of your English ability including the speed at which you listen, read, write, speak, and think in English. Your personal speed is not something which changes a great deal from day to day, but does change considerably over a longer period of time, as a direct result of practice in working with the English language.

Your personal speed and ability in the 5 areas previously mentioned is pretty well fixed at any given time. The official IELTS Band Scores you receive are extremely accurate, since each test is trialled extensively to achieve standardised results for candidates at all English levels. Nonetheless, there are certainly many things you can do, before and on the day of the test, to help maximise the use of your time and give yourself the best chance of success.

Consider the following situation: although a racing car cannot go faster than its maximum speed, the race can still be won, and its maximum speed maintained for longer, if an expert driver is at the wheel. An expert racing car driver will:

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(before the race) ... spend a great deal of time practising at the wheel before race day
... visit the track so that he or she knows where to go and what to expect
... get enough sleep before the day of the big race
... eat a good breakfast on race day morning;

(during the race) ... check his or her watch constantly to monitor the car's progress
... keep moving along the track and not get stuck on a bad corner
... breathe long and deeply to relax and keep the oxygen going to the brain
... drink water (but not too much!) when the car is at the pit-stop.

The Listening, Reading, and Writing Tests are given in that order, and are usually held on a single morning. The combined length of those three tests is 2 hours and 30 minutes. (The Speaking Test is conducted at an appointed time in the afternoon.) Only one short break is given between the Reading and Writing Tests, so you need to be at your best for a long period of time, which is why you must sleep and eat well before the test. The hints and guidelines in this book should help you achieve your "maximum speed". The more effort you put in, the faster your personal speed will be on the day. (See also IELTS Test - Basic Hints 1 and 2.)

4 INCREASE YOUR SENTENCE READING SPEED

The faster and more accurately you read, the more questions you will be able to answer. In all the tests, the instructions, the example, and the questions themselves need to be read quickly, and must be well understood in order for you to have more time to find the answers. It pays to increase your overall reading speed. (See also Reading Hint 41.)

To increase your reading speed, you must learn to read in **groups of words** that form logical units of thought within sentences. Look at the following sentence:

Britain has been a popular choice for thousands of international students over many years.

Notice how you can think of the sentence as being made up of 3 main parts:

1. **Britain has been a popular choice** (What and where?)
2. ... **for thousands of international students** (Who for?)
3. ... **over many years.** (When?)

Note also, that in this case (and many others) all the phrases answer **wh/how questions.** It may be helpful at first to think of wh/how questions when trying to read in phrases.

If you read each word in a sentence one at a time, you will read very slowly and most likely misunderstand the meaning of much of what you read. So read your sentences in phrases by considering all the words of a phrase as a single unit.

Notice how much quicker it is to read the sentence, and how the meaning of what you say is more clear. Practise reading in phrases everyday. Look ahead on the page as you read, and always aim to find logical places in the sentences where phrases begin and end. Note also that there is often more than one solution as to where the logical breaks between phrases occur within sentences.

Read faster by reading words in groups that form logical units of thought

5 DEVELOP A MEMORY FOR ENGLISH

In the Reading Test, it pays to remember as much as you can of what you have just read, but at least the words can be read again. However, in the Listening Test you cannot go back, and the tape is only played once. If the answer comes before the keyword/phrase, your memory of what you have just heard is even more important. Nevertheless, the answer usually follows the keywords/phrases that you hear, and is close in time to the main keyword/phrase you are listening for. (See also IELTS Test - Basic Hint 9.)

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To improve your "English memory", try the following exercise. Using the pause button on the tape recorder, repeat the sentences spoken in the passages on the audio cassette tape that comes with this book, **gradually increasing the length of what you repeat.** Do not worry about repeating the exact words. Simply aim to remember more of what you have heard.

DURING THE TEST

6 MANAGE YOUR TIME CAREFULLY

The Listening Sub-test

The tape is heard once only, and the questions are answered as you listen. Time is, therefore, managed for you, but you have a short period of time after each passage is heard to check your work.

Do not use this time to transfer your answers to the Answer Sheet because you are given 10 minutes at the end of the test in which to do this.

The Reading Sub-test

An advised period of time is usually given in which to complete each of the three sections of the test. **Keep an eye on the time** as you progress through the Reading Sub-test, and as you complete each question group. Make sure that you stop answering questions when the advised time is up. Move on to the next group of questions even if you have not finished those questions. If you do not, you will probably not complete as many questions as you could. Remember that **you** are in charge of managing your time in the Reading Sub-test.

7 THE GOLDEN RULE OF IELTS

The Golden Rule is **"Always give the monkey exactly what he wants".**

If a monkey asks for a banana, you must give him a banana and not an apple. In other words, your answer to a question must be exactly what is required. You must be quite sure of the type of information you are asked to give as an answer, and what you must do with that information to give an accurate answer.

You might think that this advice is too simple to be worth remembering. It might seem obvious that you have to do what the test asks you to do and give the answers the test asks you to give. Yet failure to remember and apply the Golden Rule is one of the main reasons why candidates do not score as well in the test as they believe they should. Read the questions very carefully.

Know the type of information the test asks you to give:

Is the answer a method of transport? ... a person? ... a place? ... a number?
If you know, you have a better chance of giving the correct answer.

Know what you have to do with the information:

Do you have to complete a sentence, or fill in the missing words in a sentence?
If so, your answers must, therefore, be grammatically correct within that sentence.

Do you have to provide an answer with no more than a maximum number of words?
If so, your answer must not contain more than that maximum number of words.

Do you have to name two items that you must hear on the tape, or find in a reading passage?
If so, your answer must contain two items only; three items would be incorrect.

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Always know exactly what type of information you need to give and what you have to do with it

8 READ THE INSTRUCTIONS CAREFULLY

Candidates who do not read or listen to the instructions carefully may believe they are saving time, but the instructions contain vital information which must be understood in order to answer correctly.

- The instructions may contain information about the passage topic which helps to predict what you may hear or read. (See Listening Hint 16 & Reading Hint 38.)
- The instructions tell you what to do, what kind of answer to give, and, in the case of the Listening Test instructions, they tell you when to answer.
- It is important to read the instructions quickly and accurately. You might not have time to complete the test if you are too slow at reading the explanatory information.

9 ALWAYS LOOK AT THE EXAMPLE

The example is given to you for a number of very good reasons. It is important to read and/or listen to the example carefully. Some candidates believe they can save time by not looking at the example. This is a mistake. If you do not know how to give the answer, you are very likely to give an incorrect answer or a correct answer in the wrong form.

The example tells us 3 very important pieces of information about the task:

1. The example tells you **how** to give the answer to questions.

   You should usually answer questions in the same form as the given example.

   - Look at the Example for Questions 1 - 3 in Reading Test One:

   order of popularity *(Ex:)* 2nd

   Your answers to Questions 1-3 can therefore be given in **number form** where applicable. Answers can also be given as **words** and/or **letters.** The instructions will often tell you in what form the answers are to be given. The example illustrates what the instructions state.

2. The example gives you **information** about the listening or reading passage.

   You will understand more about what you listen to and read if you can predict what is to come. The example gives information that is easily understood and helps you predict information about the ideas behind the main topic of the passage.

   - Look at the Example for Questions 10 - 15 in Reading Test One:

   Example: There are presently more than 1,000,000 foreign students of English abroad.

   T **F** **N**

   In this case, the example tells you that the statement is true, and that studying English abroad is very popular. Note that it can be a good idea to read the example statements (and the questions) before reading the reading passage in full.

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3. The example tells you **when** to start listening, or **where** to start reading to find the answers.

   - Look at the Example for Questions 22 - 25 in Reading Test One:

   ...(*Ex:*).....IELTS....

   The logical place to commence looking for the answers would not be at the top of the reading passage, but after the position of the example word in the passage. Of course, in the Listening Test, the answers will come after the example that you hear.

10 USE QUESTION KEYWORDS TO FIND THE ANSWERS

The **keywords** or **keyphrases** in the questions help you in your search for the answers. This is true for both the Listening and Reading Sub-tests. First, you must choose which word or phrase to listen for on the tape, or search for in the reading passages. There may be more than one keyword or keyword phrase in a question, and they can be placed before or after the answer.

- Look at Question 19 in Listening Test One:

signpost keywords

Witnesses told reporters that they heard the lorry

sound the (19)..... moments before it collided with traffic ...

destination keyphrase → ***the answer***

Since topic keywords and keyphrases are heard or read some time before or after the answer is found, they are similar in function to street signposts; they can point forwards to where you are going or back to where you came from. In this book, they are referred to as **signpost keywords/phrases** because they point to where the answer can be found. Other keywords are very close to the answer and often form part of the answer phrase. Here, they are referred to as **destination keywords/phrases.**

In Question 19 ofListening Test One, the signpost keywords to listen for are *"witnesses"*, *"heard"*, and *"lorry"*. The destination keyphrase is *"sound the..."*. You should also be aware of when this event occurred; that is, something was heard before the lorry collided with traffic.

Note that the signpost keyword (in this case *"witnesses")* is usually heard a short time before the answer is given, and tells you that the answer is coming.

You may not hear (or find in a reading passage) all the keywords or keyphrases; you may instead hear (or read) words with the same or similar meaning. In Question 20 of Listening Test One, the signpost keywords/phrases to listen for are *"collided"*, *"traffic"* and *"turning into the"*. You do not hear the word *"collided"*, but you do hear the phrase *"pick up the cars"*, which has a similar meaning.

You should be aware that flexibility is most important when dealing with keywords. (See also Listening Hint 18 & Reading Hints 49 & 56.)

Circle the important keywords or phrases before you listen or search for the answer

CHECK BEFORE THE END OF THE TEST

11 DO NOT FORGET TO MAKE LOGICAL GUESSES

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In the Reading Sub-test, if you are having trouble completing the questions to a particular passage, you should leave a minute or so at the end of each advised time period for that passage (usually 20 minutes) to guess those questions that can be guessed. In the Listening Sub-test, you are given a minute of silence after each section has finished. Candidates who forget to give a logical guess to questions they cannot otherwise answer, do not give themselves any chance at all to get a mark!

D Look at Question 10 in Reading Test One:

Q10. Study destination choices are mostly influenced by proximity to home.

T F N

It is a True/False type question with the added possibility of the statement not being mentioned in the passage (N for Not Mentioned).

A logical guess would be that the statement is likely to be true. A quick look at the passage tells us that *"the country of choice depends to a large extent on economic factors."* The answer is *"F"* for False. Not all logical guesses are correct!

D Look at Question 11 in Reading Test One:

Ql 1. Students who wish to study business will probably study English overseas.

T F N

A guess might be that in this age of globalisation the statement is likely to be true. The passage states that *"The strength of international business connections between countries also gives a*

good indication of where students will seek tuition." This is a sentence which discusses where a student who has already made the decision to study overseas might go.

The instructions clearly tell us to **refer to the passage for the answers.** Since we are given no indication of whether future business students will study abroad, the answer must be *"N"*.

B Look at Question 14 in Reading Test One:

Q14. Standards at tertiary institutions in Australia and New Zealand are improving.

T F N

It is obviously difficult to guess if a statement is not mentioned in the passage. If in doubt, do not choose a statement that is **likely to be false** as 'not mentioned' in the passage. In most cases, only **likely to be true** statements are not mentioned in the text. They are often put there to trap candidates into believing the statement is actually mentioned. The answer to Question 14 is *"N"*.

Also, your own knowledge of the actual truth of a statement might not always be helpful. The answer must be given according to what is said in the passage. Nevertheless, logical thinking is the key to working out (and guessing!) many of the answers in the IELTS test.

12 ARE YOUR ANSWERS GRAMMATICALLY CORRECT?

While it is true that not all words and phrases given as answers to questions in the Listening and Reading Tests need to be grammatically correct, it is often possible to work out the correct answer by using your knowledge of grammar. Always consider whether your choice of answer is grammatically acceptable before making your final decision. This is especially true of the following types of tasks:

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- short-answer question tasks
- sentence completion tasks
- all table/chart/diagram/note completion tasks
- gapfill tasks.

- Look at Questions 17 and 18 in Listening Test One:

Police believe the driver of a (17).....lost control of the vehicle before reaching the traffic (18).....at the corner of Avalon Road and Batty Avenue.

Question 17 must be a **singular noun beginning with a consonant,** since the word before the gap is the indefinite article "a". The answer is *"lorry"*. *"Articulated lorry"* would probably be accepted, but why give a more detailed, unnecessary (and grammatically incorrect) answer? The answer to Question 18, however, is a **plural noun,** *"lights"*. The singular noun *"light"* does not make English sense. English-speaking people always talk of traffic lights. The answer *"light"* might be unacceptable as an answer in the actual test. Take no chances.

Verb forms, plural forms and other grammatical forms can be important when you give Listening and Reading Test answers. A good rule is to always try to give the answer in correct grammatical form. (See Writing Hint 65 for a 10 Point Grammar Checklist, and see Writing Hint 81.)

GIVE ONE ANSWER ONLY

Give just one answer to a question, unless you are specifically requested to give more than one answer. Even if one of the multiple answers you give is correct, you might score zero if too many of the other answers are incorrect. Surprisingly, candidates sometimes give more answers than necessary! If you are asked to name just three items that you hear or read about in a passage, it makes no sense to give four items as your answer. You will score zero, even if all four items are correct. Remember the Golden Rule. (See IELTS Test - Basic Hint 7.)

Note that with short-answer questions, especially in the Listening Test, there is sometimes a variety of words or phrases that can give the correct answer. However, you waste valuable time if you give more than **one** of the correct answers to short-answer questions. Alternative answers are given to various questions in the Answer Keys for the Listening and Reading Tests contained in this book.

14 CHECK YOUR SPELLING

In the Listening and Reading Tests exact spelling is **not** always essential. It is only necessary in the Listening Test if a word answer is **spelt out for you on the tape.**

- Look at Question 6 in Listening Test One:

  Family Name: **(6)**.....LAVILLIERS..... ✓

You must spell George's family name exactly as spelt out letter by letter on the tape.

Other correct answers in the Listening and Reading Tests can be incorrectly spelt and still count towards your Band Score, but they must be sufficiently well spelt to indicate the correct answer. Copy answers from the passages accurately in the Reading Test. In the Listening Test, if you are unsure of the spelling, write an approximation of the way the answer sounds.

O Look at Question 7 in Listening Test One:

Nationality: **(7)**.....SWETERLAN..... ✗

It would be unlikely for the spelling *"Sweterlan"* to be accepted as *"Switzerland"* because it is not close enough to indicating the country. Besides, you are asked to give the **nationality,** not the country. Remember the Golden Rule. (See IELTS Test - Basic Hint 7.)

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15 MAKE SURE YOUR ANSWERS ARE EASY TO READ

You cannot expect to do well if your answers cannot be read. Candidates may be unaware that their answers cannot be understood by the examiners who mark the tests. Be careful!

Words: If you have trouble with English letters, you could write your Listening and Reading Test answers in BLOCK LETTERS. Practise, so your letters look like these:

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

Your letters must be distinguishable from each other. Pay particular attention to:

E and *F* *I, J* and *L* *M, N* and *W* *U* and *V* *I* and *T*

(It is often hard to tell the difference between these letters when candidates write them quickly.)

Numbers: Numbers can be even more difficult to read:

1234567890

Many candidates do not realise that their numbers cannot be recognised by the examiners. Practise so that your numbers look similar to those shown above.

LISTENING TEST HINTS

16 BE READY TO LISTEN

Remember that the listening part of the IELTS test is the same for Academic and General Training Module candidates. There are 4 sections, and each is treated separately and **played once only.** The moment you hear the words *"Section 1"*, *"Section 2"* etc. you should:

- be prepared and ready to listen for the instructions that are given
- listen for details about the information contained in the coming passage, (e.g. who? what? where? when? why?)

First, check where the questions are located on the pages in the section to be heard. In the short time given to you before the listening passage begins, which is usually only about ten, twenty or thirty seconds at most, you should do your best to predict what you will hear.

When the conversation, interview or lecture begins, the first item to listen for is the **example.** Sometimes, the example is heard first and then again when the passage is played in full; in other IELTS Listening Tests it is heard once only. (See also IELTS Test - Basic Hints 8 and 9.)

17 LEARN TO PREDICT

There are many types of IELTS listening question tasks:

- matching tasks
- true/false tasks
- gapfill tasks
- multiple choice tasks
- sentence completion tasks
- diagram labelling tasks
- short-answer question tasks
- chart / table completion tasks

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In the Listening Test you use four skills at once. It is not surprising that candidates often find this the most demanding of the four tests. You need to be able to:

- **read** the instructions and questions
- **listen** for general information
- **listen** for specific information
- **write** the answers as you listen for the answers to the questions that follow.

Before each listening passage, in the time given to you to look at each section in the test booklet, you should try to predict information about the listening passage situation. Predict the number of people involved and what they might be doing or planning. Try especially to predict what they might say and the words they might use.

You are given only a short time to look at the questions before the listening passage begins. However, to score well in the Listening Test you need to develop the ability to think ahead. The more effectively you can predict, the quicker your mind will form the correct **word associations** to make with the topic, and the better you will be able to work out the meaning of what you hear.

A useful exercise for helping to develop the ability to predict is to play audio cassette tapes in English (e.g. the tape that accompanies this book), and pause after every minute or two to ask yourself what will happen and what you will hear next. This can also be done with videos, taped news items on the TV, interviews on the radio etc. It is important to **think about the words that you expect to hear.** Write them down, and then check to see how many you guessed correctly.

The secret to increasing your listening skills is to better predict what you might hear

18 WORK OUT THE WORD VARIABLES

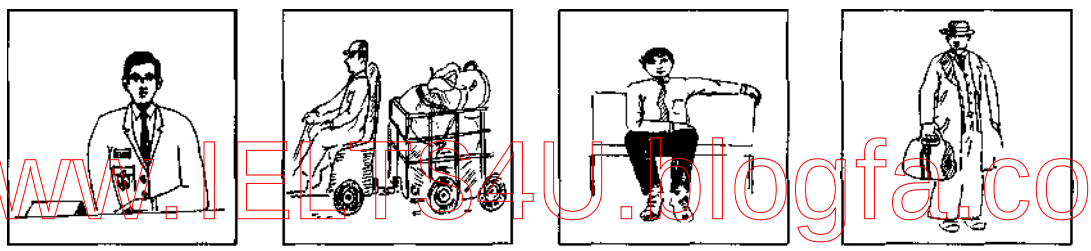
Section 1 of the Listening Test is the easiest of the four sections. Each section becomes progressively more difficult. If you know your English level is average or above average, that is, you have a good understanding oT basic survival English, you should have little trouble hearing all the answers in Section 1. Most candidates who are seriously considering tertiary study in an English-speaking country in the near future should be able to score 100% in this section. However, it is so easy to make unnecessary mistakes due to nervousness or lack of preparation. Listen for a general understanding of the situation, and at the same time listen for the specific **keywords or phrases.**

The keywords or keyphrases in Section 1 are most likely to be presented to you in the test booklet in the form of pictures, charts or diagrams; in the other three sections they are usually given in words only.

Predicting the words you might hear in Section 1 is easier if you work out the word variables. The variables are those words and situations in a possible answer that can vary or change, according to what you hear on the tape. In many types of questions, multiple choice for example, those variable word/phrase choices are given to you. In other questions, the choice of words you may hear is completely up to you to predict.

O Look at Question 2 in Listening Test One:

Q2. Who do they ask for directions?



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A **B** **C** **D**

The variable words or phrases are ...

man **sitting**	or	**standing**
man **with a hat/cap**	or	**without a hat/cap**
man **in uniform**	or	**in an overcoat**

You might also hear the following words:

trolley **baggage** **luggage** **desk** **bag** **bench**

By predicting the variable words to listen for, you increase your chances of hearing the answer

19 THE ANSWERS ARE OFTEN STRESSED AND REPEATED

If you listen carefully to the practice tape, you will notice that important information, which includes the answers, is almost always stressed and quite often repeated two or even three times. This surprises many candidates when they know the answer and listen again to the tape.

- Look at Question 9 in Listening Test One:

Destination: (9).....

Tapescript: *George:* Well, yes, I live in France now, but I was born in Switzerland.
Clerk: Swiss. Very good. Flight number: FA-492. Destination is ...
George: ... **Paris.**

Clerk: Are you connecting with any other flight in **Paris,** or will you be staying there?
George: No, I'm spending my vacation in **Paris.** Well, Sevres, just outside **Paris.**

The answer "Paris" is mentioned 4 times (in bold) and is stressed once (bold and underlined).

20 KNOW WHEN TO MOVE ON TO THE NEXT QUESTION

In the IELTS Listening Test each section is considered separately, and you are not told when the next question in a section comes. When the passage is being played, you should:

- be aware of the content of the **next** question ...
- ... as you listen for the answer to the **current** question.

If you do not think ahead to the next question, and you miss an answer, you might be unable to keep up with the tape. You could still be waiting for an answer that has already been given.

Listen for the question topic keywords/phrases, any **marker words/phrases** (see below), and the changes in the **speaker's inflection or pitch,** to help you recognise when the questions change. Once you recognise that the question topic has changed, it is time to move on to the next question, even if you have not completed the previous question.

Only very few Listening Test questions are given out of order. However, you must be flexible enough to look ahead at the test paper in case the answers to questions do not come in the order shown in the test booklet. This is most likely to occur in a gapfill listening task.

Marker words/phrases are those English words/phrases that tell the listener that the topic is changing. Listen for marker words/phrases so that you know to move on to the next question.

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e.g.
- And now (we will)...
- Finally, can you tell us ...
- Before I move on to ...
- And what about...?
- Now tell me,...
- Right, so the first thing ...
- I'd like now to move on to ...
- Well, that's about it, except for ...
- Next, I'd like to...
- To start with ...
- One more thing ...

Changes in the speaker's inflection also tell you that the question topic is changing. Usually, when an English speaker changes topic, his or her voice will lift considerably in pitch and in level of excitement. Listen to the tape provided with the book for the above or similar marker words/phrases, and try to hear the changes in pitch and excitement in the voice.

21 LOOK AT OTHER QUESTIONS FOR THE ANSWER

In some cases, the answer to a question could be given in written words later in the test booklet.

- Look at Question 1 in Listening Test One.

  (The answer *"C" (FrancAir Check-In)* is given to you by looking at Question 3.)

In listening and reading gapfill tasks the word or phrase you need is sometimes there in front of your eyes on the page.

- Look at Question 17 in Listening Test One.

  (The answer *"lorry"* is given to you three lines later in the gapfill text.)

Clues to the answer, and even the answers themselves, can sometimes be found printed in the test booklet

22 LISTEN FOR THE SPEAKER CHANGING HIS/HER MIND

Often the speaker changes his or her mind and makes a correction before giving the answer that you need. Alternatively, the speaker may correct someone else.

- Look at the part of the tapescript which answers Question 7 in Listening Test One:

  Clerk: George ... er... L-A-V-I-L-L-I-E-R-S. Good. Now, nationality: French. No, wait a minute. It's a Swiss passport.

The clerk wants to find out George's nationality. He guesses that George is French, but thinks twice when he notices George's passport is Swiss. It would be a mistake to write down the first nationality mentioned, in your hurry to get the right answer.

Listen for the possibility of the speaker making corrections to what is said

23 USE SHORTHAND FOR SPEEDY WRITING

In the Listening Test, you are often required to listen for the next answer while writing down the answer to the previous question. It is one of the measures of effective listening - the examiners want to find out if you can comprehend what is said while attempting another task at the same time. This further tests your listening ability in English.

To write down the answers more quickly, write only the **first two or three letters** of the answer that you hear. This shorthand approach is effective in a gapfill listening task because some of the answers may come in quick succession, especially at the beginning of the gapfill passage. (See also Listening Hints 24 and 25.) You can complete the words during the short period of time given to you after the passage has finished. You are very likely to remember what the letters mean because they are the first letters of words you have recently heard in context.

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- Look at Questions 14 - 21 in Listening Test One:

Q14. 3.....

Q15. 14.....

Q16. hos..... (→ hospital)

Q17. lor..... (→ lorry)

Q18. li..... (→ lights)

Q19. ho..... (→ horn)

Q20. m.....r..... (→ main road)

Q21. 0171-389-1778

This method can enable you to return quickly to giving your whole attention to listening for the next answer. However, it does require some practice. Note that you would not try to use this method to remember numbers, but with word answers you can almost always remember the words again. Then, all you need to do is give the **correct grammatical form** of the answers. (See also IELTS Test - Basic Hint 12.)

24 PRACTICE FOR LISTENING GAPFILLS

Gapfill tasks are usually considered by candidates to be the most difficult of the IELTS listening tasks. Your grammatical knowledge is as important as your listening ability, for answers should be grammatically correct within the given sentences.

The most common type of IELTS listening gapfill task requires you to listen to a passage of spoken English containing **information concerning a particular topic or event.** In the tests in this book both gapfill listening tasks are news items. It is good practice to listen to the news either on the TV or radio, and try to complete a chart such as the one on the next page:

Item	What?	Where?	When?	Who?	How?	Why?
News **Item 1**						
News **Item 2**						

Not only news items, but all kinds of informative talks can provide practice of this kind. First, w you should do here is listen for **general information.** This is essential because unless you < understand the general idea of what is being said, you will be unable to understand the spec information in the talk. Most listening gapfill questions require you to listen for specific informati

Make a video or audio cassette tape of your news items or talks from the TV or radio. Now go bj over the tape you have made and listen for **specific information** on the tape. It is useful to m an audio cassette of a video cassette item because it is easier to play back the information on an au cassette tape. Do not try to understand every word. You should train your ear to listen for the wo you are already familiar with, but did not catch on the first listening for general information.

You can also use the passages on the audio cassette tape that accompanies this book for the ss purpose. Check the words that you miss by referring to the Practice Listening Test Tapescript Appendix 2 starting on page 153. More exercises are available from the companion practice bi *'202 Useful Exercises for IELTS'*. (See also Reading Hint 55.)

25 LISTENING GAPFILLS - STEP BY STEP

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- **Before you listen:**

  Read the instructions carefully.

  (See IELTS Test - Basic Hints 7 and 8.)

  Always look at and listen for the example.

  (See IELTS Test - Basic Hint 9.)

- As **you listen:**

  Choose the keywords/phrases to listen for, and be aware of the question changing.

  (See IELTS Test - Basic Hint 10 and Listening Hint 20.)

  Be aware that some of the answers may come quickly one after the other.

  (See Listening Hint 23.)

  Be aware that one or two of the answers may not be given in question order.

  (See Listening Hint 20.)

  Be aware that the word or phrase you need may already be on the page.

  (See Listening Hint 21.)

  Use shorthand to improve the speed at which you write down your answers.

  (See Listening Hint 23.)

D **In the time given to you at the end of the gapfill:**

Make sure your words and numbers are easy to read.

(See IELTS Test - Basic Hints 14 and 15.)

Guess the answers to unanswered questions - do not leave blanks.

(See IELTS Test - Basic Hint 11.)

Check that your answers are given in grammatically correct English.

i.e. for answers that should be in plural form.

(See IELTS Test - Basic Hint 12.)

PRACTICE FOR SHORT-ANSWER QUESTIONS

Some candidates find short-answer question tasks even more challenging than gapfill exercises. Usually, short-answer question tasks come later in the Listening Test, and, therefore, the Listening passages are longer and more difficult to understand.

The IELTS short-answer question tasks require you to listen to a passage of spoken English, often a **conversation** between two people, and choose words or phrases from the dialogue which best answer the given questions. It is good practice to listen to interviews and conversations with interesting persons on the TV or radio, and make brief notes from short excerpts of what you have chosen to listen to.

Make a video or audio cassette tape of your chosen news item or talk from the TV or radio. Now you can go back over the tape and **make abbreviated notes** of the important points made by the speakers. It is useful to make an audio cassette of a video cassette item because it is easier to play back the information on an audio cassette tape. Do not worry if you cannot understand every word.

You can also use the passages on the tape that accompanies this book for the same purpose. Check the words that you do not hear clearly by referring to the Practice Listening Test Tapescripts in Appendix 2 starting on page 153.

O Look at these notes made from part of the tapescript of Section 3 of Listening Test One:

Sue: Good afternoon and welcome to "Working Lives". My name is Sue Holt. This week we continue our series by looking at a job that is often thought of as adventurous, exotic, and highly desirable. We're going to take a behind-the-scenes look at the airline hospitality industry. What is the reality behind the smart uniform and ever-ready smile of the flight attendant? We're lucky enough to have in the studio Julie Nevard, who works for British AirWorld, and is a senior member of the cabin crew staff.

Sue: Thank you for finding the time to speak to us. I know that you must have a busy schedule.

Julie: My pleasure. Yes, it is a very full-time job, but I think you realise that very early on in your career..

Sue: How long have you been involved in in-flight hospitality?

Julie: Well, I trained for a year at the British AirWorld Training School, and... I'd already taken a Diploma in Hospitality and Tourism after I left school so, all in all, ... about 5 years ... no, more like 6 years.

Work^g - Lives - Sue H

advent / good job

↓

~~airline flight attnant~~

Julie N (Brit AirWrld)

→ Sen memb cab crew staff

- (busy sched) f t job

- traind 1 yr

→ Brit Air Tr Schl

↓

... Dip (Hosp + Tourism)

@ ? (post sch)

Total = ~~5~~ 6 yrs

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The notes above make use of **abbreviations**
underlining
symbols, (especially dashes, arrows and brackets).
missing vowels etc.

Be aware, however, that your test answers, must **not** be in note form. This is for practice only.

For practice, you can devise and use your own system of note-taking

27 SHORT-ANSWER QUESTIONS - SPECIFY THE TOPIC O

In a question which asks you to provide a short answer to a question, you should first accurately v out the question topic in order to give the correct answer.

- Look at Questions 24 and 25 in Listening Test One:

  Q24. What does Julie like most about her job?

  Q25. What is Julie's main responsibility when on duty?

  In Question 24 the topic is not simply what Julie likes about her job, but what Julie likes i about her job. Therefore, the answer is *"meeting new people"*, and not *"going to place, has never been before "*, nor any of the other reasons she mentions.

  Similarly, in Question 25 the topic is not simply Julie's responsibilities when on duty Julie's **main** responsibility when on duty. Therefore, the answer is *"passenger comfort'* not any one of the other responsibilities she mentions.

  Check with the Practice Listening Test One Tapescript in Appendix 2 starting on page 1^ you are unsure of what Julie says.

If you do not read the question carefully, and do not accurately specify the topic, you might e give the wrong answer.

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Before the passage is played, or as you listen, circle the topic of each questior

28 SHORT-ANSWER QUESTIONS - SUMMING UP Q

The speaker often sums up what he or she says in answer to a specific question. It is natural speaker to be sometimes unable to give an instant answer to a question. The speaker will thei of many connected things before stating directly what he or she wishes to give as the answer; end of the reply.

- Look at part of the tapescript of Section 3 of Listening Test One:

  Sue: Then tell me, what is your main responsibility during a flight?

  Julie: That's hard to say really. Well, we're responsible for all the needs and demands of each and every passenger, for up to 10 hours on some long haul flights. Not to mention the safety of the plane and all the passengers. I suppose, if I have to come up with a single answer, it'd be passenger comfort.

  The above excerpt gives the answer to Question 25 in Listening Test One.

  Julie cannot instantly give a direct answer to Sue's question, but eventually **sums up** and- her answer directly - *"passenger comfort"*.

You should wait for the speaker to sum up before giving your short answer to a question. If y not, you run the risk of writing down an answer which may be incorrect or only partly correct might also be too busy writing down what you think is the answer, and not hear the correct ai in the speaker's summing up.

29 SHORT-ANSWER QUESTIONS - STEP BY STEP

O **Before you listen:**

Read the instructions carefully.

(See IELTS Test - Basic Hints 7 and 8.)

Always look at and listen for the example.

(See IELTS Test - Basic Hint 9.)

- As **you listen:**

Accurately specify the topic before choosing the keywords/phrases to listen for, and be aware of the question changing.

(See IELTS Test - Basic Hint 10 and Listening Hints 20 and 27.)

If necessary, wait for the speaker to sum up.

(See Listening Hint 28.)

d **In the time given to you at the end of the short-answer questions:**

Make sure your words and numbers are easy to read.

(See IELTS Test - Basic Hints 14 and 15.)

Guess the answers to unanswered questions - do not leave blanks.

(See IELTS Test - Basic Hint 11.)

Check that your answers are given in grammatically correct English.

i.e. for answers that should be in plural form.

(See IELTS Test - Basic Hint 12.)

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30 PRACTICE FOR MULTIPLE CHOICE QUESTIONS

Most candidates say that they find the multiple choice question tasks easier than the other listening tasks. This is because in a question with four choices you have a 25% chance of being correct. However, you also have a 75% chance of being wrong, which is why multiple choice questions are harder than they seem. Of course, if you are given 5 choices, your chance is lowered to only 20%!

The IELTS multiple choice question tasks require you to listen to a passage of spoken English, often **a conversation** between two people, or a **lecture or talk,** and make a choice between a number of possible given answer choices. It is good practice to listen to lectures or talks given on interesting topics. Tapes can be found on any number of topics at local bookstores and English language bookstores, or you can use the practice material contained on the tapes which accompany this practice book. Tapes with exercises for other English language tests conducted almost exclusively in multiple choice format (such as TOEFL or TOEIC) can be bought. Also, more multiple choice exercises are available from the companion practice book *'202 Useful Exercises for IELTS'*.

The choices for answers to a multiple choice question are either **directly or indirectly supported** (correct), **directly or indirectly contradicted** (incorrect), or **not mentioned** at all (incorrect).

When you practise multiple choice question tasks, do not be satisfied with simply finding the correct answer. Decide if the other incorrect choices are either **contradicted** or **not mentioned.** Of course, in the actual test you only have to find the one correct answer, but further practice will help you understand why certain choices cannot be correct. Therefore, carefully examine the 3 (or more) given choices to see how multiple choice questions are constructed. In this way, you get more value out of the practice task.

Note that although there is only one correct solution to a multiple choice question, it is possible that all or even none of the given choices to a multiple choice question may be correct. (See also Listening Hint 31).

First, look at the ways in which answer choices may be incorrect:

1. There is often at least one given answer choice that is **neither sensible nor logical,** an therefore, cannot be correct.

2. There may be given answer choices that are **contradicted** in the passage.

   A choice may either be

   directly contradicted - clearly and directly opposite in meaning to what is hea
   or **indirectly contradicted** - what is heard leads you to conclude that the choice is incorre
   or **not exactly what is stated** - almost, but not quite, what the speaker says.

3. There may be given answer choices that are **not mentioned** in the passage. (Note that son answers might not be mentioned in the passage and may also lack logic or sense.)

Next, look at the ways in which answer choices may be correct:

1. A given answer choice may be **directly supported** by what is stated in the passage.

2. A given answer choice may be **indirectly supported** by what is stated in the passage, tF is, what is heard leads you to conclude that the choice is the correct answer.

When you practise, ask yourself if the given answer choices in a multiple choice question are:

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- directly supported ..... *ds* - directly contradicted ..... *dc*
- indirectly supported ..... *is* - indirectly contradicted ..... *ic*

not **exactly** what is stated ..... *ne* - lacking logic or sense ..... *ls*
not mentioned ..... *is* - all (or none) of the above ..... *a* (or

O Look at Question 35 in Listening Test One:

Q35. The reception desk in a hotel is described as:

a) impressive at first
b) a switchboard operating system
c) the nervous centre of the hotel
d) the first point of contact with a guest

Choice a) is not mentioned in the passage. The reception desk is nowhere described as bei impressive; the lecturer simply says there is a *"needfor creating a good first impression"*.

Note that choice a) is not mentioned but is also not a sensible answer. Does the recepti desk become less impressive later?

Choice b) cannot possibly be correct because it lacks logic. A switchboard operating systc is mentioned, but it cannot be a description of a reception desk.

Choice c) is not exactly what is stated in the passage. The lecturer says
"*... the reception desk is both the ... er... theface and the* ***nerve*** *centre ofa hotel...".*

Choice d) is correct because it is directly supported in the passage. The lecturer says
"*... (the reception desk is) the first point of physical contact with the client...".*

31 MULTIPLE CHOICE - CONSIDER ALL THE CHOICES

Do not forget to consider all of the possible answer choices. The last choice may be one of the following two types:

"all of the above" ... answer choices are correct,

or **"none of the above"** ... answer choices is correct.

If you do not read the last choice given, and it asks you to consider all of the other choices as correct or incorrect answers, you might easily make a choice that only **partly** answers the question.

32 MULTIPLE CHOICE - LENGTH OF THE CHOICES

There is often one possible answer choice that is longer than the others. After you have considered and rejected any illogical choice(s), the next consideration could be whether or not the longest choice given is the correct answer. Yes, correct answers in multiple choice questions are often the choices that are the longest! Of course, this is not always so; however, if you have no alternative but to guess, this hint might help.

33 MULTIPLE CHOICE - STEP BY STEP

You do not have much time to read the multiple choice questions in the Listening Test booklet before the passage begins. Therefore, decide which parts of the question task to read first.

- **Before you listen:**

  You need to understand what the topic of the talk or conversation is about so that you can predict what ideas and words you might hear. Therefore, read the instructions first.
  (See also IELTS Test - Basic Hints 7 and 8.)

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  Once you have read the instructions, do not forget to look at the example.
  (See IELTS Test - Basic Hint 9.)

  Next, you should read the first question and all the possible answer choices to that question. By doing this, you will be prepared for the first question when the passage begins. Note that you do not know how much time you have before the passage begins.
  (See also Listening Hint 16.)

  Underline any keywords/phrases in the question and possible answer choices that you feel might help you in listening for the answer. Make sure that the keywords/phrases refer to the specific topic of the question.
  (See also IELTS Test - Basic Hint 10.)

  Then, you should at least read the other questions for keywords before you read any of the possible answer choices to those questions. This will further assist you with predicting and prepare you to move on to the next question as the questions change.
  (See also Listening Hint 20.)

  Be ready to give the answer to the first question as soon as the passage begins. Sometimes the answer to the first question is given in the speaker's very first sentence.
  (See also Listening Hint 23.)

- As **you listen:**

  Carefully examine the answer choices for each question as you listen to the passage.
  (See Listening Hint 30.)

  Do not overlook "all (or none) of the above" answer choices.
  (See Listening Hint 31.)

  If in doubt, consider the longest answer after rejecting any illogical answers.
  (See Listening Hint 32.)

3 In the time given to you at the end of the multiple choice questions:

Check the choices you have made.

(See Listening Hints 31 to 33.)

Guess the answers to unanswered questions - do not leave blanks.

(See IELTS Test - Basic Hint 11.)

34 PRACTICE FOR TRUE/FALSE QUESTIONS

Candidates usually feel safe with True/False type tasks because the chance of getting each answ correct is 50%. Yet, surprisingly, it is often the task in which candidates score the least marks. Th is especially true of True/False/Not Mentioned, or Accurate/Inaccurate/Not Given question tasl in which your chances of answering correctly are lowered to 1 in 3. (See IELTS Test - Basic Hint 1

The IELTS True/False question tasks require you to listen to a passage of spoken English, often **J informative talk or lecture,** and choose whether given statements are supported or contradicted the passage. It is good practice to listen to talks or recorded lectures on the TV or radio, or you c buy recorded talks on audio cassette tapes at bookstores. Practise with listening passages that itemi certain **rules or conditions,** perhaps listing the rules of use of an educational facility such as a librai Make use of the passages on the tape that accompanies this book. The companion practice book '2i *Useful Exercises for IELTS'* contains further True/False listening exercises.

To increase your ability to recognise the language used in English to qualify statements made, pi "The Rule Game". You will need a partner, preferably an native English speaker. Ask him or r questions to discover the rules of a particular club or institution that your partner belongs to a knows well. You might also discuss the rules of a game that he or she knows how to play. F example, your partner might say, "I belong to a squash club". Ask various questions to find out wl rules a member has to follow, and what members are allowed and are not allowed to do at the ch Ask about opening hours, fees, fines, dress restrictions, and any other limitations. Possible clubs; sports clubs, computer clubs, book clubs, and any other special interest clubs. Institutions wht people have to follow specific rules include banks, libraries, schools, churches, community serv organisations and real estate agencies. Try to find out as many rules as you can.

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To successfully answer True/False task questions, you need to recognise the modifying or qualify] words or phrases used in the question statements, and listen for them in the passage.

Below are some words and phrases that help to modify or qualify what is stated:

- must	- have to	- certainly	-will	- absolutely essen
- ought to	- should	- necessary to	- need to	- can / may only
- don't have to	- not required to	- unnecessary to	- need not (needn't)	- it is optional
-may	- might	- can	- could	- it is possible
- must not (mustn't)	- should not (shouldn't)	-cannot (can't)	- won't	- strictly prohibit*
- never	- sometimes	- often	- usually	- always
- however	-but	- an exception is	- on the other hand	-yet

- Look at Questions 33 - 35 in Listening Test Two:

Q33.	Students **only need to** enter their name to log on to the machines	**A**	**I**
Q34.	If something goes wrong on the computer, you **should not** turn the machine off	**A**	**I**
Q35.	Student computer disks are **sometimes** allowed in the laboratory.	**A**	**I**

Identify any modifying or qualifying words in True/False question tasks

35 TRUE/FALSE QUESTIONS - "100% WORDS"

Be especially careful of True/False type questions when the statements given include words such as *"always", "never", "must", "have to", "only"*, and *"all (the students etc.)"*. This can also apply to other question types such as multiple choice tasks in both the Listening and Reading Tests.

These 100% qualifying words have unconditional or all-inclusive meanings in sentences. However, even though the words you read in the Listening Test booklet may be heard in the passage, they are often qualified later. If you do not listen carefully, you might easily believe these statements are true when they are actually false. In fact, statements containing "100% words" in True/False question tasks are quite often false. They are sometimes purposely included in the test to discover a candidate's true listening ability.

O Look at Question 36 in Listening Test Two:

Q36. The Macintosh computer network **can only** be used by second and third year students. A I N

What you hear in the passage is almost the same as what is written in the question statement:

"The Macintosh computer network is reserved for second and third year students only..."

However, the tutor further qualifies what he says in the very same sentence:

"... unless you are a first year student of the Graphic Design course."

Sometimes statements which make 100% claims are not further qualified in the same sentence, but are qualified a little later in the passage. Beware!

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36 TRUE/FALSE QUESTIONS - STEP BY STEP

- Before you listen:
  - Read the instructions carefully.
    (See IELTS Test - Basic Hints 7 and 8.)
  - Always look at (and listen for) the example.
    (See IELTS Test - Basic Hint 9.)
- As **you listen:**
  - Choose the keywords and topic to listen for and be aware of the question changing.
    (See IELTS Test - Basic Hint 10 and Listening Hint 20.)
  - Check the question statements carefully for modifying and qualifying words.
    (See Listening Hint 34.)
  - Beware of question statements that contain words that imply 100%.
    (See Listening Hint 35.)
  - If necessary, wait for the speaker to qualify what has been said.
    (See Listening Hints 28, 31 and 35.)
- **In the time given to you at the end of the True/False questions:**
  - Make sure your letters are easy to read.
    (See IELTS Test - Basic Hints 14 and 15.)
  - Guess the answers to unanswered questions - do not leave blanks.
    (See IELTS Test - Basic Hint 11.)

READING TEST HINTS

WRITE YOUR ANSWERS ON THE ANSWER SHEET

It is most important to write your answers on the Answer Sheet as you do the Reading Test. If you do not, you may find yourself in the unfortunate position of having completed the test in the given time of 60 minutes but without having recorded any answers to any questions at all! This would require you to make a special request of the IELTS marking team to refer to your Reading Test booklet for the answers. The problem is that your quickly written answers might be difficult to read. This could easily mean that a correct answer you gave might be marked as incorrect. (See also IELTS Test-Basic Hint 15.)

Write your answers on the Answer Sheet provided as you do the Reading Test

38 DO NOT READ THE READING PASSAGE FIRST

It is a mistake to begin reading a passage without first having a reason to read. There are 3 parts to the Reading Test, and many candidates begin each part in the same way - by reading the passage. They might read it in detail, or scan it quickly to find out what the topic of the passage is and to get a general idea of the contents. However, candidates who do this first have forgotten the need to predict information. They do not have a good enough reason to read the passage so soon.

Always have a reason to read a passage before you begin to do so. Have a question in your mind - something you are looking for - otherwise you will not be managing your time well. (See also IELTS Test - Basic Hint 6 and Listening Hint 17.)

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39 READ THE TEST IN A LOGICAL ORDER

The following sentence gives a suggested order in which to look at the information in any of the 3 parts of the Reading Test:

"To HAVE BRIGHT PROSPECTS, INTELLIGENTLY ANSWER EACH QUESTION".

Read each part of the test in the order given by the first letter of each word of the sentence:

T - The Title of the reading passage should give you a rough idea about the main topic of the passage. If you do not understand the meaning of the title or some of the words it contains, it does not matter. Try and work out the meaning of the title while you continue to read.

H - The Headings for each section of the passage refer to what is contained in each section, and where information can be located. They also help you to predict what the passage is about.

B - Bold printed words indicate that those words are of some importance. They can also help you to predict information contained in the passage.

P - It is said that a Picture is worth a thousand words. Always look at illustrations, figures, tables, graphs and diagrams that accompany a reading passage. They often summarise, add important detail, or make information in the passage more clear.

I - The Instructions contain important information that you must read. If you do not read the instructions, you will almost certainly answer some of the questions in the wrong manner. The instructions may also contain clues about the information contained in the passage.

A - What kind of Answers do you need to give? The instructions will tell you. The kind of answers that are required also tell you more about the information within the passage.

Is the answer a name? a date? a number? etc. Remember to apply the Golden Rule. (See IELTS Test - Basic Hint 7.)

E - The Example not only provides you with the correct way to answer the questions, it tells you, in summarised form, more about the passage itself. You are not wasting time by examining the example and the answer it gives.

Q - Finally, the Questions themselves provide valuable hints about the ideas contained in the passage as well as specific information to look for on your first reading.

All of the above should be quickly examined before you read the passage in any detail. It will make scanning the passage much easier, and will help you to predict a large amount of information.

40 CONSIDER THE PASSAGE LAYOUT

In the Reading Test the questions may come **before** or **after** the passage. You need to know:

- **where** each of the 3 sections of the Reading Test begins and ends
- **how many** questions there are in that part of the test, and where they also begin and end (so that you do not forget to look at questions)
- **how long** to spend on a group of questions (you may be given an advised amount of time for particular groups of questions)
- **which** questions to answer first.

There are 8 basic types of IELTS reading question tasks:

- matching tasks
- multiple choice tasks
- short-answer question tasks
- true/false tasks
- sentence completion tasks
- classification tasks
- gapfill tasks
- table, chart or diagram completion tasks

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Each reading passage requires a certain strategy or approach in order to make the best use of your time. The strategy to use depends on the type of question tasks that accompany each passage. You should be flexible enough to use a different approach if it suits the question task. (See also IELTS Test - Basic Hint 6.)

With some passages, it is best to spend time reading certain portions of the passage in some detail. This might be the best approach for a particular sentence completion task, for instance. With other passages, it might be better to search the passage for the question topic keywords/phrases (referred to as **signpost keywords/phrases** in this book), and to look closely around those keywords for further **matching keywords/phrases** to obtain the answer you require. This is usually the best way to answer matching task question types. Further reading practice is available in the companion practice book *'202 Useful Exercises for IELTS'*. (See also IELTS Test - Basic Hint 10 and Reading Hints 44 and 45.)

Sometimes it is a good idea not to answer certain questions in thej3rderinj«hicJxthey aragiven3 For example, it might be wise to try and complete a **gapfill summary** of a passage first, since a summary gives broad information about that passage quicker than a detailed reading, even with words missing. On the other hand, if you know that a certain type of reading task is more difficult for you, it may be best to attempt another task first. However, it is usually best to answer the questions in the order given in the test.

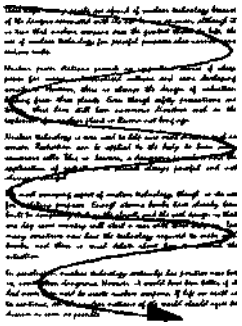
It is impossible to say which is the best strategy for a group of questions in advance. By studying the reading hints in this book, it should be possible to find the best strategy to use in a given case.

Examine the layout of each part of the test before you read the passage within it

41 SCAN THE READING PASSAGE

Scanning is the method to use when you need to search a page quickly for information that you require. You may be looking for the **general idea of the information** on the page (skim quickly through the information), or you may wish to scan for **specific information.** In either case, the method is to sweep your eyes across the page slowly and smoothly, starting at the top left, and working your way across and down the page in a wavelike motion as in the illustration below.

Practise scanning by applying the scanning technique to this page and other pages of writing of your own choice.



Did you understand the general idea of the topics on the page you just scanned? Did you move smoothly and steadily?

Do not read every word and do not rush. You are simply guiding your eyes with your finger or pen, and picking up information as you go, occasionally stopping for a moment to read something important that you have found, and continuing slowly back and forth, across and down the page.

It takes a little practice at first, but it is the best way to move quickly through a text without getting stuck and wasting time reading a lot of unnecessary information. You are more likely to find what you are looking for because you will have covered all parts of the page.

When scanning, guide your eyes across the page by using your first 3 fingers, or your index finger alone, or even the tip of a pen or pencil. This will prevent your eyes from wandering about on the page. You can increase your general reading speed too, by following your finger with your eyes across the page as you read. Many studies prove how much quicker people read when guiding their eyes across the page. You might be surprised to discover how much faster you will be reading.

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42 READ THE TOPIC SENTENCES FIRST

When you are ready to search the reading passage for more information, you have to know which parts of the passage to read first. Remember, you do not usually have time to read every word of the passage, especially if your reading speed is only average.

A reading passage consists of a number of paragraphs, each of which has a **main idea** or **topic** that tells the reader more about the main topic of the passage. You should make certain that you understand the topic of each of the paragraphs in the passage by searching for the topic sentences.

The topic sentence is usually, but not always, the **first sentence of a paragraph.** In fact, the topic sentence might be any one (or two) of the paragraph sentences. In general, when searching for the topic sentence it is wise to follow a particular search order:

check the **first sentence** -» then the **second sentence** -* and then the **last sentence**

If you still have not discovered the topic of the paragraph, you will have to read the whole paragraph to find out what it is about. (See also Writing Hint 61.)

The **introduction** is a paragraph with a special purpose: it contains the main idea or topic of the entire passage. If the passage is an argument, it should also state the writer's opinion. Note that the first sentence of the introduction is usually the topic sentence. (See also Writing Hint 80.)

In addition, the **conclusion** often summarises the main points of the passage, and is often worth reading directly after looking at the introduction.

KNOW WHERE TO START LOOKING FOR AN ANSWER

The quickest way to find the answers to the Reading Test questions is to know where to look for them. If you know what the main idea or topic of each paragraph is, you can first look for the answer to a question in the most likely paragraph in the passage.

- Look at Question 13 in Reading Test One:

  Q13 English language classrooms in the U.S. have the widest range of student nationalities.

  T F N

  Having matched the headings to the paragraphs in the passage in Questions 5 - 10, we know that Paragraph (iii) has the heading *"Heterogeneity in the language classroom"*. Question 13 refers to heterogeneity in U.S. English language classrooms, so it is logical to look in Paragraph (iii) for the answer. A quick scan of Paragraph (iii) reveals that the question statement is true.

There is usually a logical place to begin looking for the answer to a reading question. This requires an understanding of the **main idea or topic** of each paragraph. You can save yourself a great amount of time if you work out the main idea or topic of each paragraph in the early stages of your assessment of the passage. (See also Reading Hint 42.)

44 READ AROUND THE KEYWORDS/PHRASES

Sometimes the answer to a question can be found without a detailed reading of a paragraph that might contain the answer. First, choose the keyword/phrase from the question, and locate the first instance of it in the reading passage, reading around it to discover the answer. Next, read the sentence the keyword/phrase is within. Then, if necessary, read the preceeding and succeeding sentences. If the answer is not found by reading around the first location of the keyword/phrase, search for the next instance, and repeat the process. Continue until the answer is found.

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D Look at Question 15 in Reading Test One:

Q15. Despite the 1990s Asian economic crisis, Asian students still dominate the English language classrooms of Australia and New Zealand.

T F N

Paragraph (iv)

Australia and New Zealand are often overlooked, but hundreds of thousands of international students have discovered the delights of studying in the Southern Hemisphere. The majority are Asian for reasons that are not difficult to comprehend: the proximity of the two countries to Asia (Jakarta, the capital of Australia's closest Asian neighbour, Indonesia, is only 5506 kilometres from Sydney), the comparatively inexpensive cost of living and tuition, and perhaps of most importance: the growing awareness that antipodean universities and colleges are of an exceptionally high standard - for many **Asian students** English study is a prelude to tertiary study. In addition, revised entry procedures for overseas students have made it possible for an increasing number to attend classes to improve their English for alternative reasons.

Paragraph (v)

Australia and New Zealand have roughly the same percentage of **Asian students** in their language classrooms but not all students of English who choose these countries are from Asia. The emerging global consciousness of the late twentieth century has meant that students from as far as Sweden and Brazil are choosing to combine a taste for exotic travel with the study of English down under and in 'the land of the long white cloud'. But even the Asian economic downturn in the 1990s has not significantly altered the demographic composition of the majority of English language classrooms within the region.

Paragraph (vi)

Nor have the economic problems in Asia caused appreciable drops in full-time college and university attendances by **Asian students** in these two countries. This is partly because there has always been a greater demand for enrolment at Australian and New Zealand tertiary institutions than places available to overseas students. In addition, the economic squeeze seems to have had a compensatory effect. It has clearly caused a reduction in the number of students from affected countries who are financially able to study overseas. However, there has been a slight but noticeable shift towards Australia and New Zealand by less wealthy **Asian students** who might otherwise have chosen the United States for English study.

read around the question keyword

A quick **scan** of the paragraphs that contain each instance of the keyword reveals the answer. Paragraph (iv) tells us that the majority of international students in Australia and New Zealand are Asian. The last sentence of paragraph (v) confirms this is true *"despite the 1990s Asian economic crisis"*. The answer must therefore be *"T"* for True.

This method of **searching for each instance of the keyword/phrase** should direct you to the answer in the shortest time possible. (See also IELTS Test - Basic Hint 10.)

45 MATCHING TASKS

There are many different ways in which matching task questions can be written in the IELTS test, but, in fact, they can be divided into 2 types:

Type 1 - with a list of items to choose from **equal** in number to the matches to make.

Type 2 - with a **longer** list of items to choose from than the number of matches to make.

Tasks with more items than necessary from which to choose answers (Type 2) are, naturally, more difficult than tasks with an equal number of items to match (Type 1). In both types, there are often 2 or 3 similar items for each question from which you will have to choose the correct answer.

Matching Task Method - for Types 1 and 2

Step 1. Read the instructions carefully. You need to have as much information as possible about the matching task before you begin.

Step 2. Complete the task in the order in which the answers will be given in the passage. It is important to determine the best order in which to do the matching. Random order is not a good idea; a systematic approach is always best. The fastest method is, if possible, to match the items in the order in which the answers to the questions will appear in the passage.

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- Look at the list of headings for Questions 4 - 9 in Reading Test One:

A. Heterogeneity in the language classroom
B. Major influence on existing student source
C. Reasons for the choice of destination
D. Additional student sources
Exmple: E, Conclusion
F. The attractions of studying in the antipodes
G. Student destinations

Not including the example, there are 6 paragraphs, each requiring a heading, and there are 6 headings to choose from. Therefore, this task is a matching task Type 1. The **headings** are to be matched with **paragraphs** in the passage, so the best method in this case is to look at each paragraph to be matched **from top to bottom** in the passage, and seek the correct match from the list of items (not the other way around).

Step 3. Cross off the answers to the example first, but only if an answer cannot be used more than once. Having crossed the example off the list of items, you should then proceed to the first place in the passage where a match is to be made, and seek the match from the list of items.

Step 4. Give yourself a number of choices from the list of possible matches. If you do not, you might easily decide on the first match you think is the answer, but often there are two or three matching items that might match. Of course, only one will be correct.

- Look at Question 8 in Reading Test One:

Q8. Paragraph (v) .....

Paragraph (v)

Australia and New Zealand have roughly the same percentage of Asian students in their language classrooms, but not all students of English who choose these countries are from Asia. The emerging global consciousness of the late twentieth century has meant that students from as far as Sweden and Brazil are choosing to combine a taste for exotic travel with the study of English 'down under' and in 'the land of the long white cloud'. But even the Asian economic downturn in the 1990s has not significantly altered the demographic composition of the majority of English language classrooms within the region.

Question 8 asks for the heading of Paragraph (v). The topic of the paragraph deals with the nationality profile of overseas students attending English classes in Australia and New Zealand. Therefore, the two most likely headings that will match with this paragraph are, *"A" - (Heterogeneity in the language classroom)* and *"D" - (Additional student sources).*

If you do not consider both likely choices, you might not choose answer *"D"*, which is the correct answer.

Matching Task Method - Type 1 only

Step 5. Leave the most difficult match to last. Sometimes, one of the matching items is more difficult than the others. In a matching task Type 1, you can leave the most difficult match to last because the unmatched item left over at the end will be the answer (provided, of course, your other answers are correct). Do not waste too much time searching for the answer to a difficult matching question in a matching task Type 1 - it is wiser to solve the easiest matches first.

Step 6. Check your answers carefully because if you make an error with one match in a matching task Type 1, you will cause an error to occur with another match.

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With both matching task Types 1 and 2, when the task asks you to match a heading with a **single paragraph,** you must be sure of the main topic of the paragraph before you make your match.

Similarly, when you are asked to match a heading with a particular part of the passage (which might contain more than one paragraph), you must be sure that **every paragraph** within that portion of the passage relates in some way to the topic idea of the heading you are considering.

- Look at Section (v) in Reading Passage 1 of Reading Test Four:

Section (v)

Monorail systems are not new, but they have so far been built as adjuncts to existing city road systems. They usually provide a limited service, which is often costly and fails to address the major concern of traffic choking the city.

The Beam-Operated Traffic System, on the other hand, provides a complete solution to city transportation. Included in its scope is provision for the movement of pedestrians at any point and to any point within the system. A city relieved of roads carrying fast moving cars and trucks can be given over to pedestrians and cyclists who can walk or pedal as far as they wish before hailing a quickly approaching beam-operated car. Cyclists could use fold-up bicycles for this purpose.

It is not immediately clear from the first paragraph whether the main topic of the section is answer e) *"The monorail system"* or h) *"The complete answer to the traffic problem"*. By reading carefully, it can be seen that only answer h) relates to both paragraphs in the section.

Matched headings need to refer to all parts of the indicated portion of the passage

CHECK YOUR ANSWERS ARE CORRECT

Besides matching headings with paragraphs or portions of a passage, you might need to match beginnings with endings of sentences by referring to a reading passage, or match labels with parts of a diagram, table or chart. Your answer must agree with **all** the information in the other half of the match. It is sometimes useful to **match at least 3 areas of information in a possible answer** before choosing that answer.

- Look again at the headings for Questions 4 - 9 in Reading Test One:

  A. Heterogeneity in the language classroom
  B. Major influence on existing student source
  C. Reasons for the choice of destination
  D. Additional student sources
  E. Conclusion
  F. The attractions of studying in the antipodes
  G. Student destinations

  The first heading can be divided into 3 parts- *"Heterogeneity", "language" and "classroom"*. Similarly, the second heading can be divided into 3 parts - *"Major influence", "existing"* and *"student source"*. The third heading can be divided into 3 parts as well - *"Reasons", "for the choice of* and *"destination"*. When searching for the answer in a paragraph in the passage, make sure that each of the 3 parts of the heading relates to what is stated in the passage.

Not only matching task headings can be divided into 3 parts. Many, but not all, statements and questions in other reading task types contain 3 (or more) areas of information to search for in a passage. The point to remember is that if at least **three matching areas of information** agree with what you read in the passage, you can be fairly certain that the answer you have chosen is correct.

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- Look at Question 12 in Reading Test One:

  Q12. Students of the same nationality usually make similar study choices.

  T F N

  This question is part of a True/False/Not Given reading task, but the question statement can be divided into (at least) 3 areas of information to check for in the reading passage - *"Students of the same nationality", "usually make"*, and *"similar study choices"*.

  Each of these 3 areas of information can be matched with what is in the reading passage, and therefore the answer is *"T"* for True.

Check that all parts of the answer agree with what is stated in the reading passage

47 "PLACE" THE TASK ACROSS THE PASSAGE

If you look at the **example** and the **last question** of a particular set of questions in a reading task, and then locate the topic of the example and the topic of the last question within the passage, the answers to the task questions will generally lie within the area between those two locations. This placing technique shortens the area of the passage in which to search for the answers.

The technique is particularly useful in reading gapfill tasks where you must refer to a reading passage for the missing words. The summary gapfill text can sometimes be divided into sections that correspond to the various paragraphs of the reading passage. It should then be quicker to find the correct paragraph within which to find the answer. This technique is not limited to gapfill tasks.

- Look at the Example and Questions 16 - 18 in Reading Test One:

start

Example: What is the name of the Association which commissioned the survey?

.....the ELICOS Association.....

Q16. Which regional group had the largest percentage of students in the survey?

Q18. For what purpose did most students intend to use their English learning?

finish

The topic of the example is given by the keyword/phrase *"name of the Association "*. The topic of the last question (Question 18) is given by the keyword/phrase *"use their English learning "*. Therefore, the answers to the task questions will most likely be found in the area of the passage **beginning** with the paragraph giving the answer to the example (the first paragraph), and **ending** with the paragraph discussing how the students planned to use their English (the second last paragraph on the same page).

The example above is a simple example of how to apply the placing technique to a question task. In more difficult cases the technique can often prevent much wasted time searching for an answer in the wrong part of the passage.

Know where to look for answers in the reading passage by restricting the search area

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48 LOOK FOR CHANGES IN THE SENTENCE ORDER

The information contained in a question sentence (or part sentence) is sometimes **written in a different order** to that in the equivalent sentence in the passage. This switching of information can be confusing in a difficult question. A simple example is given below.

Look at Question 14 in Reading Test One:

Q14. **Standards** at Australian and New Zealand **tertiary** institutions are improving.

T F N

In the passage it says:

> "... and, perhaps of most importance to many Asian students whose English study is a prelude to **tertiary** study, the growing awareness that courses at antipodean universities and colleges are of an exceptionally high **standard.**"

The *"standards"* and *"tertiary"* keywords in the question are found **in reverse order** in the reading passage.

Sometimes not all the keywords/phrases within a particular question can be found close together in the passage, or within a single sentence. In fact, there may be a good deal of interesting but **irrelevant information** between the keywords/phrases in the passage. This may prevent you from finding all you need to know to answer the question. (See also Reading Hint 56.)

49 LOOK FOR PATTERNS OF WORDS AND PHRASES

Finding the answers to questions in the Reading Test largely depends on your ability to recognise the shapes and patterns in groups of words. There are basically 3 kinds of "patterns" to recognise:

Pattern Type 1: corresponding words with **exactly the same pattern**
Pattern Type 2: corresponding words with **a similar pattern**
Pattern Type 3: corresponding words, but with **a less recognisable pattern**

The best way to explain is by illustration and analysis.

- Look at Question 36 in Reading Test One:

Q36. Permanent damage to the body may result if Ecstasy is taken simultaneously with ...

	Question Phrase		Passage Phrase	
a)	may result	-»	may result	(Pattern Type 1)
b)	taken simultaneously	-»	taken at the same time	(Pattern Type 2)
c)	damage to the body	-»	harm to bodily organs	(Pattern Type 3)

The verb phrase *"may result"* in the question matches **exactly** the verb phrase *"may result"* in the passage (Pattern Type 1).

The phrase *"taken simultaneously"* in the question has a **similar pattern** to the phrase *"taken at the same time"* in the passage (Pattern Type 2). The words *"at the same time"* in the passage have been substituted in the question with the similar meaning word (synonym) *"simultaneously"*.

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The phrase *"damage to the body"* in the question is similar in meaning to the phrase given in the passage, but the **pattern is less recognisable** (Pattern Type 3).

Note that single words, too, may be substituted in the question for a word (or phrase) in the passage. In Question 36, the word *"permanent"* is a substitute for the adjective *"lasting"* in the passage.

Now refer to the reading passage starting on page 101, and find the corresponding phrases for those in Question 37 below. To which pattern type does each phrase belong?

- Look at Question 37 in Reading Test One:

Q37. Cellular damage to the brain is detected by measuring the amount of ...

	Question Phrase		Passage Phrase	
a)	cellular damage to the brain	->	.....	(Pattern Type ....)
b)	the amount of	->	.....	(Pattern Type ....)
c)	is detected by	-»	.....	(Pattern Type....)

(Answers are given upside-down at the bottom of page 43).

Note that not all questions will contain all three pattern types; nor will all substitutions fall neatly into the three patterns. Nevertheless, being able to recognise and match the patterns when they occur will help greatly with your reading comprehension.

50-54 FIVE QUICK HINTS

50 Read the Glossary

Occasionally a reading passage comes with a glossary of words in the passage that may be technical or not easily understood. Do not forget to check a glossary for the meaning of a word.

Also, the IELTS Academic Module, being a formal academic test, contains a number of words often found in such tests, that is, vocabulary commonly used when studying at post-secondary (tertiary) level. The Glossary on page 172 contains a number of such words taken from this book. Check the meanings of the words it contains in a good dictionary and learn them. They are words that you are likely to encounter many times in practice IELTS tests, and probably in the IELTS test itself.

51 Check Difficult Vocabulary

You may not understand every word in the reading passages. Even native English-speaking people might have difficulty fully understanding all the vocabulary presented in an IELTS test. You are **not allowed to use a dictionary** in the examination room, nor is it a good idea to use a dictionary during the first attempt at the tests in this book (or any other practice IELTS test book). Later, of course, it is useful to study the passages carefully and check unknown vocabulary.

The best approach is to guess the meaning of the word from the context, that is, from the words that surround it. However, this is not always an easy task. If you still have no idea what the word means, ask yourself if it contributes a **positive (+)** or **negative** (-) meaning to the sentence. This is usually enough to assist you to work out the meaning or intention of the writer. (See also Reading Hint 55.)

52 Search for Numbers First

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Numbers are easier than words to locate within a reading passage. If a number is mentioned in the question, use the keyword approach outlined in Reading Hint 44, and search for the key "number" in the passage. Check around each use of the number to see if the answer you need is located nearby. Remember though, that numbers can also be expressed in word form in a reading passage.

53 Remember Maximum Word Requirements

If the instructions inform you that the maximum number of words to give as an answer is, say, three, you can assume that at least one answer, and probably more, will contain three words exactly. Therefore, look for phrases that contain the maximum number of words allowed. Remember the Golden Rule, and do not give more words than instructed. (See IELTS Test - Basic Hint 7.)

- Look at Questions 24 - 28 in Reading Test Two and the Answer Key.

  In this task, 2 out of 5 of the answers are three words long:

  Q25. - *"six quality bands"* Q28. - *"lack communication skills"*

54 Check Figures and Diagrams for Answers

Do not forget that the answers you are looking for may be given in a figure, diagram, illustration, graph, table or chart that accompanies the reading passage. Always check footnotes, too.

- Look at Question 29 in Reading Test Four:

  Q29. Children with A.D.D.:

  c) may be slightly affected by sugar intake

The answer c) is given **only** in Figure 1 - Evaluations of Controversial Treatments for A.D.D.

55 READING GAPFILLS - METHOD

If the first task in a reading passage is to complete the reading passage itself by asking you, for instance, to add headings for various paragraphs or sections, then it is probably best to complete that task first. However, if there is a gapfill task which is a summary of the whole passage, or even part of the passage, consider completing the gapfill first. Summary gapfills help to predict information about the passage, even with some words missing. They may also help to answer questions in other tasks connected to that passage.

There are 2 types of gapfill tasks in the IELTS Reading Test:

Type 1 - those with **a given list of words or phrases** to choose from to fill in the gaps.

Type 2 - those where you fill the gaps with **words or phrases from the reading passage.**

Gapfill tasks Type 2 are, naturally, more difficult than gapfill tasks Type 1. The text of a gapfill task Type 2 is always a summary of part or the whole of a reading passage. On the other hand, a gapfill task Type 1 may or may not be a summary of part or the whole of a reading passage. Both task types, however, require a good knowledge of grammar.

Reading Gapfill Method - for Type 1

Step 1. First, read the instructions. You need to know if the gapfill is a summary of part or of the whole of the reading passage; if so, you will need to refer to the passage. You also need to know if you can use a word from the list of words **more than once.**

Step 2. Next, read the example and cross the answer to the example off the list, but only if you cannot use a word from the list more than once.

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Step 3. Then, scan or skim the gapfill text quickly for a general understanding of the text.

Step 4. Now work out the parts of speech for each of the words in the given list. Place a letter standing for the part of speech next to each word in the list. If the item in the list is a phrase, you should determine the kind of phrase (noun, adjectival, adverbial, prepositional etc.). If a word can function as two parts of speech, e.g. as a noun and a verb, write down both.

n - noun	**v** - verb	**a** - adjective	**adv** - adverb
p - preposition	**pp** - past participle	'-ing' words	**c** - conjunction

By distinguishing the words or phrases according to their function as parts of speech, you need only search through similar functioning words when considering a word or phrase for a gap. In this way, you considerably shorten the time required to find the words or phrases that are possible correct answers.

Remember, if the word either side of the gap:

... is a **noun,** the answer could be an **adjective** (usually before the gap)

... is a **verb,** the answer could be an **adverb.**

... is an **adjective,** the answer could be a **noun** (or an **adverb** if after the gap)

Do not forget this structure: **(pro)noun + (be) + adjective,** e.g. She is happy.

Note that an **adverb** may precede the **adjective** in the above structure.

Step 5. Now turn to the first gap in the task, and try to work out the full meaning of the sentence it is within. You may need to read the sentence before and after, too.

Step 6. Next, work out the part of speech for the gap. Do so, by closely examining the words that come both **before and after** the gap.

Step 7. Then search only through the words in the list that can function as the same part of speech as the missing gap word. Look for **all** the possible answers that you think could fit in the gap. **Make no final choices just yet.** There are usually two or three similar words that could be correct. Write them all above the gap.

Step 8. Refer to the reading passage to help you choose possible answers for the gap if the gapfill text is a summary of part or all of the passage.

Step 9. Complete steps 5 to 8 for each gap in the task.

Step 10. Choose a final answer from the words chosen for each gap. **Cross off the incorrect answers,** do not write them on the Answer Sheet, for you will not be correct if you give more than one answer.

Reading Gapfill Method - for Type 2

Step 1. First, read the instructions. You need to know if the gapfill text is a summary of part or of the whole of the reading passage.

Step 2. Next, read the example for information about the topic of the summary.

Step 3. Then, scan or skim the gapfill text quickly for a general understanding of the text.

Step 4. Now locate the answer to the example in the reading passage.

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Step 5. "Place" the summary across the passage to find out where the answers to questions may be found. It is often possible to divide the summary into parts that correspond to various paragraphs or sections of the passage. In this way, it is possible to shorten the area of the passage in which to look for particular answers. (See also Reading Hint 47.)

Step 6. Now turn to the first gap in the task, and try to work out the full meaning of the sentence it is within. You may need to read the sentence before and after, too.

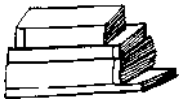
Step 7. Next, work out the part of speech for that gap. Do so, by closely examining the words that come both **before and after** the gap.

Step 8. Then, examine the keywords/phrases to look for in the passage, and locate them in the passage. (See also IELTS Test - Basic Hint 10 and Reading Hint 57.)

Step 9. Choose the word that best suits the gap, remembering that the words you find in the passage may not be in the word form you require. You may need a noun, but the word given in the passage might be an adjective. In which case, you must change the form of the word to the word form required in the gapfill text.

Step 10. Complete steps 6 to 9 for each gap in the task.

Turn the page upside down to see the **answers to the exercise given on page 40:**



cellular damage to the brain ← cellular damage to the brain (Pattern 1)

the amount of ← the level of (Pattern 2)

is detected by ← the most common method of detection is (Pattern 3)

FIND SHORT SENTENCES WITHIN PARAGRAPHS

It is important to develop the ability to "see" a short question sentence within a longer sentence or within a paragraph. The sentences forming the questions usually contain **summarised** information, and are, therefore, almost always shorter than the sentence or sentences in the reading passage which contain the corresponding information.

O Look at Question 2 in Reading Test Two:

(from the Reading Passage)

This increase in accuracy is due to the use of instruments called GPS-dropwindsondes, which can probe the atmosphere surrounding a hurricane while it is still out at sea. The atmospheric characteristics of hurricanes over land are well understood because investigation is possible with weather balloons containing sophisticated meteorological instruments. When hurricanes are out of reach of balloons, gathering information is decidedly more difficult. Little is known of the weather conditions that guide hurricanes towards land.

Q2. What reason is given for the lack of knowledge of hurricanes at sea?

It takes practice to "see" the information contained in the sentence of a question within the extra wording in the reading passage, but it is an important skill. Note that sometimes the information in the sentence forming the question is **not given in the same order** as the same information in the passage. Nonetheless, the ability to "see" a shorter sentence within longer sentences is essential when trying to locate the correct answer within a large piece of text. (See also Reading Hint 48.)

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57 CONSIDER THE LOCATION OF THE ANSWER

You must be willing to search both before and after the keywords/phrases. The distance of an answer from the keyword/phrase can vary considerably in the Reading Test, but the answer is usually found in the same paragraph as the keyword/phrase with which it is connected.

In this book, certain keywords and phrases in the questions (and passages) are referred to as **signpost keywords/phrases** because they point to paragraphs in the passage where answers are likely to be found. Keywords more closely connected with the answer are referred to as **destination keywords/ phrases.** (See also IELTS Test - Basic Hint 10.)

D Look at Question 22 in Reading Test Three:

destination keyphrase(s) **signpost keyphrase**

Q22. What two shortages are given as the reason for the writer's pessimistic outlook?

5. The rewards of discovery are potentially enormous, yet the outlook is bleak. Timber-rich countries mired in debt, view potential financial gain decades into the future as less attractive than short-term profit from logging. Cataloguing species and analysing newly-found substances takes time and money, both of which are in short supply.

answer

Notice that sometimes the signpost keyword/phrase can be found long before the answer in a passage. It can also come after the answer.

Note also that when the keywords/phrases in the question are found in the passage they may not be written exactly in the same way. The corresponding keywords/phrases in the passage may contain substituted words, or they may be phrases with a similar meaning. (See also Reading Hint 49.)

Nevertheless, reference to the keywords/phrases in a question can **always** be found somewhere in the reading passage, and most often in the same paragraph. (See also Reading Hints 46 and 56.)

58 CHARTS AND TABLES IN QUESTION TASKS

Keywords, keyphrases, and examples are also features of questions within charts and tables. Do not overlook the words already contained in a chart or table in your hurry to find the answer in the reading passage. These words can also be considered as 'examples'.

- Look at Questions 1 - 3 in Reading Test One:

Keywords/phrases for Question 1

	U.S.	Britain	Australia	New Zealand	Canada
order of popularity	1st	(Ex:) ...2nd...	3rd	4th	5th
type of English in course books used in this country	American	(1)	(2)	not given	not given
student heterogeneity (*1 = most heterogenous 5 = least heterogenous*)	1	2	(3)	equal 3	5

Particular examples for Questions 1 and 2

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The keywords/phrases for Question 1 are the headings for the row and column in which the question is found {*"type of English in course books used in this country"* in *"Britain"*). Similarly, the keywords/phrases for Questions 2 and 3 are the appropriate row and column headings.

The particular examples for Question 1 are *"American"* and *"not given"* because they are in the same row as the question. Similarly, the example words for Questions 2 and 3 are found in the same row as the questions.

Remember that in charts and tables, the example words in a row not only help you answer the question, they may also be words or phrases within a particular word set.

e.g. The type of English in course books used in the U.S. is given as *"American"*. Question 1 asks for the type of English in course books used in Britain. Referring to the passage, the answer is found to be *"British"*, which is within the word set "nationality".

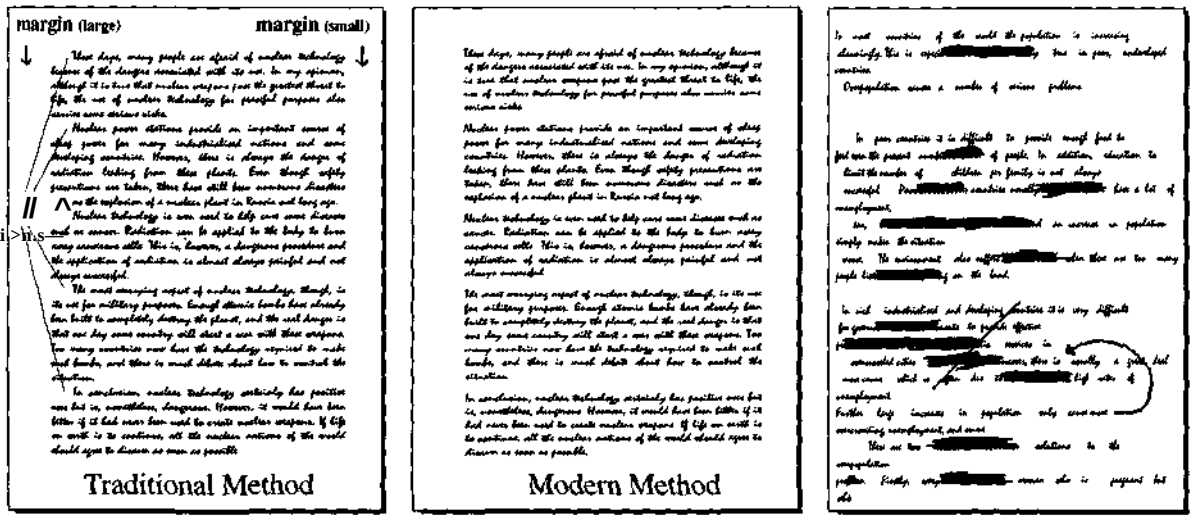
Be aware that it is possible for the answer to a question in a chart or table to be a word already given somewhere in the same row or column.

Remember to examine all the words and phrases contained in a chart or table

WRITING TEST HINTS

A BASIC UNDERSTANDING

59 PAY ATTENTION TO THE PRESENTATION



While it is true that the IELTS Writing Test is not marked for neatness, there is the psychological aspect to consider when you are trying to impress an examiner. You are not there in person to present your work, so always aim to make your writing look presentable on the page.

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10 Point Guide to Presentation and Layout

i. There is no need for a title in the IELTS test task writings, and do not rewrite the question task,

ii. Use left and right margins as in the two good examples above.

iii. Use either **indentations** for the, first line of each paragraph (traditional method) or a **blank line** between paragraphs (modern method), but do not mix both methods.

iv. Do not use double spacing, that is, do not leave a blank line between each line of writing.

v. Use all the line - write from the very edge of the left margin all the way to the very edge of the right margin. This is true for every line, except where the line is short, or where the last word will not fit between the margins. In the latter case, do not continue into the margin area. Start on a new line with the word that is too large.

vi. Do not split words. Rather than memorise complex rules for splitting words, do not split them.

vii. Write between 10-12 words per line. This will prevent you writing words too large and with gaps larger than a single letter or two between words. It will also make it simpler for you to quickly estimate how many words you have written in the test.

viii. *7iu cuMive mttOtfy, t&at U, mti the letter jowed toqd&vi.*
Cursive writing makes your work look more mature, if it can be read easily. The non-cursive writing of some candidates can look immature. Since first impressions are important, impress the examiner by writing the way educated English-speaking adults usually write in English.

ix. Write in a thick, not fine, pen, and consider writing in blue ink. Why? From a psychological point of view, a thick pen makes a stronger impression. Similarly, written work in pencil looks weak and impermanent. Pencil users waste time erasing, and sharpening or pumping the lead. Blue ink, is more soothing and pleasant to look at than black. Leave behind a positive impression.

x. If you make a mistake, simply cross out the **errer** error with one line. There is no penalty for crossing out. Besides, it shows the examiner that you are capable of error correction.

Quick Punctuation Guide

1.	Use **full-stops** only at the end of a sentence. Begin sentences with a capital letter. Proper nouns also require capital letters.	/ . /	e.g. *the Eiffel Tower* *the University of North London*
2.	Use **commas** to separate parts of a sentence to avoid any confusion with meaning. Additional information is enclosed within commas.	/ , /	e.g. *The pollution of rivers, which is often caused by chemical waste and fertiliser, is causing enormous problems for fishermen, especially in Britain.* (The comma after *'fishermen'* ensures that *'especially'* connects with *'Britain' not 'fishermen'.)*
	A **comma** is used after most connectives (linking words), and usually before and after a connective in mid-sentence. Commas separate clauses in most conditional sentences.		e.g. *Therefore, the use of chemicals on farms should be better controlled. However, even if such laws were passed tomorrow, most rivers would take years to recover.*
3.	**Semi-colons** are used to separate sub-groups within lists, but more often to join two independent clauses that are grammatically complete but closely related. However, in the latter case, you can always use a full-stop instead.	/ ; /	e.g. *Chemical waste from factories is still drained into river systems; it is hard to believe that this practice is still allowed by law in some areas.*
4.	You may use a **colon** if you need to draw attention to what is to follow.	/ : /	e.g. *The environment is important for the following reasons:*
5.	Use **quotation marks** for quotes and titles. **Apostrophes** show possession or contraction.	/ " " / / ' /	e.g. *The Daily Express* *farmers' profits* *there's*
6.	Do not use **contractions** in formal writing. Use the full form instead.	/ n't /	e.g. *don't, shouldn't, can't, it's* etc.
7.	Do not use **exclamation marks** in the IELTS Writing Test, and **avoid asking questions.**	/ ! / / ? /	
8.	**Brackets** are useful, especially for quoting statistics in Writing Task 1, but do not overuse.	/ ( ) /	e.g. *the total number of cars (10)*

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60 UNDERSTAND THE QUESTION TASK

It is important to fully understand the task you must perform in the IELTS Writing Test. The Golden Rule is that you must be sure of the type of answer you are required to give to the examiners, and what you must do with that information to give the answer accurately. (See IELTS Test - Basic Hint 7.)

You will probably receive a lower Writing Test Band Score if you fail to ...

... **write what you are required to write, and with at least the minimum number of words** requested per task. You may be asked to write an essay, report, or description etc. There is no maximum word limit, but there is a limit to the amount of space in which to write your answers.

... **write directly on the given topic.** Once you have accurately determined what the topic and the topic question is, keep to the topic throughout the entire piece of writing.

... **write for the intended reader.** This means you should write your answer in a formal academic style. For instance, if you are asked to write for a university lecturer, your answer must be written in the formal style expected.

It is inappropriate to write in note form in the IELTS test (unless specifically requested).

It is inappropriate to use **colloquial** or **slang words or expressions** in formal writing. Also, you should avoid using the word *"thing "*, or words containing the word *"thing "*, such as *"something"* or *"anything"*. Use more descriptive words instead.

It is not generally acceptable to use *"etc."* or *"and so on"* in formal writing. Instead, make a list of at least 3 **examples** of what you wish to say, and punctuate as follows:

e.g. " *... in the water, air* ***and*** *soil* " but " *... they sat for the test, passed,* ***and*** *failed to use their qualifications.* "

Note that the comma after the second last item is usually included **only** if there might otherwise be an unintended confusion of meaning, as in the second example above.

... **write what is expected.** If the task includes the words "(write from) your own experience", it means from the knowledge you have of a particular topic, and does not usually mean writing about your personal experiences (unless specifically requested).

e.g. *"Language-learning overseas is an extremely difficult process."*

not *"When I was in England, I found learning a language to be very difficult."*

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... **write all that is requested in the task.** For instance, if you are asked to give recommendations or advice, make sure that you do. Also, avoid making statements that are too general, too simple, and too obvious. Your answer should be written in some detail.

The Topic and The Topic Question

It is important to know precisely what the **topic** is, and what the **question** is concerning that topic.

Look at the circled topics of Task 2 in Writing Tests One and Two:

TEST ONE (Studying the English language in an English-speaking country) is the best but not the only way to learn the language.

Do you agree or disagree with this statement?

TEST TW0 The world is experiencing a dramatic increase in population. This is causing problems not only for poor, undeveloped countries, but also for industrialised and developing nations.

Describe some of the problems that (overpopulation) causes, and suggest at least one possible solution.

The Test One topic is **"studying the English language in an English-speaking country".** The question asks you to consider the alternative: studying English in a non-English-speaking country. Failure to compare the advantages and disadvantages of both ways will most likely mean a lower score.

The topic in Test Two is **"overpopulation".** If you wrote at length about overpopulation not being a problem, it would be irrelevant. In addition, you would score less if you failed to offer a solution.

USE THE "THREE-PART" WRITING APPROACH

Model sentences, paragraphs, essays and reports each consist of 3 basic parts. Even words can consist of three parts:

A Word:

• **(prefix)**	+	**stem**	+	**(suffix)**

A Basic Sentence:

subject	+	**verb**	+	complement

A Typical Paragraph:

Topic sentence - states or refers to the main idea behind the paragraph

the 4 "E"s

- **Explanation** - to make the topic sentence (or key vocabulary within the topic sentence) clearly understood
- **Evidence** - to offer proof of what you are saying as part of an argument
- **Example(s)** - to further illustrate the point you are making
- **Extra detail** - to substantiate the main point of the paragraph

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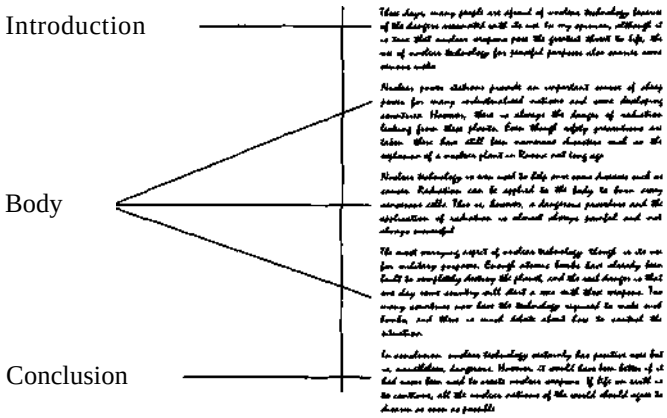
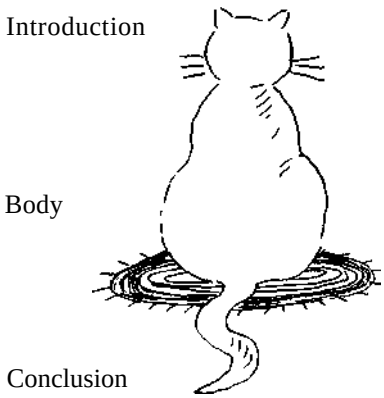
Summary sentence - concludes the paragraph (optional)

The topic sentence is usually, but not always, the first sentence of the paragraph. (See Reading Hint 42.)

Note also that the "body" of the paragraph consists of one or more, but not necessarily all, of the 4 "E"s (explanation, evidence, example(s), and extra detail).

A Typical Essay:





You might like to think of an essay, a report or any formal piece of writing, as being written with the 3-part shape of a cat in the writer's mind. Note the relative sizes of the parts of the cat.

Note that you do not need to place "ears" on the "cat" in the IELTS Writing Tasks. In other words you do not need a title. This is true of the IELTS test, but not of most essays at tertiary level.

62 WRITE INTERESTING SENTENCES

Beware of sentences that are too simple and too obvious. Good sentences inform the reader, and are, therefore, interesting to read. However, do not write unnecessarily complex sentences, and do not use a word unless you are quite sure of what it means. It is better to use simple words correctly than complex words incorrectly. Consider the following topic sentence:

"There are many rich and poor countries in the world".

It makes a statement that is much too general in content and is obviously true. Although no-one would argue with the truth of the statement, it is not an informative or interesting sentence to read.

"There' are many more poor countries than rich countries, yet the latter are in possession of almost all of the world's economic wealth".

Note that the second sentence answers at least **3 wh/how questions:**

Which countries?	*... rich and poor*
How many (rich and poor) countries?	*... many more poor countries than rich*
How much (do the rich countries own)?	*... almost all of the world's economic wealth.*

Who? What? Where? When? Why? Which? How many? How much? How often?

'Answers' to wh/how questions add interest to your sentences.

Try to include the answer to at least 3 wh/how questions in your sentences

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63 IMPROVE YOUR WRITING

It is not the aim of this book to provide a detailed course in writing. However, there is a 3-part method you can use to increase your writing power gradually. It might seem simple, but it was the method you used to learn to write in your own language.

1. **Read**

Yes! Read other people's well-written English. That is why people write in the first place - to be read. The more you read, the more you will understand of the structure of English sentences. (See also IELTS Test - Basic Hints 2 and 4.)

2. **Copy**

If you should do more reading in English, / why not assist your writing / at the same time? / Simply copy / passages of well-written English / onto paper. / Concentrate as you copy, / thinking about the structure of the sentences / as you write. / Try to remember / the groups of words you copy / in natural phrases / as shown in this paragraph. / Try to remember / more and more words at a time / before checking / to make sure you have copied accurately. / (See IELTS Test - Basic Hint 5.)

3. **Write**

There is no substitute for practice. The more you write in English, the easier it will become, and the more accurate your sentences will be. Naturally, it is useful to have your sentences checked by a trained English language teacher, but if that cannot be done, do not worry. If you copy well-written English paragraphs while you are also trying to improve your own sentences, your sentence structures will certainly improve. A large number of exercises designed to improve your writing skills for the IELTS test is included in the companion book *'202 Useful Exercises for IELTS'*.

64 6 COMMON QUESTIONS ABOUT THE WRITING TEST

"What happens if I don't finish the writing tasks in the given time?"

You will be penalised because you will not have fulfilled the requirements of each task. It is, therefore, most important to practise writing for speed a long time before the day of the test, so that you can be sure of finishing in the required time. It is wise to spend only the advised amount of time suggested for each task (20 minutes on Writing Task 1 and 40 minutes on Writing Task 2).

"If I complete only one task, is that better than two unfinished tasks?"

No. You will score very badly. Even if you write an extremely good piece of writing for, say, Task 2, by not attempting Task 1 at all, you will score badly. You must at least attempt both tasks. In addition, Task 2 is worth more marks than Task 1, which is one reason for the longer amount of time advised for Task 2. Another reason is, of course, the greater number of words required,

"How can I improve my writing speed so that I can finish both tasks ? "

Practise with a clock. Copy paragraphs of well-written English as quickly as you can, and try to increase your speed gradually. This will help to boost the physical speed at which you write.

Also, use a pen which writes well. It is often faster to write with a pen than with a pencil. It is worth buying a pen with which you are personally able to write smoothly and easily.

It might be wise to look at the way you hold your pen. Do you grasp it too tightly, as if trying to squeeze out the ink with your fingers? Writing is a physical act, but it should not cause too much physical stress. Your hand should flow easily across the page.

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Practise writing smoothly and quickly. Cursive or "running" writing causes less stress than non-cursive writing, and enables the hand to move faster across the page. (See also Writing Hint 59.)

"Do I have to show my writing plans? "

No. Any plans you write are not taken into account when an assessment is made of your work. Therefore, you need not worry about how your plans look. However, you have to be able to understand what you have written. It is always preferable to be neat and tidy than messy.

"What should I do if I have no ideas about the topic? "

You should ask yourself "why not?" Both writing tasks are of general interest, and no special knowledge is required. It is essential that you read about current affairs in your own language as well as in English in order to keep up with what is happening in the world. Join your local library, read English language newspapers and magazines. Watch current affairs programmes on TV, and listen to current affairs programmes on the radio. Do everything you can to become well-informed, especially about the topics that people talk about in English-speaking countries.

"Does spelling count towards the IELTS Writing Band Score?" ,

Yes, and so does punctuation. All the requirements of good writing are taken into account. However, you should not worry greatly if you make a few spelling errors. Naturally, you should try hard to avoid all errors by leaving time at the end of the Writing Test to check your work for grammatical mistakes, spelling, and punctuation. (See also Writing Hints 59 and 65.)

It is encouraging to remember that your work does not have to be perfect. A non-English-speaking person is not expected to write an essay, or describe a chart or table as well as a native-writer, unless he or she has been speaking, listening, reading, and writing in English for many years.

65 10 POINT GRAMMAR CHECKLIST

1. Check for missing or incorrect articles:

   "5% ofpopulation of the UK is..." ✗ *"5% ofthe population of the UK is..."* ✓

2. Check the 3rd person singular 's' agreement in the present tense:

   ".. she want to go to university..." ✗ *"... she wants to go to university..."* ✓

3. Check that your verbs are correct (in the active tense and passive voice):

   "In 1945 the war end ..." ✗ *"In 1945 the war ended..."* ✓

4. Check that your verb forms are correct:

   "They have been tried to..." ✗ *"They have been trying to. ."* ✓

5. Check all your subject-verb agreements:

   "...poorcountries has suffered." ✗ *" p o o rcountrieshavesuffered..."* ✓

6. Check your countable and uncountable nouns:

   "Most student do not wish to..." ✗ *"Most students do not wish to..."* ✓
   but *"Mostpeoples in the world..."* ✗ *"Mostpeople in the world.,"* ✓

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7. Check that your pronouns refer to (previously mentioned) nouns:

   "He wants to go to university..." ✗ *"He wants to go to university ."* ✓
   (it *"a student"* is **not** mentioned before) (if *"a student"* is previously mentioned)
   Note that pronouns can come before the nouns they substitute for, but this is not as common.

8. Check that your prepositions are correct:

   "The company was interested at..." ✗ *"The company was interested in ..."* ✓

9. Check that your parts of speech are correct:

   "... *it was a destruction act,,,"* (noun) ✗ " *if was a destructive a c* t . "(adj.) ✓

10. Check that your conditional forms are correct:

Zero:	If + present tense	…, + present tense + infinitive...	always
1st:	If+present tense	…, + will (may, might, could etc.) + infinitive ...	maybe
2nd	If + past simple tense continuous	+ would (may,might,could + infinitive)	maybe not
3rd	If + past perfect tense	…, + would have (may have etc.) + past participle ...	did not occur

Leave up to **5 minutes** at the end of the test to read your work again with this checklist in mind. Whenever you write, in the IELTS test and for practice, you should always check for errors.

66 USE CONNECTIVE WORDS

Connectives or linking words are essential in formal English writing to link clauses, sentences, paragraphs, and ideas together to form a cohesive unit of written work. Connective words and phrases that are appropriately used count towards a higher Writing Test Band Score.

TABLE OF SOME OF THE MOST COMMONLY USED CONNECTIVE WORDS AND PHRASES

(Refer to an academic writing textbook or teacher for a detailed discussion of appropriate use. See the Further Reading List on page 171,)

First of all,... In the first place,,. **To begin with,...** Firstly,,Second(ly),...Third{ly) First,,, Next, .Then. - After that,... Finally,,.,	**Group 1, Sequencing/Listing** Use to catalogue (make a list of items or sequence (place in order) what you say.	In other words, ... **In that case, ...** **Then** (Or) else,... Otherwise,,,	**Group 7. Inferring** Use to deduce from what you lave said. (Either what might or might not have happened, is **happening, or will happen.)**
Also,.. Besides,,.. **Furthermore,...** In addition,... Moreover,...	**Group 2, Reinforcing** **Use to add to and strengthen** what you have said.	Alternatively,,, On the otto hand,,, Then again, ...	**Group 8. Giving Alternatives** Use to refer to an alternative to what you have said,
In the sane way,.., Likewise,.., Similarly,,.,	**Group 3. Equating** Use to indicate similarity with what has been said.	: In other words,,,. That is to say.,,, To put it simply,,,,	**Group 9. Restating** Use to express what you have said in another way (usually more simply.)
In conclusion,,.»* **In summary,...*** To conclude,...* To sum up,.,.*	**Group 4 Summarising** Use to introduce a generalisation of or conclusion to what you have said,	Conversely,,. In compat is a,... In contrast to this,,,, Instead,,, On the contrary..,, ,,,, whereas,.. .,,,while.,./..,,whilst.	**Group 10. Contrasting** Use to compare or contrast with what you have said.
For example,... For instance,,, In particular,,, particularly,,,. ... such as,., ...that ..,/.,,,that is to say,,,. .,,,namely,,,,	**Group 5. Referring** (e.g.) Use to indicate you will give (or have given) one or more examples of what you have said. (i.e.) **Use to indicate an explanation of what you** have said.	*After all* All the same.... Although,,.Though,,.,Everthough. Even if,	**Group** 11.Conceding Use to indicate other ways of considering what you have said.
As a result,,,. Consequently,,,. Hence,,.. So... **Therefore, ,,,** Thus,,..	**Group 6, Showing Results** Use to express the consequence of what you have said.	In spite of,,,, despite this that,. Nvertheless.... Nonetheless,,,. Still,. Yet,,,,	Key: **Basic Connectives** ,,.of the "**and**" type ,, of the "or" type ...of the "**but**" type

- Connectives marked with an asterisk (*) do not usually occur in the middle of sentences.
- Inclusion in a particular group does not mean that the connectives are always interchangeable.

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WRITING TASK 1

67 UNDERSTAND WRITING TASK 1

Writing Task 1 is designed to test your ability to interpret and present information that is given in short form, often as data within a **diagram, graph, chart** or **table.** You must present the information in your own words as complete sentences within paragraphs, that is, not in note form unless specifically requested. The minimum number of words you are required to write is 150. You are not asked to give opinions, make assumptions, or draw conclusions about the information given.

The information may be presented to you in a number of ways, for instance, as:

- a graph
- a bar or pie chart
- a table of information
- a diagram of the stages of a process or procedure
- a sequence of events
- a picture of an object showing how it works.

There might be a combination of graphs, tables and charts, and you may be asked to compare the information given. Sometimes, however, even when the question does not specifically ask you to compare information, you will probably find it is necessary to do so (as in Task 1 of Writing Test One). Remember to compare the information shown, if it helps you with your description. (See also Writing Hints 66 and 82.)

Alternatively, you may be asked to use the information given to support a written statement.

First of all, you must fully understand the task and what you are asked to do. Spend a minute or two working out what it is you are looking at, and what information you must give.

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68 PLAN THE NUMBER OF PARAGRAPHS

Once you have read the task carefully and you are sure of what to do, you need to plan your answer. Since you have only 20 minutes to complete the task, you do not have time to write a detailed plan on paper. Instead, you should look for the **main features** of the diagram, table, chart, process etc. This will assist you to determine the number of paragraphs to write before you begin.

- Look at the model answer for Task 1 of Writing Test One on page 164.

  To begin with, you will need an introductory paragraph describing the table. Then you should note that the information is presented in columns and rows. You could either write 3 body paragraphs according to the column information (Non- Book Club Members, Book Club Members, and Total), or 4 body paragraphs according to the row information (Fiction, Non-Fiction, Magazines, and Total). It does not matter which of the plans you choose, but you must make a decision before you begin to write. Note that you do not need a "separate" conclusion for Writing Task 1. (See Writing Hint 74.)

You should also decide what the **main topic** of each paragraph will be before you write. In general, you should aim to write a total of between 3 and 5 paragraphs for Writing Task 1.

The model answer for Task 1 of Writing Test One is written in 4 paragraphs:

Paragraph 1 - the introduction
Paragraph 2 - the sales to non- Book Club members
Paragraph 3 - the sales to Book Club members
Paragraph 4 - the totals.

Sometimes, it is a good idea to join together the introduction and the first body paragraph, but only in Writing Task 1. If there is quite a lot of information to include in your answer, you might not be able to complete the task in 20 minutes if you write a long introduction. However, an introduction that is too short, for instance, a single short sentence, will not work as a paragraph. Similarly, you might need to **join paragraphs** that contain more than one main idea, but only do this in Writing Task 1.

a Look at Task 1 of Writing Test Two on page 123.

You must write a report describing the stages involved in writing a formal academic essay as illustrated in the diagram. You need an introduction, and, as six stages are shown, it would be logical to plan for 7 paragraphs. This would normally be the best approach. However, since Writing Task 1 is short, each paragraph would then contain too few words. Note how the model answer combines some of the stages of the process within its 4 paragraphs to avoid this problem.

Also, you do not need to add a "separate" conclusion in Writing Task 1. (See Writing Hint 74.)

Plan the number of paragraphs before you begin, by noting the main features of the data within the diagram, graph, chart etc.

69 USE "REFERENCE" STRUCTURES

When referring to a diagram, chart, table etc. use "reference" structures such as those given below. This will assist the reader to know where your information comes from, and will effectively lead in to what you have to say.

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<table>
<tr><td rowspan="3">The</td><td>table/chart
diagram
graph</td><td colspan="2">shows (that)...</td><td colspan="3">According to the
As (is) shown in the
As can be seen from the</td><td>table/chart,
diagram,
graph,
figures,</td><td></td></tr>
<tr><td>figures
statistics</td><td colspan="2">show (that)...</td><td colspan="3" rowspan="2">It can be seen from the
We can see from the
It is clear from the
apparent</td><td rowspan="2">table/chart
diagram
graph
figures</td><td rowspan="2">(that)...</td></tr>
<tr><td>diagram</td><td>shows
describes
illustrates</td><td>how...</td></tr>
</table>

Be careful not to use these "reference" structures too frequently to avoid unnecessary repetition.

70 WRITE A DESCRIPTIVE INTRODUCTION

All Writing Task 1 answers require an introduction, which should begin with a **topic sentence.** The topic sentence of the introduction is a general statement that explains what it is that is being described in the task. Imagine that the reader does not have the task in front of him or her. You must tell the reader in words what you see. (See also Writing Hint 61.)

O Look at the introduction to the model answer for Task 1 of Writing Test One:

The table shows the sales figures of fiction books, non-fiction books, and magazines in a college bookshop for February 2000. The figures are divided into two groups: sales to non~ Book Club members and to Book Club members.

The general statement (topic sentence) of the introduction is shown in bold print. It tells the

reader that the information is given in a table, and that the table shows sales figures. In addition, it states what those figures are for (fiction books, non-fiction books, and magazines), and for whom and when the figures apply. This sentence is informative, and gives a clear indication of what the reader needs to know to understand the rest of your written work. Note also that it includes the answer to at least 3 wh/how type questions. (See Writing Hint 62.)

The next sentence describes how groups of information are given in the table or, rather, how the writer has decided to group the information, and gives an idea of how the body of the piece of writing is constructed. The effect is similar to a **"map",** which provides the reader with a sense of direction. The reader knows that the next paragraph will describe the sales figures to non- Book Club members, and the paragraph after that will describe the sales to Book Club members.

One problem is that a suitable general statement may already be given as part of the question. In that case do not copy the sentence word for word. Instead, you should either rearrange the words to say what has been said in a slightly different way, and/or give additional information:

- Look at part of the question for Task 1 of Writing Test One:

  The table below summarises some data collected by a college bookshop for the month of February, 2000.

It would be a mistake to copy this part of the question to use as the general statement in the introduction. In the model answer, you can see that the question words have been changed, added to, and rearranged in order to write a general statement. Alternatively, because a general statement is already part of the question task, you might simply begin with the "map" of your answer, that is, with a sentence describing how the information is given in the table.

Begin the introduction with a general statement, then a "map" of the body of the answer

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71 PRESENT STATISTICS EFFECTIVELY

If you are asked to organise and present data in your answer, you will need to include the given statistics in an effective manner. You may also be asked to compare statistical data.

O Look at the data in the model answers for Task 1 of Writing Tests One, Three and Four:

TEST College staff bought 332 magazines, 44 fiction and 29 non-fiction books.

Book Club members bought more fiction (76) and non-fiction books (942) than other customers.

The total number of publications sold for the month was 3134 (1474 to college students, 405 to staff, 204 to the public, and 1051 to Book Club members).

TEST TMRFF France and Spain both have 12 students; Germany has 11.

Students from all five countries are enrolled in CAD, but more males are taking this option than females (21 and 9 respectively).

For each nationality the males taking CAD outnumber the females except in the case of the Syrians with 3 females to only 1 male.

TEST FOUR (Acme Sports Cars) was making almost twice the profit at the beginning than at the end of the financial year.

There was a three-fold increase in (Branson Motors') monthly profit over the same period.

Branson Motors' monthly profit, however, doubled from £20,000 to £40,000.

(The monthly profit)... continued to rise, peaking at just over £60,000 by the end of September.

Branson Motors' monthly profits fluctuated between just over £60,000 and £40,000.

As you can see, the statistical data can be presented in a variety of ways:

... as numbers functioning as adjectives inside or outside brackets
... as numbers expressed in word form *{"twice the profit", "three-fold"* etc.)
... as numbers listed in the order mentioned using the word *"respectively".*

Statistics are often expressed in percentages:

The EEC and the USA both had 10%.	The profit *remained steady* at 10%.
The profit *rose to 10%.*	The profit *peaked* at just over 10%.

The monthly profit	*increased* *fell*	**by lO%**	**from 10% to 20%.** **from 20% to 10%.**

Slovakia had	the largest	*percentage* number	of students	(10%). (245).
	10%		of the students.	

10% of the students were from the Federation of Russia.
France *accountedfor.* 10% of the students.

They made	twice three times four times	the	profit *percentage* *percentage* of profit	in May *than in* March.

The	profit *percentage* *percentage* of profit	doubled		from March to May.
		increased ✓ decreased ✗	three-fold four-fold	

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Company A's profit *percentage* rose steadily, whereas that of Company B fell slightly.

There were more males than females (10% and 5% respectively).

Note also the following structures for presenting numbers and statistical data:

School A has	almost nearly approximately about just over over	a quarter of one a third of one (a) half of one three quarters of	the (total) number of students.
	almost nearly approximately about just over over	a quarter half three quarters twice three times	as many students as much space as School B.

School A has	almost / nearly about / approximately	as many (students) as as much (space) as			School B.
	about / approximately exactly /precisely	the same	(number (proportion (amount	of students) as	

72 EXPRESS CHANGES IN DATA EFFECTIVELY

If Writing Task 1 is a graph, table or chart, you should notice first if the information is **fixed in time** or **changes over time.** If the information changes over time, you need to express those changes by using words and phrases which describe how it has changed.

The figures given can either **increase** or **decrease, fluctuate,** or **remain stable** (stay the same). Increases, decreases and fluctuations can be expressed in either of two grammatical ways:

- **verb + adverb** form
- **adjective + noun** form.

- Look at the following table:

The number of *(cars)*	increased jumped * rose	suddenly rapidly • dramatically significantly sharply A steeply A steadily * gradually * slowly * slightly	from *(June)* to *(December).* between *(June)* and *(December).*
VERB + ADVERB FORM	decreased dropped fell fluctuated *A		
There was a (very)	sudden rapid dramatic significant sharp A steep A steady * gradual * slow * slight	increase jump * rise decrease drop fall fluctuation *A	in the number of *(cars)* from ... to ... between... and....
ADJECTIVE + NOUN FORM .			

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* A Note that not all of the word combinations are possible:
i.e, *"slowjump"* X
and *"sharp fluctuation"* X

- Look at the following examples from the model answer for Task 1 of Writing Test Four:

(i) Acme Sports Cars' monthly profit fell dramatically ...

(ii) Acme Sports Cars' monthly profit decreased slightly ... but rose sharply ...

(iii) The monthly profit of both Acme Sports Cars and Branson Motors gradually increased...

(iv) There was a three-fold increase in the latter's monthly profit...

Rewrite them using the alternative method to the one used above:

(i)

(ii)

(iii)

(iv)

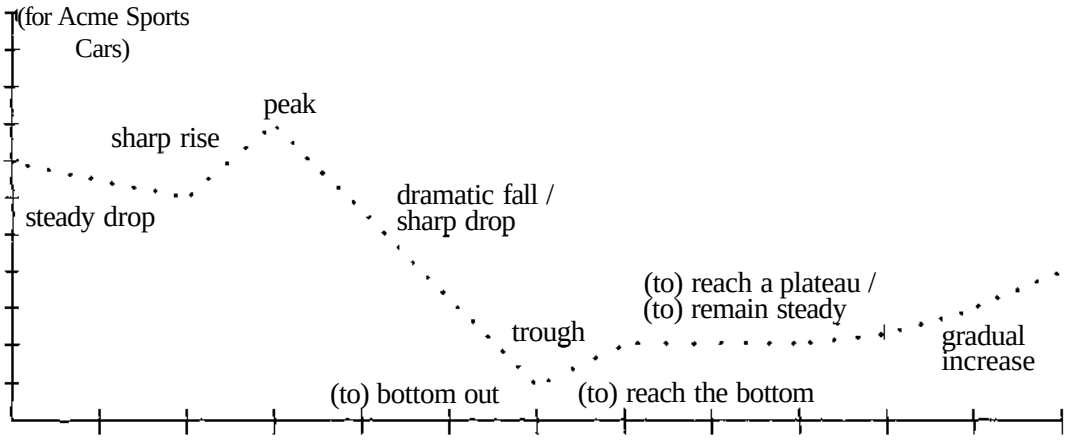
(Answers are given upside-down at the bottom of page 61.)

Little or no change can be expressed in the following way:

The number of *(cars sold)*	remained	steady stable		from *(June)* to *(December)*.
	stayed the same			between *(June)* and *(December)*.
There was	little hardly any no	change	in the number of *(cars sold)*	from ... to ... . between... and

Notice how the words and phrases for expressing data changing with time apply to a graph:

O Look at the following graphical detail taken from Task 1 of Writing Test Four:



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The situation at the **highest** and **lowest points** of a graph can be expressed in the following way:

The monthly profit The figures The situation	peaked		in *(December)*.
	reached	apeak a high (point)	at *(20%)*.
	bottomed out		
	reached	rock the bottom a low (point)	
	hit a trough		

73 USE THE CORRECT TENSE/VOICE

It is important to use the correct grammatical tense or voice each time you use a verb. If the Writing Task is a process or procedure, use the present tense and the passive voice to describe the steps or stages. You can also use the gerund form of a verb (the "-ing" form used as a noun), and the infinitive with "to" construction after *"it is necessary"* and *"it is important"* etc.

O Look at the following examples from the model answer for Task 1 of Writing Test Two:

The second stage involves conducting suitable research.

Notes are taken from available literature at the library, and data (are) collected from questionnaires...

Writing the first draft is the third stage.

First, it is necessary to organise the content of the essay, and (to) produce a brief outline.

Use similar constructions with the present tense and the passive voice, the gerund form, and the infinitive with "to", when you are **describing how something works.**

When asked to describe information given in a table or chart that shows the **present situation,** use the present simple or present continuous tense, and the passive voice where necessary.

O Look at the following examples from the model answer for Task 1 of Writing Test Three:

... students from four European countries ... and one Middle Eastern country ... are taking Graphic Design...

Some students are enrolled in the Computer-Aided Design core option ...

... Sweden has the largest number of enrolled students (17) and Syria (has) the least (5).

When asked to describe information shown in a graph, table or chart that is either **fixed in time** or that **changed over time,** use the past simple or past continuous tense.

D Look at the following examples from the model answer for Writing Task 1 of Writing Test Four:

(Acme Sports Cars)... was making almost twice the profit at the beginning ...

There was a three-fold increase in the latter's monthly profit over the same period.

... Acme Sports Cars' monthly profit decreased slightly ... but rose sharply ...

Note that the use of the present perfect tense to convey the meaning of a past situation being considered (by the reader) in the present, e.g. "... *Acme Sports Cars' monthly profit has fallen dramatically",* can be confusing. It is better to make it a rule for Writing Task 1 to use the past simple or continuous tense for changes that took place during a completed period of time in the past.

It is also possible that the information in the graph, table or chart will refer to a period of time beginning in the past or present, and continuing into the future. In that case, you will need to use the correct language to express what may happen in the future. (See Speaking Hint 100.)

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74 DO NOT ADD A "SEPARATE" CONCLUSION

There is no need to write a "separate" conclusion as you must do in Writing Task 2. This is because you are not being asked to conclude an argument, or evaluate your discussion of a topic, as in Writing Task 2. Remember, your opinions are not required in Writing Task 1.

D Look at the last paragraph of the model answer for Writing Task 1 of Writing Test Two:

The sixth stage consists of writing the final draft of the essay. A spellcheck is required, before adding a title page and compiling a bibliography. The essay should then be submitted before the deadline for completion.

This last paragraph serves as a conclusion, since it is the sixth and final stage of the process.

Similarly, the last paragraph of all answers to Writing Task 1 will serve as a conclusion. However, if you are having trouble trying to write at least 150 words, it is be better to write a short conclusion than fail to complete the task. Try to do so by giving more detail, and not by giving opinions.

In Writing Task 1, your personal opinions about the topic are irrelevant

Turn the page upside down to see the **answers to the exercise given on page** 59:

(ii) There was a slight decrease in the monthly profit of Acme Sports Cars ..., but a sharp rise ...

(iii) There was a gradual increase in the monthly profit of both Acme Sports Cars and Branson Motors ...

(iv) The latter's monthly profit increased three-fold ...

SENTENCE CONSTRUCTION

75 USE A VARIETY OF SENTENCES TYPES

In both writing tasks it is important to avoid using repetitious sentence constructions. You need a variety of ways to express yourself in your sentences. The best way to practise is to observe how other writers construct their sentences and imitate them.

There are 4 basic sentence types - **simple, compound, complex** and **combination** sentences.

a) Simple Sentences

- with 1 verb and a single *subject:*

  ***Computers* make life easy for many people.**

- with 2 verbs and a single *subject:*

  ***Computers* cost a lot of money and require regular maintenance.**

- with 2 verbs and a compound *subject:*

  ***Businesses and individuals* buy computers and use them mostly for correspondence.**

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The sentences above are simple - they consist of one **independent clause. A clause** is a group of words containing a subject and a verb. (A group of words without a subject and/or verb is merely a **phrase.)** An independent clause can function as a complete sentence, in which case it ends with a full stop.

b) Compound Sentences

Compound sentences consist of two or more **independent clauses** joined in the following ways:

- with a semi-colon:

  ***Some people* like computers; *others* are afraid of modern technology.**

- with one of these 7 conjunctions: and - but - or - nor - for - so - yet (note the comma)

  ***Students usually* write with a computer, but / like writing by hand.**

- with a conjunctive (joining) adverb: furthermore - moreover - therefore (etc.)

  ***Students usually* write with a computer; however, / like writing by hand.**

The punctuation in each case is important and counts towards your final IELTS Writing Band Score.

c) Complex Sentences

Complex sentences consist of an **independent clause** and one (or more) **dependent clauses.** A dependent clause is a group of words including a verb which do not form a complete sentence by themselves, and so depend on the existence of an independent clause. There are 3 basic types of complex sentences:

- with a dependent clause functioning as an **adverb:** (beginning with an *adverb)*

Although computers can save time, **they take a long time to understand.**

(A dependent adverb clause can come before or after the independent clause. The dependent adverb clause is followed by a comma only if it comes before the independent clause.)

- with a dependent clause functioning as an **adjective:** (beginning with a *relative pronoun* or *relative adverb)*

Database software is essential for companies *which* *need to maintain records.*

(A dependent adjective (relative) clause can begin with **who, which, whose** etc. (relative pronouns) or **when, where** and **why** (relative adverbs). The dependent clause adds information to a noun. A comma is required only if the information is not essential to the noun.)

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- with a dependent clause functioning as a **noun:** (beginning with *that*, *whether*, or *wK* question words etc.)

Most experts insist *that* *computers are essential in schools.*

(A dependent noun clause~can function either as the subject or the object (as above) of the independent clause. A comma is, therefore, unnecessary.)

b) Combination Sentences

Combination sentences consist of a combination of compound and complex sentences. They therefore consist of at least two independent clauses and one or more dependent clauses:

When computers first appeared, they were huge, but now they are extremely compact.

Writing informative, varying and accurate sentences takes a great deal of skill and practice. You are advised to spend some time analysing the dependent and independent clauses in the sentences contained in the model answers for both writing tasks on pages 166-169. Also, we refer you to the publications under the heading 'Writing & Punctuation' in the Further Reading List on page 171, and our companion practice book *'202 Useful Exercises for IELTS'*.

WRITING TASK 2

76 UNDERSTAND WRITING TASK 2

Writing Task 2 is more important than Writing Task 1. Writing Task 2 counts more towards your overall IELTS Writing Test Band Score than Writing Task 1. However, you must complete both tasks to get an accurate Band Score. You are strongly advised to spend only 20 minutes on Writing Task 1 before turning your attention to Writing Task 2. It is a mistake to spend longer than the advised time on Task 1. You will definitely need 40 minutes on Writing Task *2,* and you should leave some time at the end of the hour to check your work in both tasks. (See Writing Hints 65 and 81.) Note that you do not have to attempt Task 1 first. You can answer Task 2 first, if you wish.

The task requirement for Task 2 is that you write an essay or report of not less than 250 words on a given topic of general interest. An essay is a literary composition on a particular subject. A **report** is a formal account made after investigation of a subject, but for the purposes of the IELTS Writing Test, a report can be written in the style appropriate for an essay. Therefore, in Task 2, an essay or report can be either an **argument** regarding a topic, or an **account** of a situation regarding a topic.

This task assesses not only your ability to write, but also your ability to think about and discuss *an* issue of some kind. It is, therefore, important that you have ideas and opinions on a wide range of subjects of general interest, which means that you should be well-read and informed about most of the popular and controversial issues that are debated in the media these days. Sometimes, the IELTS Writing Task 2 topics are of educational interest, in which case your personal knowledge and experience of the topic may be relevant, but be careful not to write about your personal experiences; use them instead to talk generally and objectively about the topic. In addition, you will need to present your thoughts in an organised and orderly way.

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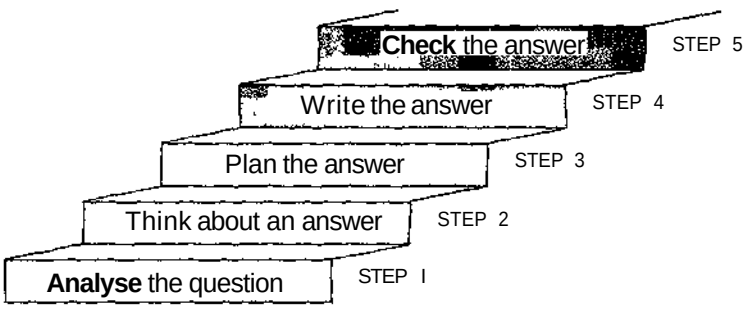
There are five steps in the process of writing an essay for the IELTS Writing Test:



77 STEP 1. ANALYSE THE QUESTION (approx. 1 minute)

The Writing Task 2 questions are of 2 basic types. In this book we will refer to them as Type A and Type B questions.

Type A Questions

Firstly, there are questions requiring an **argument** as an answer. Essays that contain an argument are those in which your opinions regarding a topic are essential, as is your understanding and presentation of conflicting opinions. You should consider the argument as having two sides (usually yes/no, or positive/negative), one of which you support.

If you reduce the argument to a yes/no question, the essay you write will be much like a debate in which you present both sides of the issue: the side you believe in, and the side the opponents of your views believe in. You should support your argument with sufficient evidence in order to prove your point, as well as **refute** the opposing side of the argument. (See Writing Hint 80.)

Type B Questions

Secondly, there are questions which require an **account** as an answer. Essays of this type ask you to describe and explore the situation regarding the topic, with less emphasis on giving opinions. You should describe the situation regarding the topic, and explore the reasons for the situation being what it is. Although in this case you do not have to support an argument, it is wise to provide evidence of the truth (or otherwise) of the situation.

In both Type A and B questions you may need to make recommendations, offer solutions, or give advice.

- Look at the Task 2 questions for all four Writing Tests, and determine the question type, Type A or Type B. Then check with the answers given below:

TEST ONE — Studying the English language in an English-speaking country is the best but not the only way to learn the language.

Do you agree or disagree with this statement?

TEST TWO — Describe some of the problems that overpopulation causes, and suggest at least one possible solution.

TEST THREE — Discuss the causes and some effects of widespread drug use by young people in modern day society. Make any recommendations you feel are necessary to help fight youth drug abuse.

TEST FOUR — To what extent is nuclear technology a danger to life on Earth? What are the benefits and risks associated with its use?

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Answers: The topics for Tests One and Four ask for an argument. The topics for Tests Two and Three ask for an account of the situation regarding the topic. (Test Two also asks for a possible solution to the problem. Test Three asks for your recommendations.)

Consideration of the Question

It will help when planning your answer to consider the Writing Task 2 questions as being written in either **wh/how,** or **yes/no question form.** The latter is especially helpful when considering a Type A (argument) question because it makes it easier to determine the opposing sides of the argument.

- Look at the Task 2 questions for Writing Tests One to Four below:

TEST ONE — ... becomes a yes/no question:

Studying the English language in an English-speaking country is the best, but **is** it the only way to learn the language?

TEST TWO — ... becomes a wh question:

What problems does overpopulation cause? Can you suggest at least one possible solution?

TEST THREE — ... becomes two wh questions:

What are the causes and effects of widespread drug use by young people in modern day society. **What** recommendations do you feel are necessary to help fight youth drug abuse?

TEST FOUR — ... becomes a yes/no question (and the original wh question):

Is nuclear technology a danger to life on Earth? **What** are the benefits and risks associated with its use?

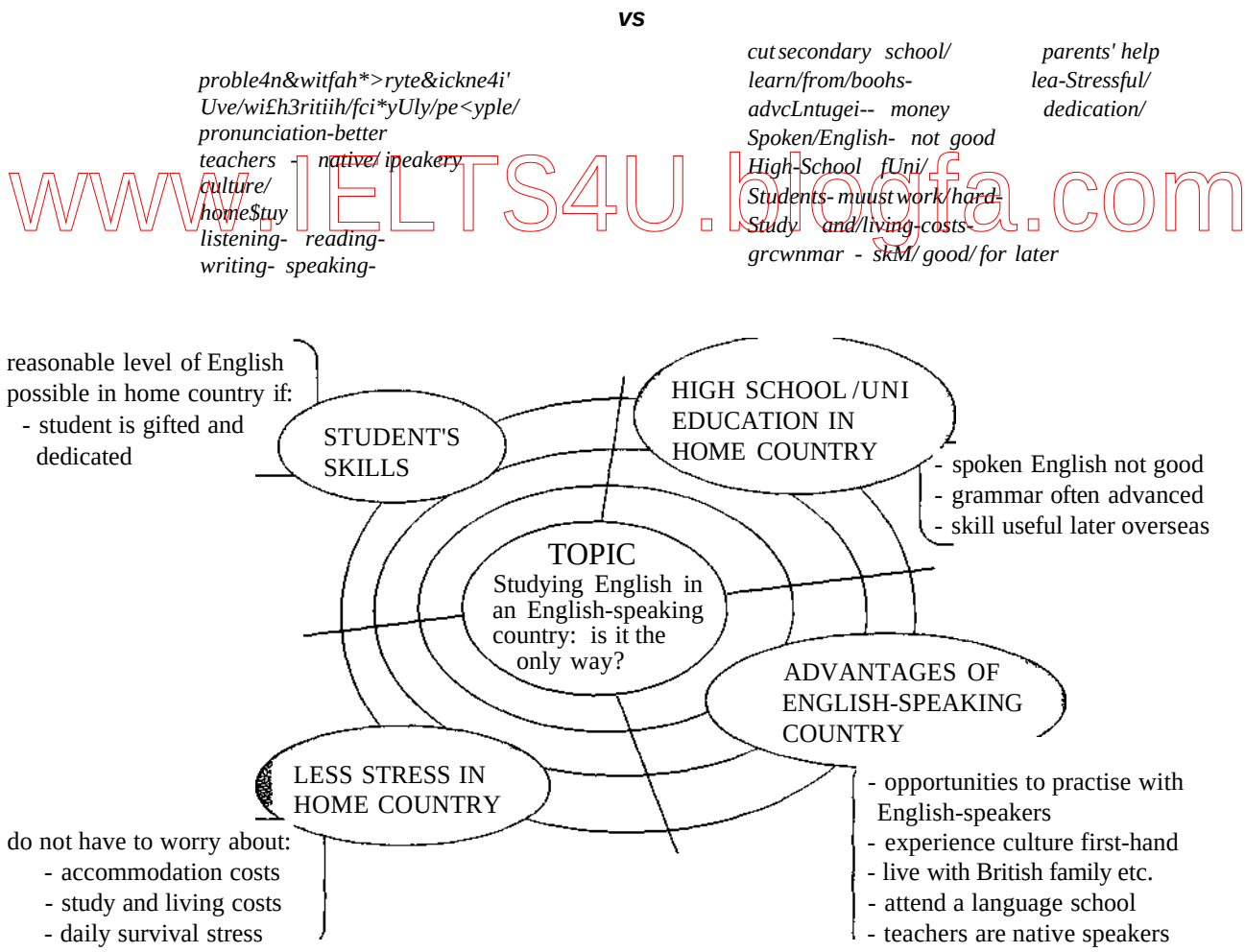
STEP 2. THINK ABOUT AN ANSWER (approx. 2 minutes)

Before you can plan your answer, you need to think of 2 or more main ideas that you will use to support what you have to say in your essay. This step is often referred to as **"brainstorming".** In a true brainstorming session you write down as many ideas and words as you can that come into your head as you think about the topic. Do not judge the worth of the ideas as they come to you - that comes later, after you have put the notes you have made into groups of associated words and ideas.

This preparatory brainstorm session - alone, with a partner, or in a study discussion group - is essential when writing essays at a tertiary level. It shows the complexity of the task, and reveals what you already know and what you need to know about the topic in order to complete the essay.

Practise brainstorming well in advance of taking the IELTS test. See Speaking Hint 91 for Speaking Test Stage 2 topics with which to practise brainstorming for ideas. Write down on a blank piece of paper as many ideas and words as you can about the topic you choose. Next, put the topic in the middle of an **"Idea Web"** like the one below, and put the words you have brainstormed into groups of associated ideas. You do not have to include all the ideas that you write down.

- Look at the following brainstorming session used to create the model answer for Task 2 of Writing Test One:



IDEA WEB

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Note that you do not have time in the actual test to complete a detailed brainstorming session or "Idea Web" as illustrated above. The method is given for practice only. Nonetheless, you should regularly brainstorm in order to develop the skills necessary to help you think of main ideas for your answer.

With Type A questions, you will only write a successful essay if you can think of a minimum of 2 main supporting arguments for the case you wish to present. Similarly with Type B questions, you will need a minimum of 2 main areas of discussion on which to base your essay about the topic. In each case only 2 to 4 main ideas are necessary because of the length of the task - 250 words.

STEP 3. PLAN THE ANSWER (approx. 2 minutes) Q-w

You do not have time in the actual test to write a detailed plan like the sample plan shown below. Your plan will need to be much shorter, and perhaps only "written" in your head. (Any written plans in the actual IELTS test are ignored when your writing is assessed.) However, once you have thought of the main ideas that your answer will contain, you do need to **structure and organise** your answer. Evidence of organisational ability counts towards your Writing Task 2 Band Score.

You should only take a few minutes to read and understand the question, and to think of and construct an answer (approximately 5 minutes for Steps 1 to 3). Therefore, it is important to know how to form a well-organised plan quickly and skillfully with the ideas you have "brainstormed".

H Look at the plan for the model answer for Task 2 of Writing Test One:

PLAN (Test One)

TOPIC: Studying English in an English-speaking country

TYPE A QUESTION: It is the best, but is *(the topic)* the only way?

INTRO: (approx. 40 words)		=	there are advantages of English study (in Britain?) BUT my opinion -»NO, not the only way + REASONS
BODY:			
PARAGRAPH 1: (approx. 60 words)	*(NO + REASONS)*	=	students can learn English at high school (and university) - grammar skills often advanced, but speaking poor - good grammar will assist later (in Britain?)
PARAGRAPH 2: (approx. 60 words)	*(NO + REASONS)*	=	English study at home less stressful and fewer problems: - with accommodation - with study and living costs - with daily survival in foreign country
PARAGRAPH 3: (approx. 60 words)	*(BEST WAY + REASONS)*	=	advantages of English study in Britain - can practise listening to / speaking with native speakers - can experience the culture (assists language study) - should live with British family/people - should attend language school with native speakers
CONCLUSION: (approx. 30 words)	*(NO + REASONS)*	=	possible to reach good English level, if clever + work hard

250 words (minimum)

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Note these points about the plan above:

- The plan is composed of 5 parts: topic, question type, introduction, body and conclusion.
- The purpose of the introduction is to express the topic clearly. Also, since the task in this case is to present an argument, the writer's opinion will be expressed in the introduction as well.
- There are 3 main ideas expressed in the body of the essay. The body consists of 3 paragraphs containing 2 main ideas to support the writer's opinion, and 1 main idea to balance the writer's opinion with the alternative viewpoint.
- The conclusion of the essay contains one minor point that is not fully developed, and a viewpoint that is conditional.
- The total of the proposed minimum number of words for each paragraph is the minimum number of words required to adequately complete the task.

Complete the plans below for Task 2 of Writing Tests Two, Three and Four, by referring to the model answers on pages 167, 168 and 169, and the example plan on page 67.

PLAN (Test Two)

TOPIC: Overpopulation

TYPE What problems does *(the topic)* cause? Suggest at least one possible solution

INTRO:

BODY

PARA. 1: *(PROBLEMS: CAUSES/EFFECTS)*

PARA. 2: *(PROBLEMS: CAUSES/EFFECTS)*

PARA. 3: *(SOLUTIONS)*

CONC:

PLAN (Test Three)

TOPIC: Widespread drug use by young people in modern day society

TYPE What are the causes and effects of *(the topic)!* Give recommendations to help fight it

INTRO:

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BODY

PARA. 1: *(CAUSES)*

PARA. 2: *(CAUSES)*

PARA. 3: *(EFFECTS)*

CONC:

PLAN (Test Four)

TOPIC: Nuclear technology

TYPE..... Is *(the topic)* a danger to life on Earth? What are the benefits and risks of using *(the topic)?*

INTRO:

BODY

PARA. 1: *(BENEFITS)*

PARA. 2: *(BENEFITS)*

PARA. 3: *(RISKS)*

CONC:

80 STEP 4. WRITE THE ANSWER (approx. 30 minutes)

Once you have a plan, either quickly written down or in your head, the time comes to actually write the answer. Begin with the introduction - there is no need to write a title, or repeat the question.

The Introduction

- Look at the introductions to the Task 2 model answers for Writing Tests One to Four:

TEST ONE **Studying a language in a country where it is widely spoken has many advantages.** It is, therefore, a good idea to study English in a country such as Britain. However. I believe it is not the only way to learn the language.

TEST TWO **In most countries of the world the population is increasing alarmingly.** This is especially true in poor, undeveloped countries. Overpopulation causes a considerable number of problems.

TEST THREE **Youth drug abuse is a serious problem nowadays in many cultures.** Not only is illegal drug use on the rise , but the children as young as ten years old are experimenting with alcohol and tobacco. The reasons for this behaviour are unclear, but certain sociologists blame the examples set by their elders.

TEST FOUR **These days, many people are afraid of nuclear technology because of the dangers associated with its use.** In my opinion, although it is true that nuclear weapons pose the greatest threat to life, the use of nuclear technology for peaceful purposes also carries some serious risks.

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The topic sentence of each introduction (shown in bold print) states the main idea of the paragraph, and introduces the theme of the essay itself. The ideas within the paragraphs are joined together with connective or linking words (shown underlined). In all these examples, the topic sentence is the first sentence of each paragraph. It does not always need to be the first sentence, but it makes the paragraph easier to write. (See also Reading Hint 42.) Notice how the topic sentences are clear, simple, interesting and informative. (See also Writing Hint 62.)

Tests One and Four are answers to Type A questions (argument essays). Note that the writer's opinion is given in the introduction.

In all introductions the sentences following the topic sentence give the reader an idea of how the rest of the essay is constructed. They function similarly to a "map" of the essay, although, as in the examples above, the map need not be complete in a short IELTS essay. (See also Writing Hint 68.)

The final sentence of the introduction leads naturally into the first body paragraph

The Body

- Look at the first body paragraphs of the Task 2 model answers for Writing Tests One to Four:

TEST ONE ***In the first place,* most students in non-English-speaking countries learn English at secondary school, and sometimes at university nowadays.** Although their spoken English is not usually of a very high standard, their knowledge of grammar is often quite advanced. This is certainly useful when students come to an English-speaking country to perfect the language.

TEST **In poor countries it is difficult to provide enough food to feed even the present number of people.** In addition, education to limit the number of children per family is not always successful. Poorer countries usually have a lot of unemployment too, and an increase in population simply makes the situation worse. The environment also suffers when there are too many people living on the land.

TEST THREE **Parents who drink and smoke to excess are, in effect, telling their children that it is acceptable to abuse their bodies with drugs.** Consequently, children may have a similar view towards illegal drugs, even if their parents are against their use. In addition, drug use shown on television and in films can only confuse children who are also taught at school that drug abuse is wrong.

TEST FOUR **Nuclear power stations provide an important source of cheap power for many industrialised nations and some developing countries.** However, there is always the danger of radiation leaking from these plants. Even though safety precautions are taken, there have been numerous disasters such as the explosion of a nuclear plant in Russia not long ago.

As with the introduction, the topic sentence of each first body paragraph (shown in bold print) states or refers to the main idea of the paragraph, and the ideas within the paragraphs are joined together with connective or linking words (shown underlined).

Note the use of the sequencing phrase (*"In the first place "*) in the first body paragraph of Writing Test One. A sequencing word (*"Secondly "*) is also used in the second body paragraph. Notice that the same sequencing construction is not used repetitively (*"Firstly, Secondly, Thirdly,"*). For this reason, the technique is not used in both of the model answers to the writing tasks of Test One.

In each case, the sentences of the first body paragraph are relevant to the main idea or topic of the paragraph. The same is true of all the body paragraphs. The body paragraphs **develop the main idea of the essay.** If a new idea is introduced, it is supported with additional detail or with examples.

If you are developing an argument, you should support each statement you make with appropriate evidence. Note that the statements made can contrast with as well as support the main idea, in order to develop the argument. This can be seen in the first body paragraph of Writing Test Four.

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The final sentence of a body paragraph often completes the main idea of the paragraph

Balancing the Argument

Look at the third body paragraph of the Task 2 model answer to Writing Test One:

> However, there are obvious advantages of learning English in Britain. Every day there are opportunities to practise listening to and speaking with British people. Also, students can experience the culture first-hand, which is a great help when trying to understand the language. This is especially true if they choose to *live* with a British family, as exchange students for example. Furthermore, if students attend a language school full-time, the teachers will be native speakers. In this case, not only will students speaking and listening skills improve, but attention can be given to developing reading and writing skills as well.

Essays requiring an argument of some kind should be balanced by including a paragraph which either gives an **alternative** viewpoint, or states and **refutes** the opposing side of the argument.

The argument in Task 2 of Writing Test One is whether or not studying the English language in an English-speaking country is the only way to learn the language. The position taken by the writer is that it is not the only way to learn the language. In order to balance the essay, the alternative viewpoint is also considered. In this case, because the writer fully agrees that there are many advantages of studying English in an English-speaking country, the opposing argument is not directly refuted.

However, if you disagree with the other side of the argument, you will need to refute that opinion or position. This means that you first state the opposing side *of the argument*, and then give *reasons* why you do not agree. Perhaps the opposing argument is weak, or does not include all the known facts. Or maybe yours is a more compelling argument, in which case you must say why. Of course, you may disagree strongly, mildly, or only partially.

Suggested phrases for refutation paragraphs:

Many people'	believe that ..	. However, I strongly disagree ... . Nothing could be further from the truth *(Strong disagreement)*	because... ^ . In fact,...
Others	may argue that...	. I find it hard to agree ... . Nevertheless, I cannot agree ... *(Mild disagreement)*	... for the following reasons; J
Those who disagree	point out that...	. Perhaps this is true, but it cannot be denied that... . This is partly true, then again, ... *(Concessional disagreement)*	

The Conclusion

CJ Look at the introductions to the Task 2 model answers for Writing Tests One to Four:

TEST ONE **In general,** even though it is preferable to study English in an English-speaking country, a reasonable level of English can be achieved in one's own country, if a student is gifted and dedicated to study.

TEST *TWO* **To sum** up, if the population explosion continues, many more people will die of starvation in poor countries, and life in the cities, even in affluent nations, will become increasingly difficult.

TEST THREE **To conclude,** I recommend that the only sensible way to solve this problem is to educate young people about the dangers of drug use, and to take steps to reduce the pressure of competition placed upon them.

TEST i FOUR **In conclusion,** nuclear technology certainly has positive uses but is nonetheless dangerous. However, it would have been better if it had never been used to create nuclear weapons. If life on Earth is to continue, all the nuclear nations of the world should agree to disarm as soon as possible.

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The conclusion usually begins with a special concluding phrase (see those shown above in bold) that links it to the rest of the essay. (See also Writing Hint 66.)

Notice that a conditional sentence can be very effective in the conclusion. One reason for this is that it can refer to what might occur as a result of your suggestions or recommendations. Of course, you can use conditional sentences elsewhere in your essay as well. If you do use conditionals, be sure that the construction of your sentences is grammatically correct. (See Writing Hint 65.)

Also, in a short essay of approximately 250 words the conclusion can be just one or two sentences long. The conclusion should briefly sum up what you have said in your essay, and does not usually contribute a new idea, unless it is a minor point. However, it is a good place to make recommendations or suggestions, or to give advice and offer solutions, if you are asked to do so.

STEP 5. CHECK THE ANSWER (approx. 5 minutes) Q—*m*

You should allow up to 5 minutes at the end of the writing task to check your work for grammatical errors and missing or faulty punctuation. Use the "10 Point Grammar Checklist" (see Writing Hint 65) and the "Quick Punctuation Guide" (see Writing Hint 59).

To help you remember what to check for, you might like to learn this short rhyming verse:

First look for missing Articles, and be sure to check the rest,
Third-person present singular Verbs are next, just add an 's'.
Then check the voice and tense of Verbs, Verb forms and Verb agreements,
But after the four Vs come the four Ps or there 'll be grievance:
Plurals, Pronouns, Prepositions; check your Parts of speech,
And finally, Conditionals; if uncertain then check each.

CAUSE AND EFFECT & COMPARISON AND CONTRAST

In most essays and reports, you will need to refer to the cause of some particular situation and its effect. Note that, when constructing sentences, either the cause or the effect can be mentioned first.

CAUSE			EFFECT
Overpopulation	causes is the cause of		a considerable number of problems.
	is the reason	behind for	

EFFECT					CAUSE
A number of serious problems	are	caused by due to			overpopulation.
		the	result consequence	of	

			CAUSE	EFFECT		EFFECT
One	effect	of	overpopulation	is famine.		
The	consequence(s) result(s)					
	effect(s)			are famine and disease which	result in lead to	death.

CAUSE				EFFECT
Overpopulation is a problem in parts of Africa.	As a	result consequence	(of this),	famine is widespread.
	Consequently, For this reason, Hence, So, Therefore, Thus,			

CAUSE					EFFECT
As a	result consequence	of	overpopulation,	Africa faces	a number of problems.
Owing to			an increase in population,		

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Here are some sentences and clauses from the model answer for Task 2 of Writing Test Two which also show cause and effect relationships. Work out which is the cause and which is the effect in each case. Study the model answer to see how they help develop the essay by providing evidence to support the arguments made:

... an increase in population simply makes the situation worse ...

The environment also suffers when there are too many people living on the land.

Moreover, there is usually a great deal more crime which is often due to high rates of unemployment.

Further large increases in population only cause more overcrowding, unemployment and crime.

In China, couples are penalised financially if they have more than one child.

... the "one-child policy" is beginning to have an effect...

... if the population explosion continues, many more people will die of starvation in poor countries,...

Some, but not all, essays and reports ask you to make **comparisons,** or **contrast** various things by describing their similarities and differences. Even if the question does not specifically ask you to compare or contrast, it may be necessary to do so in order to establish a point of view or opinion.

A is bigger than B. A is more expensive than B.	C is bigger than (both) A and B. C is more expensive than A and B.	C is the biggest. C is the most expensive.

C is significantly / considerably / a great deal / a lot / much bigger than B.

C is a little bit / slightly / just (a bit) / (a little) bigger than A.

C is (much) more important / clever / big X than B.

Whereas / While / Whilst B is small, C is large.

C is extremely / really / very / rather / quite big. On the other hand, / In comparison, / By / In contrast, B is small.

The main difference between C and B is that C is big, whereas / while / whilst B is small.

One of the differences between

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A is different / unlike from / to B.

A and B are very / quite different / similar to / from each other.

C and D

Dis the same *(size)* / exactly the same / equivalent *(in size)* as / to **C.**

Dis approximately / about / almost the same *(size)* as / similar *(in size)* to

A is not (nearly) / (anywhere near) / nowhere near as big as C.

B is small compared with / to

Many people think that A and B are similar. On the contrary, A and B are quite different.

Practise using the above structures in sentences which make comparisons, or contrast items of your own choice by substituting them for the letters A B C and D in the sentences given above.

You can also refer to the Part 2 sample topic cards given in Speaking Hint 94, and use the ideas in those topics to practise comparing and contrasting.

SPEAKING TEST HINTS

83 BE PREPARED AND TRY TO RELAX

You should be on time and prepared for the interview. (See also IELTS Test - Basic Hint 3.) Remember to have your passport with you to show to the examiner for identification.

The examiner is provided with a list of standardised questions to ask you, and will conduct the interview in a manner that you might not be used to if you have not had some previous practice. The Speaking Sub-test is a formal interview, not an ordinary conversation. In Parts 1 & 2 of the test, the examiner cannot talk to you freely. He or she must follow a strict set of questions that is determined in advance of your test. In Part 3 the examiner can talk with less restriction.

Do not worry about the interview being recorded. The recording is made to ensure that the examiner conducts the interview properly, and is not used to test your English.

First impressions are very important. You should always reply with an answer that is informative and as interesting as possible.

Body language is also important. Sit comfortably and try to show with your body that you are relaxed, but not too relaxed! Remember that the speaking part of the IELTS test is the same for Academic and General Training Module candidates and is formal in style. With your body, aim to create a relaxed impression, and by what you say, aim to create an intelligent impression.

84 BE WILLING TO TALK, AND BE **POSITIVE**

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Do not simply reply yes or no to a question and wait for the next one. Remember, this test is your opportunity to speak. Try to be as helpful and willing to talk as you can. The examiner is there to guideyouastowhattosay and will do as little of the talking as possible. You should aim to be talking for at least 75-80% of the time. Also, take advantage of every question to show that you are an interesting and informed person.

In order to present yourself in the best way possible you should try to sound positive about your past, present and future. Candidates sometimes think that absolute honesty is always necessary. However, if you are studying in a foreign country, for example, and you are asked what you think of that country, it is unwise to say that you think it is terrible - even if you believe it to be true!

The examiner is expecting to talk to a positive, intelligent and courteous candidate

85 THE EXAMINER FRAME

You have probably heard or been told by your English teacher that the examiner uses what is called a "frame" from which to ask you questions. A frame is simply a set of pre-determined questions on a topic. For example, in order to first get to know you, the examiner will ask a few questions about your background, but he or she will only ask the questions in the chosen frame.

Does this mean you can find out from other students who have previously taken the test what the questions are going to be in your test? Unfortunately, this is not possible! The use of frames does not mean that all students hear exactly the same set of questions. In fact, there are many frames from which the examiner can choose questions.

You might be interested to know that the introduction of standard sets of questions on various topics

for all candidates means the accuracy of your assessment is further guaranteed.

Although you do not have to concern yourself about where the questions come from, it is essential to understand that the standardisation of questions means that your answering technique is very important (see Speaking Hint 86).

In addition, you should know that the examiner is giving you a score out of 9 in four areas of speaking ability:

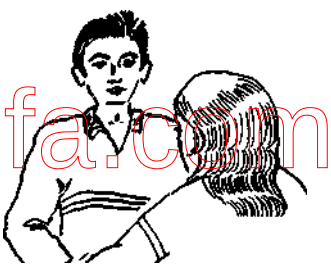
1. Fluency and Coherence - *(Does your speech flow? Can you be easily understood?)*
2. Lexical Resource - *(Do you use a reasonably wide range of vocabulary in your speech?)*
3. Grammatical Range and Accuracy - *(Do you use English grammar properly when you speak?)*
4. Pronunciation - *(Do you use English sounds, stress and intonation patterns etc. correctly?)*

Your final Band Score for the Speaking Sub-test is the average of these four scores.

86 MAKE GOOD USE OF THE QUESTIONS ASKED

If the situation was an ordinary conversation, it would be perfectly reasonable to answer some of the questions with a short one or two word answer, *but this is not an ordinary conversation.*

Ordinary conversation



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Question: Where do you come from?

Answer: Germany.

Question: Which part of Germany?

Notice that the questioner has asked a second question to get more detail.

Formal IELTS interview

Question: Where do you come from?

Answer: Germany. Hamburg. It's in the north, you know ... a very busy city with a population of over one and half million people. But actually I live about 15 kilometres out of town - on a small farm.

In this case the candidate has given a brief but satisfactory answer that makes full use of the question asked. Remember, especially in Parts 1 & 2 of the test, the examiner cannot ask further questions to find out what you should have told him or her in the first place.

However, do not fall into the trap of trying to impress with large words and complex explanations. A complicated answer is not necessarily better than a simple and concise answer because you can easily become lost for words! The examiner is listening for a level of fluency, and hesitation does not help your overall Band Score.

In general, it is better to give simple and accurate answers than complex, inaccurate answers. Simple answers, however, do not mean one-word answers; this will prevent you from showing the examiner how well you can speak and require the examiner to move on to the next question too soon.

Answer the questions in full when they are given to you - you are unlikely to get a second chance to answer them

87-90 PARTI. INTRODUCTION & INTERVIEW (4-5 minutes)

87 Requirements

You will certainly be asked general questions about your background, so you should have already prepared answers to some basic questions about yourself. For practice, write a short description of your present situation, and imagine the questions a stranger might ask you based on what you have written.

The requirements for effective performance in Part 1 are that you:

- introduce yourself in a relaxed, friendly manner
- produce basic information about yourself simply, accurately, and as fluently as possible
- present yourself as a person who is willing to talk and has interesting things to say about himself or herself.

Remember, Part I is mainly concerned with who you are, what you have done, your home or your family, your job or your studies, and your interests

88 What To Do and What Not To Do

✓

1 Show the examiner you are confident by smiling and looking him or her in the eye.
2 If the examiner offers to shake your hand, return his or her handshake firmly.
3 Answer the questions you are asked clearly and in some detail (using at least two or three sentences).
4 Show that you are in control by talking freely about yourself and your past.
5 Make sure you have practised well enough before the test so that the past tenses you use are accurately formed and appropnate.

✗

1 Do not tell the examiner that you are nervous, or blink your eyes and move about too much.
2 Do not shake hands with the examiner as if your extended hand were a cold wet fish!
3 Do not cut the interview questions short with one-word or very short answers.
4 Do not wait for another question - the examiner wants you to answer each question in full.
5 Do not be afraid to correct yourself if you make a grammatical mistake, but fluency is just as important. Your grammar practice should take place in the classroom or at home.

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89 Suggested "Opening" Words and Phrases

Practise using the phrases and sentences below with the help of a partner. Ask your partner to ask you some basic "getting to know you" questions.

Good morning. / afternoon. — Pleased to meet you.

Where shall I sit*? Over here? — I'm very well thank you. And you?

As you can see, I come from .. — I was born in ... but now I live in ...

You can see that I'm *(nationality)*... but I've been living in *(your host country)* for *(period of time)!*

I am very close to my family, although I don't live with them any longer.

Recently, I've been studying / working at… — Before that I studied / worked at…

I've been studying English now for (1 *year)* ... — At the moment I'm studying / working at ...

90 Part 1 - Background Information Topic Areas:

Your Home and Family

Questions about this topic are fairly common in all English test interviews, including the IELTS. The examiner wishes to find out some general background information about you, and your home and family is a good place to start.

Common questions might include:

Where do you live?

Do you live by yourself or with your family?

Who do you share with?

Is it a nice place? What's it like?

Are you here in *(your host country)* alone or is your family with you?

Do you like living in *(your host country)!*

What do your parents do? *

Do you have any brothers and sisters?

i e what is their profession or work status"

You will probably not be asked all of these questions, but be ready to answer these or similar questions clearly and willingly.

Show as much interest in your own answers as the examiner does listening to the answers you give.

Try to think of yourself, and sound like, someone special - which, of course, you are!

Do not take too long to answer each question at this stage - let the examiner guide you. You should sense when he or she wants to move on to the next question.

Remember to smile!

Your Jobs and/or Studies

If you have a job (or have had a job in the past), that could be of interest to the examiner. If not, it does not matter - you are probably engaged in study or can talk about your English course. If current work or study does not apply to you, then talk briefly about how you began to learn English and the school in which you studied.

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Your Interests

Most students have interesting hobbies or activities that they enjoy doing - make sure that you are prepared to talk about what interests you and what you do in your spare time. Again, make yourself sound as if you are the only person in the world who does these exciting things.

Other Familiar Topic Areas

Refer to the Speaking Game on page 152 for more topic ideas for Part 1.

91 Suggested Words and Phrases

... if you are unsure of the question or how to answer

I'm not exactly sure what you mean. Could you repeat the question please?

I'm not quite sure how to answer that question, but (perhaps)...

That's a rather difficult question, but (maybe) I can answer you by saying ...

... if you cannot think of what else to say

I think that is all I can tell you about...

Is that all you'd like to know?

I think that's about it. ., ? „-.

Would you like me to tell you more about...?

I'm afraid that's about as much as I know.

I can't think of anything else right now ...

92-95 PART 2. INDIVIDUAL LONG TURN (3-4 minutes)

92 Requirements

You will know that Part 2 has begun when the examiner asks you to talk in some detail about a particular topic - a topic which is usually easy for you to find things to talk about. Note that you are only asked to talk about one topic.

The requirements for effective performance in Part 2 are that you:

- talk in some detail about the topic referred to on the card you are given
- try give an organised answer by following the instructions written on the card
- keep talking about the topic - with no help from the examiner - for at least one minute and up to 2 minutes

Remember, Part 2 is concerned with your ability to speak with little or no hesitation and in some detail about a simple topic

93 What To Do and What Not To Do

✓

1 Use your preparation time to think about your answer - think only about what is written on the card.

2 Organise your reply by following the order of the instructions given on the card. (See Speaking Hint 94.)

3 Be aware of how long you have been talking by practising with a wristwatch before you do the test. (See Speaking Hint 94.)

4 Make sure you have answered all that is required on the card, and be prepared to answer a couple of questions at the end.

✗

1 Do not digress; that is, do not talk of things which are not directly related to the topic on the card.

2 Do not hesitate for too long in your answer. It is better to speak about anything than not to speak at all!

3 Do not be afraid to correct a grammatical mistake, but fluency is just as important as grammar, and too much correction will make it hard for you to be understood.

4 Do not expect the examiner to give you feedback on how well you performed in your talk.

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94 Part 2 - What To Do in the Minute of Silence

When the examiner hands you the card your one minute's preparation time has begun. Read the card carefully, noting what the topic is. Since there is no title on the card*, the topic might not be immediately clear, but the topic is given in the very first sentence.

You will see that there are a number of instructions to follow, and all the items of information required are expected to be referred to in your answer. You can certainly add extra information if you think it is appropriate, and you are wise to do so - if you have time - provided that you do not digress (speak "off or away from the topic).

The best approach is to read the card quickly from beginning to end, and then go back to the first specific instruction after the topic sentence. Think of things to say about each of the instructions in the remaining time you have. Although you are allowed to make notes (and refer to them in your answer), unless you have practised this approach, it is probably best to spend your time thinking rather than writing. But some candidates may wish to ask the examiner for notepaper to write on.

There are usually 3 or 4 instructions to speak about - so aim to speak for 30 seconds on each one.

* the use of card titles in the Speaking Test Game on page 152 is for ease of use in the game

A Sample Topic Card:

Describe a city or a town that you know well.

You should include in your answer:

the location of the city or town

the part of the city or town you are most familiar with

important landmarks and places to visit

... and what makes that city or town special to you and to others.

Notice that the topic is there in the very first sentence. Note also that there are 4 further instructions that follow (there may be more or less). If you speak for about 30 seconds on each of these 4 instructions, you will have spoken for about 2 minutes - which is more than adequate. Do not speak for longer than 2 minutes.

The examiner may or may not stop you talking after two minutes, so aim to finish within that period of time. Of course, it is very important to speak for at least one minute, so if you have difficulty speaking for that length of time you will have to practise, practise, practise.

Try using a wristwatch, and time yourself on each part of the topic. Become accustomed to speaking for approximately 30 seconds on one instruction. Then move on to the next instruction. You can look quickly at your watch in the test itself, but we do not advise it. It is much better to practise recognising how long 30 seconds "feels".

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When you get better at "feeling" how long you take to speak about parts of the main topic, you can approach the entire answer in a similar way - that is, by estimating how long you have spoken for, and making sure you have included all parts of the answer within two minutes.

So, what specifically can you talk about? Look at a breakdown of the above topic:

the location of the city or town	*Sydney - harbour city - clean - busy* *on the east coast of Australia*
the part of the city or town you are most familiar with	*live in a large older-style house* *my suburb: wide streets, trees* *sunny weather, blue skies, modern buildings*
important landmarks and places to visit	*Opera House, Harbour Bridge* *One looks like a ship's sails, the other like a coat-hanger*
what makes that city or town special to you and to others	*sense of space and freedom* *people close to water and beaches*

Your answer should not only be interesting, it should also be informative.

Look at the following possible answer:

> I'm going to talk about the city of Sydney - on the east coast of Australia - a very modern and clean city with a beautiful harbour... er... with a population of about four and a half million inhabitants - it gets quite busy in peak hour because just about everyone travels to work by car or train[1], but it is a great place to live because there are many exciting things to see and do - especially for young people.
>
> I live in the inner-city - in a typical older style building... er I think it was built about 100 years ago ...*it's quite* spacious, but many people live in modern apartment blocks. Sydney is quite a tall city - skyscrapers etc - but there are lots of wide streets - often lined with trees. The Australian gum-tree is everywhere, but of course, koalas and kangaroos can only be found in the zoo these days! Because the weather is *so warm - most* days there are blue skies and sunshine - because of this, people lend to smile a lot - they seem to enjoy their lives.
>
> The Opera House is a favourite place for tourists to visit - it looks like the sails of a ship from a distance. And the Harbour Bridge is also strange - it looks something like a coat-hanger - and it is used very effectively at Xmas and New Year to put on wonderful firework displays.
>
> I think it's the sense of space and freedom that people notice first when they come to this city. It has a mixed population - people come from so many different backgrounds - but there doesn't seem to be as much tension as in other cities. Perhaps people are too busy dreaming about the beach to worry about riots and that sort of thing. Water is always nearby, and the harbour is really one of the most beautiful sights in the world. ''

The answer is given in fairly simple English - you should avoid giving a complex answer with difficult vocabulary. It contains all the points written in note-form on the previous page, and is approximately the right length for a good answer. Of course, the speed at which you speak will also determine how much you are able to say. Increase your speaking speed by practising 'topic talking' daily and by improving your pronunciation.

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Use the sample cards below and in the Speaking Test Game on page 152 to practise writing out an answer of similar length, and ask a teacher to check your work. Then try giving a spoken answer from the notes you have made. It is fine to memorise an answer for practice if it helps to speed up your English, but do not waste your time memorising large pieces of English to speak in the test. The examiner will not be fooled by this approach! Besides, you would be very lucky to guess your topic before the test.

You might be able to make your talk sound more interesting by "lifting" your voice a little higher than when you speak normally

More Sample Topic Cards

Talk about a holiday you have taken recently or at some time in the past. You should include in your answer: where you went on your holiday why you went to this particular place what you did and with whom ... and why you enjoyed your holiday or not.	Describe a health problem you once had (or talk about someone else's problem). You should mention: the nature of the health problem why the problem occurred what you (or the other person) could not do because of the problem ... what you (or the other person) had to do to get better

95-99 PART 3. TWO-WAY DISCUSSION (4-5 minutes)

95 Requirements

Part 3 of the Speaking Sub-test is the most demanding. Although it is described as a two-way discussion, you will be expected to do most of the talking. The questions or prompts you must answer are linked to the topic you spoke about in Part 2, but they take the topic further away from you and your immediate life and into areas of more general interest.

The discussion is designed to:

- make you think and comment about various issues (within a specific topic area) that concern people living in today's world
- encourage you to give your opinions
- extend your range of responses to include some or all of the following:
  - describing in detail
  - contrasting and comparing
  - discussing situations as they were in the past
  - imagining situations as they might be in the future

Remember, ejfective performance in Part 3 requires an ability to respond to questions and prompts about abstract ideas.

96 What To Do and What Not To Do

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✓

1 Try to talk around a difficult question by speculating (guessing), using simple words if you can to express complex ideas. This is much better than trying to impress with big words that you may use incorrectly.

2 It is not a good idea to just give up; always attempt to answer a question as fully as possible and the best way you can. If you get stuck and cannot continue, the examiner might be able to help you if you say: "Can you ask the question in a different way?"

3 Use a variety of introductory phrases to begin expressing an opinion (see Speaking Hint 97).

4 Use appropriate future forms and phrases to express the possibility of a future situation occurring. (See Speaking Hint 99.)

✗

1 Do not repeat the information you gave in the original talk you gave in Part 2. Although the questions and prompts in Part 3 are connected to the topic in Part 2, it is unlikely that information you gave then will be appropriate now.

2 Do not worry if you cannot answer easily. The examiner is asking more difficult questions in Part 3, and is probably trying to find your "ceiling" - the point at which you cannot communicate easily (for lack of vocabulary or some other speaking skill).

3 If asked to talk about the future, do not overuse the word "will". There are many ways to express the future in English. (See Speaking Hint 99.) The word "will" is often too definite to use to guess about things which, after all, may not happen.

97 Introductory Phrases for Giving Opinions

I think / believe (that)...	In my opinion ...	I strongly believe that...
What I think is this: ...	It seems to me that...	In my view ...
As far as I'm concerned ...	If you ask me ...	Don't you think that...

this phrase is used even when previously asked a question!

98 Part 3 - Practice Topics for Discussion:

Since you cannot know what topic you will be asked to talk about in Part 2 of the Speaking Sub-test, it follows that you cannot know in advance any particulars about the wider topic area that is discussed in Part 3. The following possible discussion topics are for practice only:

- Problems that affect your country
- Financial success and how to achieve it
- Poverty and hunger in the Thirld World
- Crime and punishment
- Fashion and design
- Public transport
- Youth and the problems they face
- The role of television and radio in society
- The influence of the print media
- Current affairs
- The changing nature of family life
- Nuclear energy
- World economic solutions
- Diet, health and exercise
- The consequences of global warming
- Recreational facilities in modern cities
- Future energy resources
- The relevance of school examinations
- Materialism and the consumer
- Space travel
- Modern medicine
- Censorship and the Internet
- Types of governments in the world today
- Women in the workplace
- The qualities and skills of a good company manager
- The necessity of a strong defence force
- The advantages of an international language
- The design of modern cities
- The influence of sport in society
- Street protests and individual rights
- Religion and the church in the modern world
- The pros and cons of living in a foreign country
- The meaning of happiness
- Living together, marriage and divorce

When you first practise speaking about these topics, try it in your own language. Think about the situation *as it might have been in the past, the way things are now,* and *how things might become in the future*. Make comparisons, give opinions, and try to sound authoritative. Then practise in English!

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99 Suggested Phrases for Speaking About The Future

I'm certain that... *(something will/is going to happen)* ⊕

Most probably ... *(something will/is going to happen)*

It's (always) possible that... *(something might happen)* certainly will

I hope that... *(something happens or doesn't happen)* bound to

most probably

(Something) probably will ... *(happen)* in the short term probably

*won'tlong*possibly/maybeitwill

(Something) might even ... *(happen)* (may) might / perhaps

Perhaps *(something)* will even ... *(happen)* it's 50-50 whether or not

Of course, *(something)* could always *(happen)*, especially if ... *

possibly / maybe it won't

There's a good chance that... *(something will happen)* (may) migllt not

a 50-50 perhaps

a reasonable probably won't

most probably won't

I doubt (very much) if...

not much surely won't

Sometimes I wonder if *(something is going to happen)..."* definitely

w h e t h e r '

I'm not sure if it'll... . but... ⊖

Note the inclusion of first conditional "if clauses", which can be useful when asked to speculate about the possibility of something happening in the future.

100-101 CONCLUDING THE INTERVIEW

100 Requirements

When the examiner has finished the discussion in Part 3, the Speaking Sub-test has come to an end. The examiner will thank you for talking and the interview is concluded.

- remember to thank the examiner for his or her time and say goodbye.
- as you leave the room, don't forget to remain positive - the examiner might not have yet completely made up his or her mind about your score, and the final impression you make is important.

If you have questions about the test itself, such as when the results will become available, talk to the person in charge of the day's proceedings

101 What To Do and What Not To Do

✓

1 Relax and remain in control right up until the moment you leave the interview room.

2 Shake hands confidently, if you are invited to do so, and thank the examiner for his or her time.

3 Simply say:

"Thank you very much for your time. I enjoyed talking with you. Goodbye."

... or a similar concluding sentence or two of your own.

✗

1 Do not tell the examiner how relieved you are the test is over, and there is no need to comment on your performance!

2 Do not overdo your friendliness at the end. Be glad you did your best, smile and leave the room.

3 Do not ask the examiner for your Band Score. He or she is unable to give you that information.

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AFINALJWORD^...^

IELTS is a demanding and challenging examination. Because the Band Score you receive is probably of great importance to your future you should a make a serious effort *RIGHT NOW to* achieve the level of English you require. Don't wait until tomorrow - tomorrow never comes.

Think deeply about what you can achieve with your life if you score well. Think about what you will be able to do later.

Well-placed effort is always rewarded. The hard work you do now will eventually make your life easier. A little pain now for a lot of gain later. That is the secret of success - perhaps the secret of living itself- for learning never ends.

The first time you take any test you are unfamiliar with the way in which it is conducted and will naturally feel slightly nervous. Many candidates take the IELTS test the first time for practice - to get an accurate assessment of their level and to familiarise themselves with the process - before taking it a second or even third time. Each time you must wait for three months before being allowed to take the test again. It takes at least that period of time to increase your overall Band Score by one Band, and requires intensive daily study.

Good luck ... and remember the Golden Rule

PRACTICE TESTS

HOW TO TAKE THE PRACTICE TESTS

Before the Practice Tests

Find a quiet room with a desk, and make sure that you have enough time to complete each test and are not going to be interrupted.

You will need a pen and two photocopies of the Listening and Reading Test Answer Sheet on page 163, and a photocopy of the Writing Test Answer Sheets on pages 164 and 165. You will also need a cassette player for the Practice Listening Tests, a blank tape for the Practice Speaking Tests, and a watch or clock.

NB: The suggested times given in this book for the smaller blocks of Reading Test questions are not a feature of the actual IELTS Reading Test. They are given to assist with your practice sessions only.

During the Practice Tests

Follow each test's instructions carefully, and do not spend longer on the examination than the instructions allow. If you spend longer on the Practice Tests than the instructions allow, you will not get an idea of how well you will perform in the real IELTS examination.

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When you have finished the Listening Test, allow yourself 10 minutes to transfer your answers onto the Answer Sheet, give yourself a short break, and then go on to the Reading Test.

At the beginning of each part of the Reading Test there are suggestions for how long you should spend on each set of questions. Be sure to follow these suggestions carefully.

At the end of 60 minutes, stop doing the Reading Test and immediately continue with the Writing Test. Then go on to the Speaking Test, and record your responses on a blank tape.

After the Practice Tests

Check your answers to the Listening and Reading Tests with the Answer Keys on pages 160 and 159. Check your answers to the Writing Tests with the Model Answers on pages 166 to 169. Ask a teacher to look at your Writing Tasks and to listen to the tape you recorded for the Speaking Test in order to estimate your scores.

Then use the Score Interpreter on page 162 to discover how well you did in each Sub-test, and how much extra English study you may need to do to improve your score. In the actual IELTS test, your Overall Band Score is the average of the 4 Sub-test Band Scores.

Once you have completed Practice Test One, and have checked with the Score Interpreter, turn to the Hints Section for help with those questions that caused you difficulty. The guide to using the 101 Helpful Hints is on page 11. Then continue the test process with Practice Tests Two, Three and Four on pages 107, 127 and 138 respectively.

Pre-Test:
1-5
During Test:
6-10

PRACTICE TEST ONE
PRACTICE LISTENING TEST ONE

This is a practice listening test that resembles the International English Language Testing System Listening Test. The test consists of four sections. Answer the questions as you listen to the recording. Note that the recording is played *once only*.

Section 1

Questions 1-4

8
16-17

Decide which picture is the best match with what you hear on the tape, and circle the letter under that picture. The first one has been done for you as an example.

Example: How do George and Lisa get to the airport?

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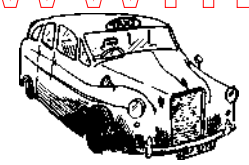
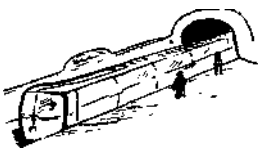




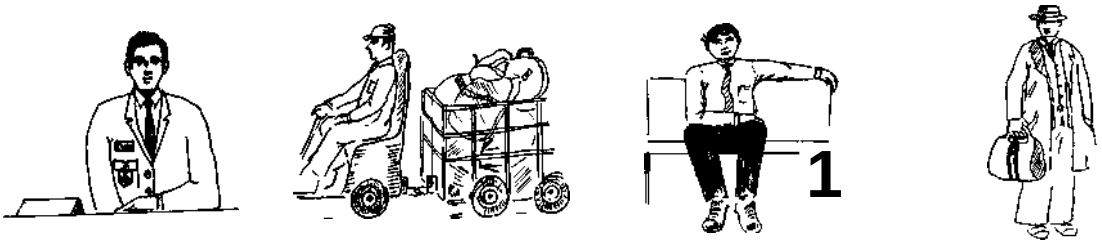
® B C D

i8i9
20-21

Q1. What are they looking for?

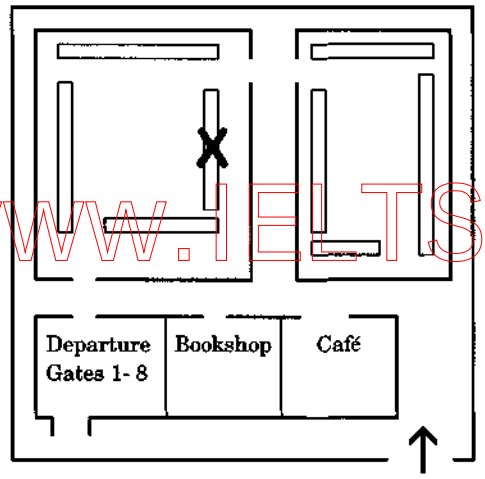
A B C D

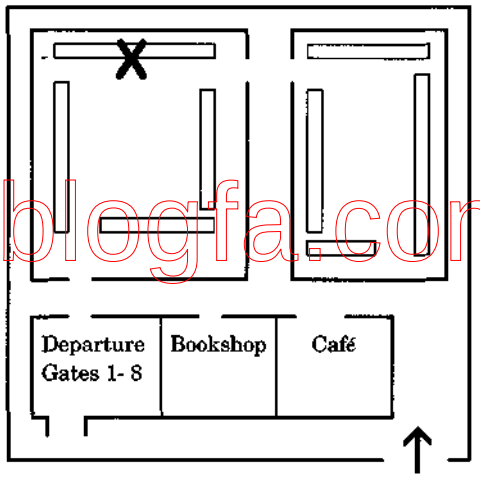
Q2. Who do they ask for directions? *18*



B **C** **D**

Q3. Where is the FrancAir Check-In desk? 18
19-21-22





B

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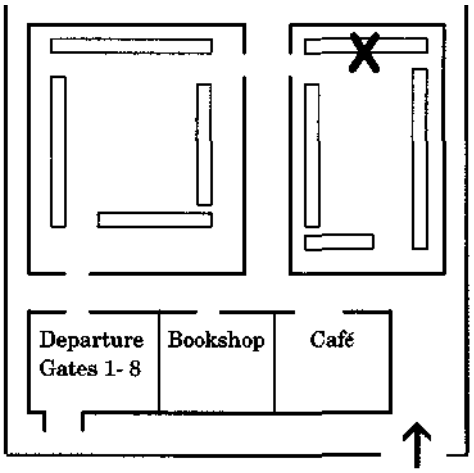
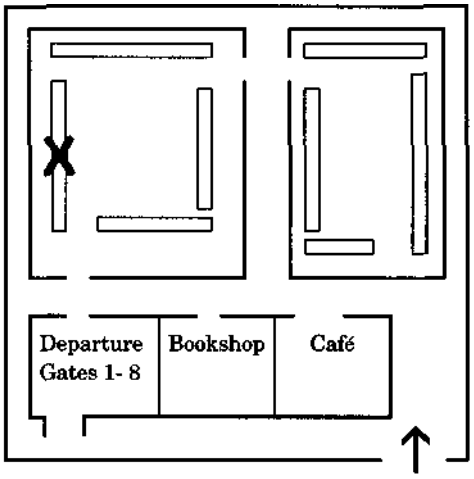
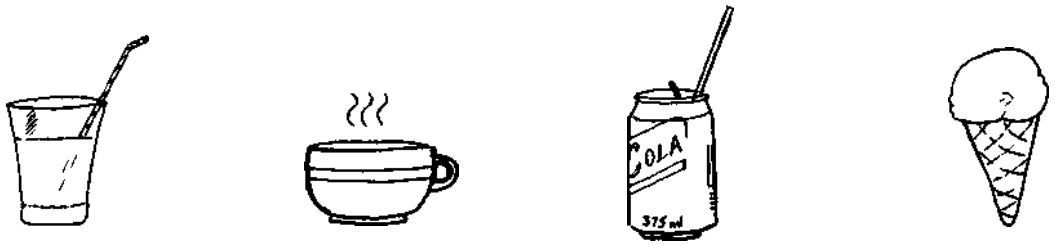




D

18 Q4. What does George want to buy before he catches the plane?



A B **C** D

Questions 5-13

8
16-17
23 Fill in the information you hear on the form below in the spaces numbered 5-13.
The first one has been done for you as an example.

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PAID Excess Baggage Declaration Certificate

15
20 **(5)** .....

10 Given Name: *(Example:)* ..... George .....

14-15-19
59[1] Family Name: (6).....

14-22
59[1] Nationality: (7).....

15-19 Flight Number: (8).....

19-59[1] Destination: (9).....

15-19 Contact Number: (10).....

Declaration of Contents:

11).....

12).....

13).....

Check
11-15

Section 2

6-10
23-25

Questions 14 - 21

You will now hear a short news item. Fill in the gaps in the summary below with the correct **word or phrase** according to what you hear. The first one has been done for you as an example. 16-17

The traffic accident in ...*(Example)*.....Lidham. 9

has caused the death of (14).....persons, and a 15-20

further (15).....people have been taken to St. John's 15

(16).....for treatment. The northbound

and southbound lanes of Avalon Road are still closed, and

drivers are advised to avoid the area.

Police believe the driver of a (17)..... *12-19*
21

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lost control of the vehicle before reaching the traffic

(18).....at the corner of Avalon Road and Batty 1219
65s

Avenue. Witnesses told reporters that they heard the lorry sound

the (19).....moments before it collided with traffic 1019

turning into the (20).....

Anyone requiring further information should telephone the

police hotline on (21). 15-19

Check:
11-15

6-10
26-29

Section 3

Questions 22 - 28

8
16-17

You will hear the first part of an interview on the radio. Write a **word or a short phrase** to answer each of the questions below.

i4-2i
20

Q22. Which company does Julie work for?

19

Q23. What diploma course did Julie take at college?

27-28

Q24. What does Julie like most about her job?

27-28

Q25. What is Julie's main responsibility when on duty?

7-59[1]

Q26./Q27. Name two of the airline's most frequent overseas destinations:

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(1) .....

(2) .....

Q28. Why does Julie regularly change the time on her watch?

Questions 29 - 33

8
16-17
23-58

Complete the table below with information from the next part of the radio interview.
Write ***NO MORE THAN THREE WORDS*** for each answer.

	Changes	Benefits
seats	(29)	to the consumer
entertainment	(30)	to the consumer
smoking	restrictions	(31) ..... (32) .....
economy class meals	(33)	to the consumer

Check:
11-15

Table 1. Improvements to Service on British AirWorld

Section 4

6-10
30-33

Questions 34 - 40

You will hear part of a seminar given at a Hotel Management School. Circle the letter beside the most suitable answer for each of the questions below. The first one has been done for you as an example. a 16,17

Example: How many major career areas does the lecturer mention? 9

a) 3 c) 5

b) 4 d) 6

Q34. For each professional area the lecturer discusses: 19 • 31 20

a) the professional qualifications necessary
b) the available career opportunities
c) the personal skills needed
d) all of the above

Q35. The reception desk in a hotel is described as: *30*

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a) impressive at first
b) a switchboard operating system
c) the nervous centre of the hotel
d) the first point of contact with a guest

Q36. It is essential in front desk and reception work to have: 31

a) a foreign language
b) a good dictionary
c) switchboard operation skills
d) none of the above

Q37. The lecturer says that a member of a drink and bar service team:

a) need not have a thorough knowledge of wine
b) must not drink on the job
c) can eventually become a wine maker
d) can eventually manage a cellar dealing only with wines

Q38. The most experienced cook is a:

a) Grade 3 chef
b) Grade 1 chef
c) Grade A chef
d) Grade 10 chef

31

Q39. Students completing the Catering Core option can start working as:

a) a Grade 2 chef
b) a Grade 1 chef
c) an Assistant chef
d) none of the above

Q40. The seminar was given:

a) by the Principal of the school
b) to introduce the school to potential students
c) to introduce students to the course options available
d) to introduce the staff to new students

Overall Check:

Blanks: 11
Grammar 12 & 65
One Answer: 13
Spelling: 14
Legibility: 15
Punctuation: 59[1]

That is the end of Practice Listening Test One.
You now have 10 minutes to transfer your answers to the Answer Sheet.
Then continue with Practice Reading Test One on page 93.

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During Test:
6-10-37

i PRACTICE READING TEST ONE

Reading Passage 1

Questions 1-15

You are advised to spend about 20 minutes on Questions 1-15.

DESTINATIONS FOR INTERNATIONAL ENGLISH STUDENTS

38-44
51-57

Paragraph (i)

At any given time, more than a million international students around the world are engaged in the study of the English language in a predominantly English-speaking country. The five most popular destinations, in order of popularity, are the U. S., Britain, Australia, New Zealand, and Canada. The reasons for choosing to study English abroad differ with each individual, as do the reasons for the choice of destination.

Paragraph (ii)

Numerous studies conducted in Britain and the United States show that the country of choice depends to a large extent on economic factors. While this should not provoke much surprise, careful analysis of the data suggests that students and their parents are most influenced by the preconceptions they have of the countries considered for study abroad, which, in turn, influence the amount they or their parents are prepared to outlay for the experience. The strength of international business connections between countries also gives a good indication of where students will seek tuition. In the main, students tend to follow the traditional pattern of study for their national group.

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Paragraph (iii)

The United States attracts the most diverse array of nationalities to its English language classrooms - this heterogeneity being largely due to its immense pulling power as the world's foremost economy and the resulting extensive focus on U.S. culture. Furthermore, throughout the non-European world, in Asia and North and South America especially, the course books used to teach English in most elementary and high schools introduce students to American English and the American accent from a very early age. Canada also benefits from worldwide North American exposure, but has the most homogenous group of students - most with French as their first language. Before furthering their English skills, students in Europe study from predominantly British English material; most Europeans, naturally, opt for neighbouring Britain, but many Asian, Middle-Eastern, and African students decide upon the same route too.

Paragraph (iv)

Australia and New Zealand are often overlooked, but hundreds of thousands of international students have discovered the delights of studying in the Southern Hemisphere. The majority are Asian for reasons that are not difficult to comprehend: the proximity of the two countries to Asia, (Jakarta, the capital of Australia's closest Asian neighbour, Indonesia, is only 5506 kilometres from Sydney), the comparatively inexpensive cost of living and tuition, and, perhaps of most importance to many Asian students whose English study is a prelude to tertiary study, the growing awareness that courses at antipodean universities and colleges are of an exceptionally high standard. In addition, revised entry procedures for overseas students have made it possible

for an increasing number to attend classes to improve their English for alternative reasons.

Paragraph (v)

Australia and New Zealand have roughly the same mix of students in their language classrooms, but not all students of English who choose these countries are from Asia. The emerging global consciousness of the late twentieth century has meant that students from as far as Sweden and Brazil are choosing to combine a taste for exotic travel with the study of English 'down under' and in 'the land of the long white cloud'. But even the Asian economic downturn in the 1990s has not significantly altered the demographic composition of the majority of English language classrooms within the region.

Paragraph (vi)

Nor have the economic problems in Asia caused appreciable drops in full-time college and university attendances by Asian students in these two countries. This is partly because there has always been a greater demand for enrolment at Australian and New Zealand tertiary institutions than places available to overseas students. In addition, the economic squeeze seems to have had a compensatory effect. It has clearly caused a reduction in the number of students from affected countries who are financially able to study overseas. However, there has been a slight but noticeable shift towards Australia and New Zealand by less wealthy Asian students who might otherwise have chosen the United States for English study.

Paragraph (vii)

The U.S. and Britain will always be the first choice of most students wishing to study the English language abroad, and it is too early to tell whether this trend will continue. However, economic considerations undoubtedly wield great influence upon Asian and non-Asian students alike. If student expectations can be met in less traditional study destinations, and as the world continues to shrink, future international students of English will be advantaged because the choice of viable study destinations will be wider.

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Questions 1-4

6 You are advised to spend about 5 minutes on Questions 1-4.

8
58 Complete the missing information in the table below by referring to Reading Passage 1 "Destinations for International English Students". Write your answers in boxes 1 - 4 on your Answer Sheet. The first one has been done for you as an example.

	U.S.	Britain	Australia	New Zealand	Canada
9 order of popularity	1st	*(Ex:)* 2nd	3rd	4th	5th
type of English in course books used in this country	American	(1).....	(2).....	not given	not given
student heterogeneity *(1 = most heterogenous 5 = least heterogenous)*	1	2	(3).....	equal 3	5

Check: 11-15

Questions 4-9

You are advised to spend about 5 minutes on Questions 4-9. 6

Choose the most suitable heading from the list of headings below for the seven paragraphs of Reading Passage 1 "Destinations for International English Students". Write your answers in boxes 5 - 10 on your Answer Sheet. 8 45-46

	List of Headings
	A. Heterogeneity in the language classroom
	B. Enrolment demand in Australia & New Zealand.
	C. Reasons for the choice of destination
	D. The attractions of studying in the antipodes
Example:	E. Conclusion
	F. Additional student sources
	G. Student destinations

Q4. Paragraph (i) .....

Q5. Paragraph (ii) .....

Q6. Paragraph (iii) .....

Q7. Paragraph (iv) .....

Q8. Paragraph (v) 42 / 45

Q9. Paragraph (vi)

Example: Paragraph (vii) ...E... 9

Check: 11- 13-15

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Questions 10-15

You are advised to spend about 10 minutes on questions 10-15. 6

Refer to Reading Passage 1 "Destinations for International English Students", and look at the statements below. Write your answers in boxes 10-15 on your Answer Sheet. 8 34-36

Write T if the statement is **True**

F if the statement is **False**

N if the information is **Not Given** in the text

Example: There are presently more than 1,000,000 foreign students of English abroad. 9

(T) **F** **N**

11 Q10. Study destination choices are mostly influenced by proximity to home.

T F N

11 Q11. Students who wish to study business will probably study English overseas.

T F N

46 Q12. Students of the same nationality usually make similar study choices.

T F N

35 • *43* Q13. English language classrooms in the U.S. have the widest range of student nationalities.

T F N

11-48 Q14. Standards at Australian and New Zealand tertiary institutions are improving.

T F N

44-46 Q15. Despite the 1990s Asian economic crisis, Asian students still dominate the English language classrooms of Australia and New Zealand.

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T F N

Check:
11-13-15

Reading Passage 2

Questions 16-31

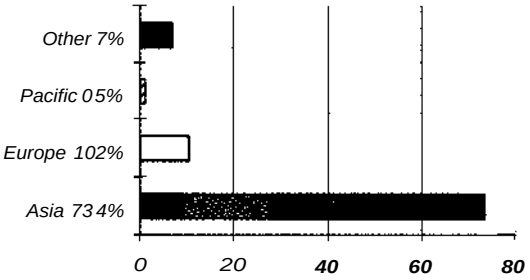
You are advised to spend about 20 minutes on Questions 16-31. 6

REGIONAL STUDENT SURVEY

38-44
52-54-57

A survey recently commissioned by the English Language Intensive Courses for Overseas Students (ELICOS) Association has produced valuable data as to why overseas students choose to study in Australia. Students were asked a range of questions to determine why they had chosen Australia, how they were going to use the English they had learnt, how they had spent their holidays, and what were their future plans. There were also asked to compare Australia with other countries where they could study English.

Figure 1. Regional Breakdown of Student Sample



Of the 2200 questionnaires handed out, 1684 valid returns were used, representing approximately 11% of the estimated number of students studying at ELICOS colleges. The regional breakdown of the student sample was as follows: Asia 73.4%, Europe 10.2%, Pacific 0.5%, Other 7.0%.

Japanese students formed the largest nationality group, representing 34% of the returns. Other nationality groups represented in the survey, in descending order, were Taiwan, Korea, Indonesia, Switzerland, Hong Kong, Thailand, other European countries, China, and Iran.

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The top 11 reasons for choosing Australia as a place to study English were, in order of ranking, as follows:

1. Safety
2. Friends and relations in Australia
3. Climate and friendliness of Australians
4. Combine study with travel
5. Low cost of living
6. Friend's recommendation
7. Close to home country
8. High quality of courses
9. Work while studying
10. Hope to migrate
11. Low tuition fees

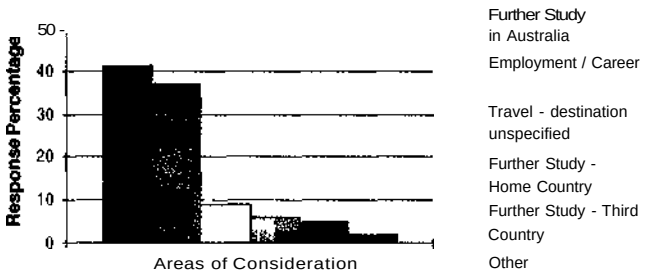
Differences emerge when the responses of different nationality groups are analysed, yet there is some degree of uniformity across regional areas. Students from most Asian countries, for instance, cited safety, climate, low cost of living, and friendliness of people as reasons for choosing Australia as a place to learn English. To Indonesian students, however, proximity to home country and quality of courses were the attractive factors. The overall profile of responses from Japanese students was in line with those of students from other Asian countries, although the opportunity to combine work and travel, study and travel, and high standard of courses were the major attractions. Students and tourists from Switzerland and other European countries were clearly attracted by Australia as a tourist destination. Their reasons for coming to Australia were quite distinct from those of Asian respondents, but bore some resemblance to Japanese respondents.

When asked how they planned to use the English they were learning, 41 % answered that they would use their English for further study in Australia, 37% stated their English was to help obtain employment or to advance their existing career, 9% planned to use it in their travels, 6% for further study in their home country, 5% for further study in a third country, and 2% specified "other".

A significantly high proportion of students of all nationalities was interested in English providing a springboard for further study in Australia. No Swiss student indicated an interest in studying English as a means of facilitating communication when travelling. Female respondents from Hong Kong, Korea,

Taiwan, and Thailand were more concerned than their male counterparts with English as a means to improve employment or career prospects. Female respondents from Japan and Taiwan were more interested than their male counterparts in studying English to facilitate travel and to meet people.

Figure 2. Student Objectives for English Study



With regard to immediate post-ELICOS study plans, 41% stated that they would progress to further studies, close to a third stated they would return to their home country or move to a third country, 21% stated they would travel, and 8% stated they planned to work temporarily in Australia.

When considering public English language examinations, 65% of respondents indicated they would sit for an English test post-study. More than half indicated their intention to take IELTS, just over a third named TOEFL, 15% named the Cambridge First Certificate, and 9% stated "other". There were marked differences in response between students from different countries and across gender.

Asked whether they had had visits from overseas friends or family during their course, 27% of students responded affirmatively. Students in Queensland were more likely than average to have had visits, whereas respondents from Western Australia were less likely than the average to have had visits.

The most popular break activity was travelling in Australia - 90% - followed by travelling to home country - 19% - and, finally, working full or part-time - 9%. While the principal areas of employment remained in restaurants, cleaning, and factories, there was a steep increase in the number of students working as shop assistants and tour guides, neither of which were previously significant employment areas.

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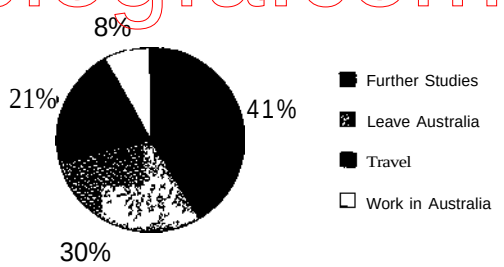
Respondents were also asked to rank the three top supplier countries in terms of cost, quality, and visa ease. In terms of "cost", Britain was regarded as the most expensive, the U S. second, Canada third, and Australia fourth. In terms of "quality", first preferences only, 61% of respondents regarded the U.K. as having the best quality tuition. Opinion on the supplier of the second best level of tuition was more evenly divided, with 34% naming the U.S., and 29% naming Australia. Australia was considered the third best supplier, with a 35% response, and 25% naming Canada.

Figure 3. Post - ELICOS Plans



More students believed visas were easier to get for Australia than for any of the other English language provider countries. Opinion was divided, however, and the view was not held by a clear majority - 35% of respondents placed Australia first, while 32% placed the U.S. first.

Questions 16-25

You are advised to spend about 5 minutes on Questions 16-25.

8
26-27
43-57

Refer to Reading Passage 2 "Regional Student Survey", and answer the following questions with suitable **numbers, words or phrases.** Write your answers in boxes 16 - 25 on your Answer Sheet. The first one has been done for you as an example.

Example: What is the name of the Association which commissioned the survey?

Q16. Which regional group had the largest percentage of students in the survey? 47-57-59

Q17. Swiss students' reasons for choosing Australia were similar to those of which Asian nationality group? 47-59

Q18. For what purpose did most students intend to use their English learning? 42-44 47 54

Questions 19 to 21

You are advised to spend about 5 minutes on Questions 19-21. 8-57

Complete the following chart with information from the reading passage:

	Answer	
Example' The percentage of ELICOS college students represented in the sample:		9
Q19. The number of specific areas of questioning in the survey:		15-52
Q20. The number of reasons given for studying in Australia which are directly concerned with study issues:		15-52
Q21. The percentage of respondents who planned to seek short-term employment in Australia after completing their ELICOS study:		7-15-52

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Questions 22 to 25

You are advised to spend about 5 minutes on Questions 22-25. 8 43-47 55-56

The notes below were made from information in Reading Passage 2. Complete each gap by choosing the best **word or phrase** from the box on the next page. Note that **there are more choices in the box than gaps.** You will not need to use all the choices given.

Sixty-five percent of students surveyed said they would sit for an English test after their study. Over a third intended to take TOEFL, but more than half indicated their intention to take ...*(Ex:)..Jji.lJT.S*. . . . .The two criteria which determined the responses given when students were asked about English language tests were gender and. . . . .(22). 9 7-12-44

The three most popular activities during course breaks were a) travelling in Australia, b). . . . .(23). . . . .and c) working full or part-time. In terms of perceived . . . . .(24). . . . ., the three top countries, in order of preference, were considered to be the U.K., the U.S., and Australia. A small majority of students believed. . . . .(25). . . . . to Australia were the easiest to obtain.

the U.K.	visit	permission to work	cost
•'the U.S.	IELTS	returning home	visas
quality of tuition	nationality	type of test	tuition

Check
11-15

Questions 26 - 31

6 You are advised to spend about 5 minutes on Questions 26-31.

8
12 45 46
65 Refer to Reading Passage 2 "Regional Student Survey", and complete the sentences below from the choices available (A - J). Write the appropriate letters in boxes 26 - 31 on your Answer Sheet. The first one has been done for you as an example.

Note that **there are more choices available than required.**

		Answer
9 *Example:*	The ELICOS survey...	G
Q26.	Indonesian students chose Australia to study English because ...	
Q27.	Swiss students were attracted to Australia because ...	
Q28.	Japanese and Taiwanese female students ...	
52 Q29.	Just over a quarter of all respondents ...	
Q30.	Of the areas of student employment mentioned ...	
54 Q31.	The two most popular objectives for studying English ...	

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A. ... of the appeal of the country to tourists.

B. ... intended to further their studies after completing ELICOS study.

C. ... of the standard of tuition and the two countries being close neighbours.

D. ... two had only recently become popular.

E. ... accounted for over three-quarters of the responses.

F. ... had had visitors from overseas during their courses.

G. ... handed out 2200 questionnaires.

H. ... differed from the male students from those two countries regarding the reasons for studying English.

I. ... were.further study and travel.

J. ... were planning to work temporarily in Australia.

Check.
11 13-15

Reading Passage 3

Questions 32 - 40

You are advised to spend about 20 minutes on Questions 32 - 40.

THE DANGERS OF ECSTASY

38-44
53-57

Use of the illegal drug named Ecstasy (MDMA) has increased alarmingly in Britain over the last few years, and in 1992 the British Medical Journal claimed that at least seven deaths and many s,evere adverse reactions have followed its use as a dance drug. 14 deaths have so far been attributed to the drug in Britain, although it is possible that other drugs contributed to some of those deaths. While it is true that all drugs by their very nature change the way in which the body reacts to its environment and are therefore potentially dangerous, it is still unclear whether casual use of Ecstasy is as dangerous as authorities believe. What is certain is that the drug causes distinct changes to the body which, unless understood, may lead to fatal complications in certain circumstances.

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In almost all cases of MDMA-related deaths in Britain, overheating of the body and inadequate replacement of fluids have been noted as the primary causes *of death. Yet in* the United States, studies appear to implicate other causes since no deaths from overheating have yet been reported. It seems that normal healthy people are unlikely to die as a result of taking MDMA, but people with pre-existing conditions such as a weak heart or asthma may react in extreme ways and are well-advised *not to take it.*

Not all physical problems associated with the drug are immediate. Medium term and long term effects have been reported which are quite disturbing, yet not all are conclusively linked to the drug's use. Medium term effects include the possibility of contracting the liver disease hepatitis, or risking damage to the kidneys. However, animal studies show no such damage (although it is readily admitted by researchers that animal studies are far from conclusive since humans react in different ways than rats and monkeys to the drug), and cases of human liver or kidney damage have so far only been reported in Britain. Nonetheless, evidence to date suggests that alcohol and Ecstasy taken at the same time may result in lasting harm to bodily organs.

Evidence that MDMA causes long term cellular damage to the brain has, until recently, been based on experiments with animals alone; the most common method of detection is to cut out a section of the brain, and measure the level of the chemical serotonin. This is performed weeks or *months after use of* a *suspect drug. If the* serotonin level, which is lowered as a result of the use of many drugs, fails to return to normal, then it is probable that the drug in question has caused damage to the cells of that part of the brain. Ecstasy has been implicated in causing brain damage in this way, but in most cases the serotonin level returns to normal, albeit after a long time.

Early experiments with monkeys, in which they were found to have permanent brain damage as a result of being administered MDMA, were used to link brain damage in humans to Ecstasy use. These early concerns led to the drug being classified as extremely dangerous, and although the results *of the* research were doubted by some and criticised as invalid, no attempt was made to change the classification. However, the latest available data regarding permanent brain damage in humans who have taken Ecstasy regularly over many years (as little as once a week for four years) seem to justify the cautious approach taken in the past.

The psychological effects of taking Ecstasy are also a major cause for concern. It is clear that the mind is more readily damaged

by the drug than is the body. It is not difficult to find occasional or regular users of the drug who will admit to suffering mental damage as a result. Paranoia, depression, loss of motivation and desire, bouts of mania - all are common, and not unusual side effects of the drug.

To be fair to those who claim that Ecstasy frees the personality by removing one's defences against psychological attack, it is true that the drug can be liberating for some users. Unfortunately, the experience is likely to be short-lived, and there is always the danger is that one's normal life might seem dull by comparison. .*

Perhaps the most damning evidence urging against the use of Ecstasy is that it is undoubtedly an addictive substance, but one that quickly loses its ability to transport the mind, while it increases its effect upon the body. Yet, unlike the classic addictive drugs, heroin, opium, morphine and so on, Ecstasy does not produce physical withdrawal symptoms. In fact, because one becomes quickly tolerant of its effect on the mind, it is necessary to forgo its use for a while in order to experience again its full effect. Any substance which produces such a strong effect on the user should be treated with appropriate respect and caution.

Questions 32 - 35

6 You are advised to spend about 10 minutes on Questions 32 - 35.

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8 30-33 43-44 Refer to Reading Passage 3 "The Dangers of Ecstasy", and decide which of the answers best completes the following sentences. Write your answers in boxes 32 - 35 on your Answer Sheet. The first one has been done for you as an example.

Example: In recent years, use of the illegal drug Ecstasy in Britain:

9

a) has increased
b) has decreased alarmingly
c) has decreased
d) has increased a little

Q32. It is not known whether:

52

a) drugs change the way the body reacts
b) the British Medical Journal has reported seven deaths caused by Ecstasy
c) Ecstasy alone was responsible for the 14 deaths in Britain
d) Ecstasy causes changes to the body

31 Q33. The use of Ecstasy:

a) is usually fatal
b) is less dangerous than the authorities believe
c) is harmless when used as a dance drug
d) none of the above

Q34. Deaths from Ecstasy are sometimes caused by:

a) people with pre-existing conditions
b) too much fluid in the body
c) overheating of the body
d) all of the above

Q35. MDMA studies conducted on animals:

a) show damage to the kidneys
b) cannot provide absolute proof of the effect of the drug on humans
c) are cruel and have been discontinued
d) have yet to indicate long term brain damage

Questions 36 - 40

You are advised to spend about 10 minutes on Questions 36-40.

Using information from Reading Passage 3, complete the following sentences using ***NO MORE THAN THREE WORDS.*** Write your answers in boxes 36 - 40 on your Answer Sheet.

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Q36. Permanent damage to the body may result if Ecstasy is taken simultaneously with

Q37. Cellular damage to the brain is detected by measuring the amount of

Q38. The serotonin level of Ecstasy users takes a long time to

Q39. One of the positive effects of taking Ecstasy is that it can

Q40. Ecstacy produces no withdrawal symptoms even though it is

That is the end of Practice Reading Test One.
Now continue with Practice Writing Test One on page 104.

59-66 # PRACTICE WRITING TEST ONE

67-75 ## Writing Task 1

6 You are advised to spend a maximum of 20 minutes on this task.

68-70-71 *The table below summarises some data collected by a college bookshop for the month of February 2000.*

Write a report describing the sales figures of various types of publications, based on the information shown in the table.

8 You should write at least 150 words.

	Non- Book Club Members			Book Club Members	Total
	College Staff	College Students	Members of Public		
Fiction	**44**	**31**		**76**	**151**
Non-fiction	**29**	**194**	**122**	**942**	**1287**
Magazines	**332**	**1249**	**82**	**33**	**1696**
Total	**405**	**1474**	**204**	**1051**	**3134**

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75-82 ## Writing Task 2

6 You are advised to spend a maximum of 40 minutes on this task.

Your college tutor has asked you to write an essay on the following topic:

60-77-80 *Studying the English language in an English-speaking country is the best but not the only way to learn the language.*

Do you agree or disagree with this statement?

8 You should write at least 250 words.

You are required to support your arguments with relevant information and examples based on your own ideas, knowledge and experience.

Overall Check
Grammar 12 & 65
Spelling 4
Legibility 15
Punctuation 59

That is the end of Practice Writing Test One.
Now continue with Practice Speaking Test One on page 105.

© PRACTICE SPEAKING TEST ONE

Practise answering the questions below, giving answers that are at least one or two sentences long (if not more). If possible, practise with another person - taking it in turns to answer the same question - and compare your responses.

(Please note that the following questions are only a guide to the type of questions you might be asked in the actual test.)

Part 1

87-9i

Please enter and take a seat. Yes, just here. First, I need to see your passport.

... it's only for security purposes.

Thank you. My name is *(interviewer's name)*. And yours is ...?

So, I see you are from *(your country)*.

Can you tell me about the town you come from?

Has your family always lived in *(your town)l*

Where are you living now?

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How often do you contact your parents?

Do you have any brothers and sisters?

Can you tell me what you are studying or where you are working at the moment?

What do you like about the work or study you are doing?

Describe your school or workplace.

What is (or was) your favourite subject at school? Why?

What hobbies do you have if any?

Why do you enjoy this activity (these activities)?

What do you do and where do you go when you get together with your friends?

What kind of holidays do you like?

What sports do you play or like to watch?

What type of books do you enjoy reading?

Is there anything you find difficult in your present life? •

92-94

Part 2

Thank you. Now I'd like you to take this card. I want you to speak for one or two minutes about the topic written on this card. Follow the instructions. I will give you one minute to prepare before I ask you to give your talk.

S-95

> Talk about a library that you belong to or have visited.
>
> You should say:
>
> where it is located and how the library is organised
>
> who visits the library and why people go there
>
> when and why you last visited the library
>
> ... and what rules the library has.

95-99 **Part 3** *(begins after one or two follow-up questions on the talk above)*

Please hand me the card. Thank you. Libraries have always been very important to the community and especially to students.

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As well as lending books to borrowers, what other services are provided by a good library?

Does a library serve any other function in the communinty?

How has access to information changed over the last hundred years or so?

What are the advantages of using the Internet over visiting a library?

Are there any advantages of using a library in preference to searching the Internet?

Do you think that the Internet disadvantages some people over others? In what way?

Many people cannot read or write well in their own language. How can this be solved?

People are reading less and less these days^ why do you think this is?

How can people be encouraged to read more?

What about electronic books - do they have a future?

loo-ioi That is the end of the interview. Thank you and goodbye.

Overall Check.
What To Do and
What Not To Do
88-93-96-101

That is the end of Practice Speaking Test One. *m*

Check your answers to Practice Test One with the Answer Key on page 160.

PRACTICE TEST TWO

PRACTICE LISTENING TEST TWO

Pre-Test: 1-5
DunngTest: 6-10

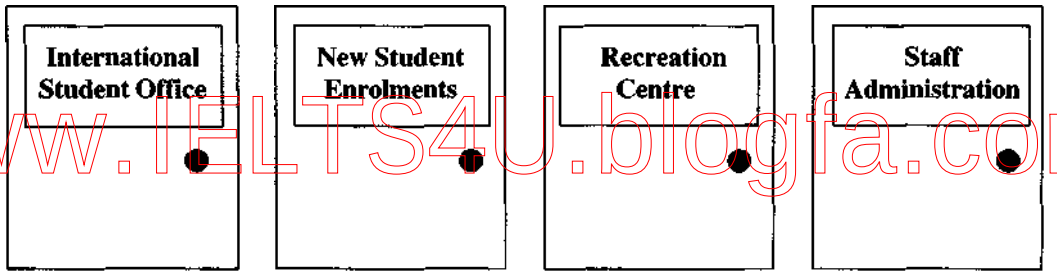
This is a practice listening test that resembles the International English Language Testing System Listening Test. The test consists of four sections. Answer the questions as you listen to the recording. Note that the recording is played ***once only.***

Section 1

Questions 1-2

Decide which picture is the best match with what you hear on the tape, and circle the letter under that picture. The first one has been done for you as an example. 8 16-17

Example: Where is Ewa? 9



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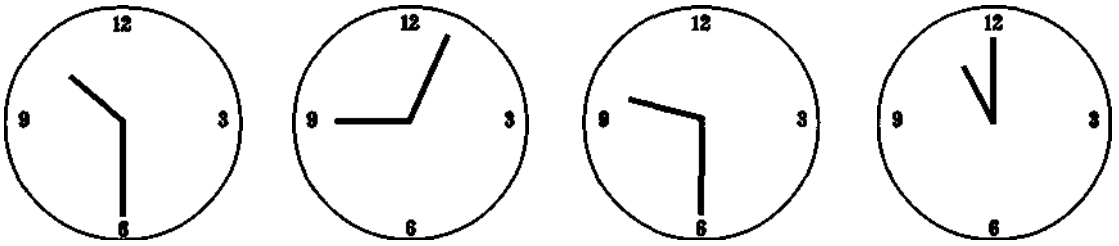
A **B** **C** **D**

Q1. Which timetable does Ewa decide upon for Friday? 18-19 20

MORNING:	**MORNING:**	**MORNING:**	**MORNING:**
Reading Skills	Vocabulary	Writing Skills	Grammar
Writing Skills	Speaking Skills	Reading Skills	Reading Skills
Pronunciation	Reading Skills	Grarnmar	Writing Skills
AFTERNOON:	**AFTERNOON:**	**AFTERNOON:**	**AFTERNOON:**
Listening Practice	Grammar	Listening Practice	No Electives
Speaking Skills	Writing Skills	Vocabulary	
A	**B**	**C**	**D**

18-22 Q2. Which clock shows the time of Ewa's special English class?



A **B** **C** **D**

Questions 3-7

8 20 Circle the correct answer from the choices given below each question.

Q3. How long has Jon been studying at the college?

a) one year
b) two years
c) one and a half years
d) two and a half years

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Q4. What course is Ewa going to study at the college?

a) Basic Computing
b) Advanced Programming
c) Basic Programming
d) Advanced Computing

19-21 Q5. What is the combined number of students and staff at the college?

a) 150
b) 550
c) 50
d) 500

31 Q6. Which club does Jon belong to at the college?

a) Hang Gliding Club
b) Photographic Club
c) Tennis Club
d) none of the above

19-20 Q7. How much does Jon think Ewa will pay to join the Orienteering Club?

a) £20
b) £10
c) £50
d) £15

Questions ***8-14***

Fill in the information you hear on the form below in the spaces numbered 8-14.

The first one, has been done for you as an example.

16-17
23

NATIONALBUSINESSCOLLEGE

ORIENTEERING CLUB: REGISTRATION FORM

Given Name: *(Example:)*.....Eva..... 9

Family Name: (8)..... 14-15-19 20 59[1]

Nationality: (9)..... 15-19 59[1]

Student Number: (10).....7. 15-19

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Present Course: ..... Advanced Programming.

Years of Experience: (11) 15

Blood Type: ..A+.....

Partner's Given Name: ..Jon...

Partner's Family Name: (12) . 14-15-59*

Day of Session: (13). 59[1]

Home Telephone No.: (14) . 15-19

Check-
11-15

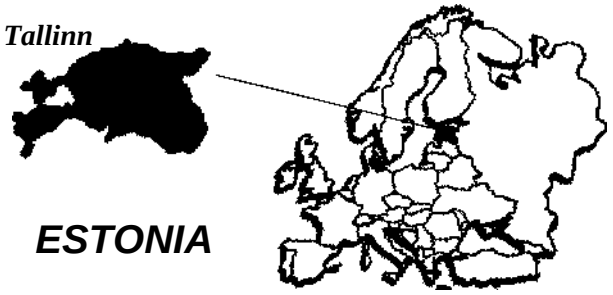
610
23-25

Section 2

Questions 15 -18

8
16,17

You will now hear a short report broadcast on the television. Look at the map of Estonia and complete the sentences below with the correct **number, word or phrase** according to what you hear. The first one has been done for you as an example.



9 *Example:* Estonia is located on the ....*&M&&f:*. shores of the Baltic sea.

is
20

Q15. The country is only.....square km in size.

Q16. Estonia is about.....the size of Scotland.

Q17. The percentage of native Estonians is.....

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Q18. Tallinn is the.....city of Estonia.

Questions 19 - 23

8-23
25

Complete the summary of part two of the television programme by writing *NO MORE THAN* ***TWO WORDS*** for each answer. The first one has been done for you as an example.

Estonia is a small, flat country in Europe dotted with numerous islands and

9 ...*(Example:)....fa&€4*..... The manufacture of agricultural machinery and

12-65' (19).....are the major industries, with (20).....and vegetables

the main (21).....

Once a part of Greater Russia, the nation is now an independent democratic

(22).....The Kroon is the unit of currency; the official language is

Estonian. The weather in Estonia in summer is (23).....

Check:
11-15

Section 3

6-io
23-26-29

Questions 24 - 32

You will hear an interview with an ex-student of the college. Write a **word or a short phrase** to answer each of the questions below. The first one has been done for you as an example. 8
16,,17

Example: How many years ago was Anna a student at the college? 9

...2 years...

Q24. Who does Anna currently work for? 1920

Q25. Why are some elderly people provided with food by the council?

Q26. When did Anna discover her progress in the first course was unsatisfactory?

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Q27./Q28. Name two of the suggestions made to Anna by the school counsellor: 7 -19

(1).....

(2).....

Q29. What does Anna do to increase her English vocabulary?

Q30. According to Anna, does eating earlier in the day increase the metabolic rate?

Q31. Why does Anna wish to get a job in a hospital soon?

Q32. What is Anna's long-term goal?

Check:
11-15

6-10
34-35

Section 4

Questions 33 - 40

8
16-17

You will hear part of the Student Orientation to the computer laboratory.

Circle A if the information in the statement is **Accurate**
I if the information in the statement is **Inaccurate**
N if the information in the statement is **Not Given**

The first one has been done for you as an example.

Your Answers

Example: There are over 100 computers in the laboratory. (A) I N

34
20

Q33. Students only need to enter their name to log on to the machines. A I N

34

Q34. If something goes wrong on a computer, you should not turn the machine off. A I N

34

Q35. Student computer disks are sometimes allowed in the laboratory. A I N

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35

Q36. The Macintosh computer network can only be used by second and third year students. A I N

35

Q37. After class hours there is a charge per page for the use of all computer printers. A I N

Q38. The computer laboratory is open at 8.00 am during the week. A I N

Q39. The computer lab card shows a student's name, course and log on number. A I N

Q40. Students are expected to follow 5 computer laboratory rules. A I N

Overall Check:
Blanks: 11
Grammar 12
&65
One Answer 13
Spelling: 14
Legibility: IS
Punctuation: 59[1]

That is the end of Practice Listening Test Two.
You now have 10 minutes to transfer your answers to the Answer Sheet.
Then continue with Practice Reading Test Two on page 113.

PRACTICE READING TEST TWO

DunngTest
6-10-37

Reading Passage 1

Questions 1-15

You are advised to spend about 20 minutes on Questions 1-15.

TRACKING HURRICANES

38-44
54-56-57

North American meteorologists from the National Oceanic and Atmospheric Administration (NOAA)'s Hurricane Research Division have recently improved the success rate in their forecasting of where hurricanes are likely to hit land by an estimated 15 to 30%. This increase in accuracy is due to the use of instruments called GPS-dropwindsondes, which can probe the atmosphere surrounding a hurricane while it is still out at sea. The atmospheric characteristics of hurricanes over land are well understood because investigation is possible with weather balloons containing sophisticated meteorological instruments. When hurricanes are out of reach of balloons, gathering information is decidedly more difficult. Little is known of the weather conditions that guide hurricanes towards land.

An accurate estimation of where a hurricane will strike is essential in order to reduce loss of life and property. Hurricane Andrew, the most costly hurricane in U.S. history, killed 15 people and caused damage of $35 billion, in today's dollars, in 1992. However, the unnamed Category 4 hurricane which struck southeast Florida in 1926 and killed 243 people would have caused an estimated $77 billion if it had struck today. The reason for this is the explosion in population growth and development along the south-east coast of the U.S. during the last half century.

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Hurricanes occur in cycles every few decades, the last intense period in the U.S. being from 1940 to 1969. 'Camille', a Category 5 hurricane of such catastrophic force that it caused over a billion and a half dollars worth of damage at the time and killed 256 people, struck the coast of the Gulf of Mexico in 1969 with winds over 320 km/h. Yet, for the last quarter century, hurricane activity has been relatively mild. Scientists do not know the precise reason for the cycles of hurricane activity, but they could be caused by a phenomenon called the 'Atlantic Conveyor'. This is the name given to the gigantic current of water that flows cold from the top of the globe slowly along the Atlantic ocean floor to Antarctica and resurfaces decades later before flowing back north, absorbing heat as it crosses the equator. Since hurricanes derive their energy from the heat of warm water, it is thought that an increase in the speed of the 'Conveyor', as it pulls warm water to the north, is an indicator of intensifying hurricane activity.

The use of GPS-dropwindsondes began in 1997. Small sensing devices dropped from planes at very high altitudes and over a wide area, they are far more revealing than previously used sensors. Because they weigh only 0.4 kilograms, they are able to stay aloft for longer periods and broadcast more data to the ground. Each sonde carries its own global positioning satellite receiver. The GPS signals received are used to calculate the direction and speed of wind, and data on temperature, humidity, and barometric pressure at half second intervals all the way down to the ocean surface.

Dropwindsonde information is fed into a special meteorological computer in Maryland which generates a global computer model of wind patterns. Data analysts have discovered a greater variability in the winds at sea level than previously believed, but many forecasting problems are beyond a solution, at least for the time being. For instance, it is not yet known why hurricanes can suddenly change in intensity; current computer models often fail to predict whether a hurricane will reach land or else cannot pinpoint where a strike will take place.

One surprising result of a recent computer simulation was the destruction of a large part of downtown New York. Hurricane researchers believe that the city is more likely than Miami to suffer a direct hit in the near future. Also, certain geographical features of the coastline near New York make it conceivable that a wall of water called a storm surge pushed ashore by hurricane winds would cause a devastating flooding of Manhattan. A storm surge was responsible for the more than 8000 deaths caused by the hurricane that destroyed the city of Galveston in 1900.

[1] the custom of naming hurricanes began in the early 1950s
[2] hurricanes are categorised according to their wind speed from Category 1 (least intense) to Category 5 (most intense)

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Questions 1 - 4

6 You are advised to spend about 5 minutes on Questions 1-4.

8 26-27 43-57 Refer to Reading Passage 1 "Tracking Hurricanes", and look at Questions 1 - 4 below. Write your answers in boxes 1 - 4 on your Answer Sheet. The first one has been done for you as an example.

9 *Example:* What do the letters NOAA stand for?

65' Q1. Which instruments have recently increased the success rate of U.S. hurricane forecasts?

56 Q2. What reason is given for the lack of knowledge of hurricanes at sea?

52-54 Q3. Why was the hurricane which struck in 1926 not given a name?

54'59[1] Q4. What is the name of the strongest hurricane mentioned in the article?

Check: 11-15

Questions 5-11

You are advised to spend about 8 minutes on Questions 5-11.

Look at the table below. According to Reading Passage 1, to whom or what do the phrases on the right refer? Write your answers in boxes 5-11 on your Answer Sheet. The first one has been done for you as an example.

Note that you must give your answer ***IN NO MORE THAN THREE WORDS.***

Who or What . . . . .?

Ex: .....*Meteorologists*..... have improved their forecasts for hurricanes.

Q5..... become stronger every few decades.

Q6..... energises all hurricanes.

Q7..... is a huge current of water flowing from north to south.

Q8..... could not stay in the air for a long time.

Q9..... know more about surface winds than they knew before.

Q10..... recently predicted a catastrophe for the city of New York.

Q11..... is a huge wave of water blown on land by a hurricane.

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Questions 12-15

You are advised to spend about 7 minutes on Questions 12-15.

Refer to Reading Passage 1, and decide which of the answers best completes the following sentences. Write your answers in boxes 12-15 on your Answer Sheet. The first one has been done for you as an example.

Example: The main point of the passage is to give information about:

a) previous U.S. hurricanes

b) future U.S. hurricanes

c) forecasting hurricane activity

d) why hurricanes change in intensity

52 Q12. The intensity of U.S. hurricanes:

a) has increased by 15 to 30% recently
by depends on the GPS-dropwindsondes
c) was greater from 1940 to 1969 than at any previous time
d) can be more accurately measured by satellite assistance

31-52 Q13. The Category 4 hurricane which hit Florida in 1926:

a) was the most catastrophic to hit the U.S. this century
b) caused $77 billion worth of damage
c) caused an explosion in population growth
d) none of the above

35-52 Q14. Hurricane'Camille':

a) caused $1.5 billion dollars damage in today's money
b) was the worst U.S. storm this century in terms of life lost
c) was named in the 1950s
d) was not as intense as the hurricane of 1926

Q15. The writer of the passage probably believes that:

a) accurate tracking of hurricanes might be possible in the future
b) storm surges only occur within computer simulations
c) computer predictions are unreliable
d) the worst hurricanes occur in the U.S.

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Check:
11-13-15

Reading Passage 2

Questions 16-28

You are advised to spend about 20 minutes on Questions 16 - 28.

TERTIARY COMPARISON GUIDE

After purchasing a house and a car, the next maj or life expenditure is almost certainly the cost of tertiary education. The question is, are prospective university students getting value for money? Paying up to $25,000 for a university education, they need reliable information in order to compare institutions and courses.

There are now two official guides comparing universities, but not courses. As a result, academic controversy has arisen over their adequacy, and because of concerns about comparability and accuracy of data. When comparing universities, one should be aware of what exactly is being measured, and whether the information is useful. Professor Brian Smith, Vice-Chancellor of the University of Western Sydney, says, "There is as much variation within one university as between universities; no university has all the best activities, and no university is without its strengths".

It makes little sense for prospective students to choose to go to a university simply because it has an excellent reputation. It is wiser to look first at the overall characteristics and reputation of a university, and then at the faculty or discipline desired. To do this one must have access to quality data for each discipline.

Let us look at three ways we can now rank universities. A government-appointed Quality Review Committee made the first ranking of unversities in 1993. It divided the 35 universities in Australia into six quality bands based mainly on research and teaching outcomes. In the top band, only two universities were represented: one fromNSW (the University of NSW) and the other from the ACT (the Australian National University).

Sydney and Wollongong universities were both in the second ranking. Wollongong was the only newer university to make such a high grade. Macquarie and the University of Technology, Sydney, were in band four; Charles Sturt, Canberra, New England, and Newcastle were in band five. In band six were the Australian Catholic University and the University of Western Sydney. 54·56·57

This ranking has drawn much criticism, since it was based on what universities spent on research, and not on the quality of teaching. However, it should be stated that this was the first year of a continuing quality review. Next, the Quality Review Committee will assess the teaching record of universities.

The Department of Education Employment and Training (DEET) has published *50* indicators of diversity and performance of Australian universities. This lists comparative data on everything from academic staff ratio and percentage of staff with PhDs, to expenditure on library grants. The document says it does not rank universities, and is designed to assist students to make informed comparisons. But the universities can be ranked by each measure using a key indicator of success - positive graduate outcomes - which combines the percentage of recent graduates in full-time work and/or full-time study.

Here, the University of Technology, Sydney, emerges as the leader in NSW, with 83.2% of its graduates in work and/or study, just behind the ANUwith83.5%. Sydney has 79.8%, Charles Sturt 75.5%, Wollongong 74.1%, Macquarie 73.2%, UNSW 73.1%, Newcastle 72.5%, New England/Southern Cross 72%, and Western Sydney 69.7%.

Professor Gannicort, a Professor of Education at Wollongong University, has developed his own "performance table", ranking Australian universities using some

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of the DEET data - including the number of government research grants and grants from industry, as well as the number of recent graduates in full-time work or study. This time the University of Queensland tops the league. Sydney is third, UNSW fifth, ANU sixth, Macquarie 10th, Newcastle 15th, and all the other NSW universities well down in the rankings. He says this shows that the key factors which determine better university performance are what has always been supposed: that is, high quality students, numerous well-qualified staff, and non-proliferation of courses.

Interestingly, Ms. Barbara Bell, the National Recruitment Manager for the Institute of Chartered Accountants, claims employers are not so much interested in the university as in the skills and all-round quality of graduates. Those graduates who lack communication skills, for example, are at a big disadvantage. Ms. Bell quotes a recent survey that found a quarter of employers of graduates chose not to rank universities "because they said there was no correlation between the university and performance".

Dr. Michael Dack, Public Affairs Director of the Institution of Engineers, has commented that the prestige of a university does not count. The smaller universities are tailoring courses and products to the marketplace better than the large universities. They are trying harder to produce graduates who are acceptable to industry and employers. Traditional universities are often more academic and less industry-linked. He argues strongly the case for more broadly educated graduates. For example, the trend in engineering was to produce graduates with a broader education, communication and financial skills, and knowledge of the environmental and political context. Engineers with other skills were able to weather times of economic recession much better.

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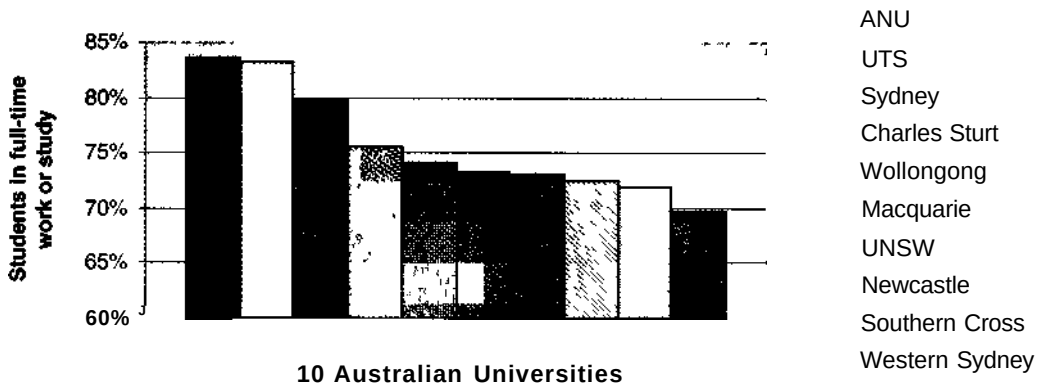
Figure 1. **Australian Universities - Positive Graduate Outcomes**



Questions 16-23

You are advised to spend about 10 minutes on Questions 16-23. 6

Refer to Reading Passage 2 "Tertiary Comparison Guide", and look at the statements below. 8
Write your answers in boxes 16 - 23 on your Answer Sheet. 34-36
43-44-46

Write A if the statement is **Accurate**

I if the statement is **Inaccurate**

N if the information is **Not Given** in the text

The first one has been done for you as an example.

Example: There are now two official university comparison guides available. 9

A **I** **N**

Q16. Prospective students should consider the reputation of the university before choosing the faculty. 34

A I N

Q17. The university ranking system by the Quality Review Committee was well-received by students. 46 -

A I N

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Q18. The Quality Review Committee's basis for determining the ranking was the quality of tuition. 44

A **I** **N**

Q19. The Committee will next review the amount universities spend on research. 44

A I N

Q20. The DEET study was conducted to assist students to compare information about universities. 44

A **I** **N**

Q21. More than a third of the universities in the DEET study have 75% or more of their recent graduates in work and/or study. 54

A **I** **N**

Q22. According to employers, the ranking of universities does not assist in the determination of performance. 43

A I N

Q23. In order to compare disciplines or faculties, students need access to quality data. 44

A I N

Check:
11-13-15-

Questions 24 - 28

6 You are advised to spend about 10 minutes on Questions 24 - 28.

8 Complete the sentences below with **words or phrases** from Reading Passage 2 "Tertiary
46 53 Comparison Guide". Write your answers in boxes 24 - 28 on your Answer Sheet. The first one has been done for you as an example.

Note that each answer requires a ***MAXIMUM OF THREE WORDS.***

9 *Example:* The cost of tertiary education is a ***major life expenditure***.....

44 Q24. University courses were not compared, which was one reason why the two official comparison guides caused

44 • 53• 65 Q25. The government-appointed Quality Review Committee ranked Australia's universities within

43 • 57 Q26. In order to rank universities, some of the DEET data was used by Professor Gannicort to produce a

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44-54-65* Q27. The ANU scored highest when positive.....

.....were used as the key indicators of success.

43-53-57 Q28. Employers are unlikely to employ graduates who.....

Check.
11-15

Reading Passage 3

Questions 29 - 40

You are advised to spend about 20 minutes on Questions 28 - 40. 6

HARD DISK DRIVE TECHNOLOGY

38-44
50-56-57

A few years ago, a query about the health of a person's hard disk drive would have been met with a blank stare. Nowadays, almost everyone is aware of this remarkable electronic storage medium that is part of every modern computer, even though most users remain ignorant of the complexity of hard drive technology.

In the early days of computing, an information record of a computer's memory content was kept on punched cards similar to the way in which an automated piano stores the keynote sequences on a piano roll. Later, magnetic tape was used to store electronic signals, and is still the favoured means of economically backing up the contents of hard drives. However, accessing information sequentially stored on tape is slow since the electroniodata must be input through a fixed head in a single pass.

Hard disk drives solve this problem by incorporating a spinning platter on which magnetic data can be made accessible via a moving head that reads and writes information across the width of the disk. It is analogous to the way in which a person can choose to play a particular track on a CD player by causing the arm to move the head across the disk. The CD player is, in fact, necessarily similar in design to a hard drive, although there are significant differences in speed of data access.

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Most modern hard drives incorporate several platters to further reduce the time spent seeking the required information. Also, some newer drives have two heads; one for reading, and a second head for writing data to disk. This separation of tasks enables much higher densities of magnetic information to be written on the platter, which increases the capacity of the hard drive.

There are three important ways in which the capacity of hard disks has been increased. First, the data code itself has been tightened with express coding techniques. Second, as previously noted, the head technology has been improved; and third, the distance between the heads and the platters has been greatly reduced. It is hard to believe, but the head can be made to pass over the magnetised platter at distances of less than 1 microinch (the width of a typical human hair is 5000 microinches). This is achieved by means of a special protective coating applied to the platter. Each of these three improvements enables speedier access to the data.

Hard drives are more commonplace than tape recorders these days, but it must be remembered that they are much more fragile. Treated with respect they may last a number of years, but they are quite easily damaged, often with disastrous consequences for the user, whose precious data can become lost forever. Dropping a drive is almost always fatal, as is passing an incorrect electrical current through one (by faulty connection). Dust and even extremes of temperature can cause failure. Yet, no physical damage can ever result from the input of data via the keyboard or mouse. Of course, over time the magnetised coating on the platters will erode, yet this is almost entirely independent of the amount of use.

There are serious questions being raised about the direction of the future of electronic storage media. Some researchers claim that it would be wiser to invest more time and money in setting up systems for streaming data across networks of computers from centralised banks of information storage. This would avoid the need for each personal computer user to have his or her own copy of a software program resident on a local hard drive. Personal data files could be kept at a central storage unit, and be suitably protected from disaster by a failsafe backup system.

As the Internet becomes ever more pervasive, and the speed of access to other machines increases across our telephone lines, it might be possible to do away with local storage systems altogether.

Glossary:

backing up	- duplicating
sequential(ly)	- in sequence (or one after the other)
platter	- circular disk or plate
Streaming data	- sending or broadcasting information as data

Questions 29 - 31

6 You are advised to spend about 5 minutes on Questions 29-31.

8 Refer to Reading Passage 3 "Hard Disk Drive Technology" and the diagram below. Choose from
12-65' the words and phrases in the given list, and label the diagram with the correct name of each part of the hard drive. Write your answers in boxes 29 - 31 on your Answer Sheet. The first one has been done for you as an example.

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Note that you will not need to use every word or phrase in the list.

LIST OF PARTS:

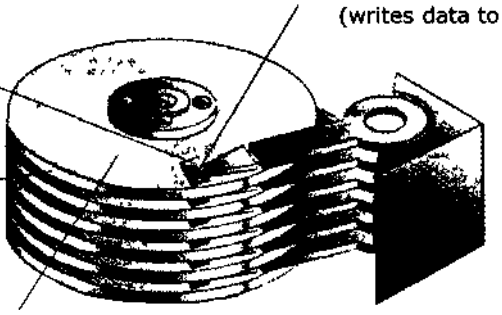
CD player	second head	magnetic tape
moving head	data code	platter
electrical current	special protective coating	

9/44 ...(Ex:)...moving head .....

(reads information across the width of the disk)

...(29).....

(writes data to disk)



44 56 ...(30).....

(each contains magnetised areas for data storage)

44-57 ...(31).....

(shortens the required distance between the head and the platter to less than 1 microinch)

Questions 32 - 36

You are advised to spend about 7 minutes on Questions 32 - 36. 6

Refer to Reading Passage 3 "Hard Disk Drive Technology", and decide which of the answers best completes the following sentences. Write your answers in boxes 32 - 36 on your Answer Sheet. The first one has been done for you as an example. s

Example: Nowadays, hard disk drive technology is: 9

a) less complex
fb)) part of every modern computer
c) expensive
d) not difficult to understand

Q32. Magnetically-coated disks are one of many types of: so

a) sequential access information systems
b) information storage solutions
c) tape storage solutions
d) CD players

Q33. Connecting a hard drive incorrectly usually: so

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a) results in excess temperature
b) erodes the magnetised material on the platters
c) damages the keyboard or mouse
d) destroys the drive

Q34. Keyboard or mouse use can easily cause: 31

a) incorrect electrical currents
b) the magnetised coating on the platter to wear out
c) physical damage to the hard disk drive
d) none of the above

Q35. In the future, a computer user might be able to access personal data files from: 31

a) a central storage unit
b) a local hard drive
c) a software program
d) the local bank

Q36. Centralised banks of storage information could: 3150

a) offer better protection of a user's data files
b) stream data across telephone lines
c) mean the end of local storage systems
d) all of the above

Check:
11 • 13 • 15

Questions 37-40

6 You are advised to spend about 8 minutes on Questions 37 - 40.

8 43-47 50-55-56 The following following text is a summary of part of Reading Passage 3. Complete each gap in the text by choosing the best **phrase** from the box below the summary. Write your answers in boxes 37 - 40 on your Answer Sheet.

Note that **there are more phrases to choose from than are required.** The first one has been done for you as an example.

9 7-12-44 Hard disk drives are exceedingly complex and fragile pieces of equipment, but ...*(Ex:)*...F..... The cheapest way to store computer information is .....(37)..... However, it is slow to read back stored information in this way. .....(38)....., on the other hand, consists of one or more spinning platters coated with magnetised material holding data made accessable by two moving heads. Modern advances in disk technology have increased the.....(39).....of hard disks. This has been accomplished.....(40).....

A. storage capacity
B. on magnetic tape
C. most computer users know that a hard disk drive is complex
D. a CD player is faster than a disk drive
E. A hard disk drive
^ F. few computer users are aware of this
G. in three ways
H. cost
I. increasing the size of the platters used
J. size of the heads

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Overall Check:
Blanks: 11
Grammar &SS 12
One Answer: 13
Spelling: 14
Legibility: 15
Punctuation: 59[1]

That is the end of Practice Reading Test Two.
Now continue with Practice Writing Test Two on page 125.

PRACTICE WRITING TEST TWO

59-66

Writing Task 1

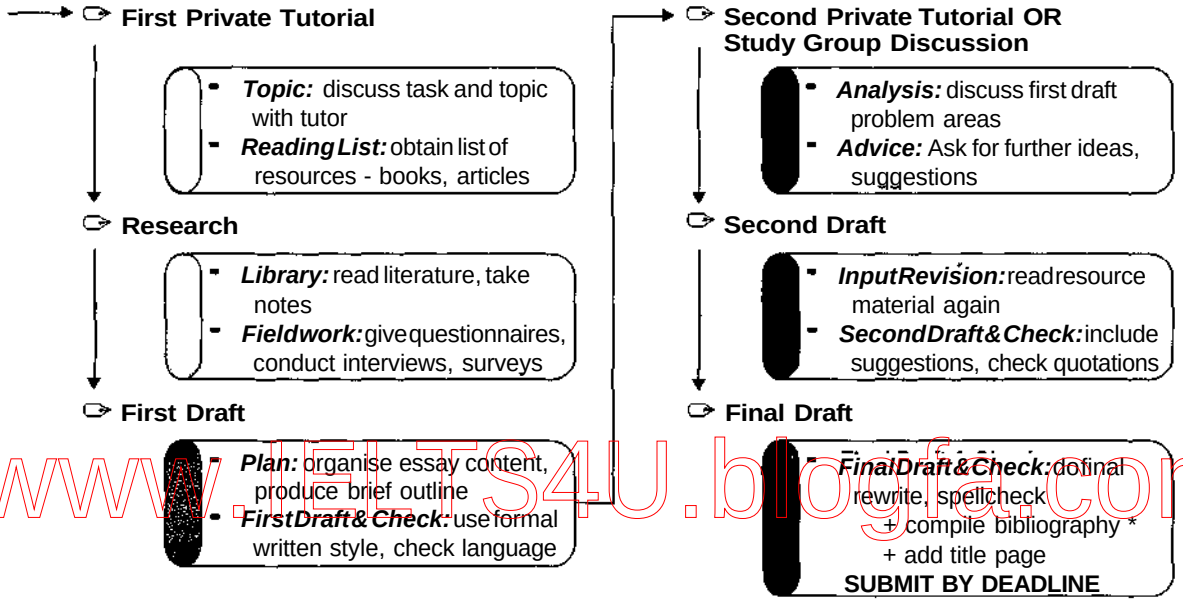
67-74-75

You are advised to spend a maximum of 20 minutes on this task. 6

The flowchart below shows the process involved in writing a formal academic essay for a particular university course. 68 73

Describe the stages of the process in a report for a university lecturer.

You should write at least 150 words. 8



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Preparation and Writing of a Formal Academic Essay

* *bibliography* - list of books referred to

Writing Task 2

75-82

You are advised to spend a maximum of 40 minutes on this task.

Write an essay for a college tutor on the following topic:

The world is experiencing a dramatic increase in population. This is causing problems not only for poor, undeveloped countries, but also for industrialised and developing nations. 60 77 79 80 82

Describe some of the problems that overpopulation causes, and suggest at least one possible solution.

You should write at least 250 words.

You are required to support your ideas with relevant information and examples based on your own knowledge and experience.

Overall Check.

Grammar	12 & 65
Spelling	4
Legibility	15
Punctuation	59

That is the end of Practice Writing Test Two.
Now continue with Practice Speaking Test Two on page 126.

83-86

PRACTICE SPEAKING TEST TWO

8 Practise answering the questions below, giving answers that are at least one or two sentences long (if not more). If possible, practise with another person - taking it in turns to answer the same question - and compare your responses.

(Please note that the following questions are only a guide to the type of questions you might be asked in the actual test.)

87-91 **Part 1**

Please come in and sit down - over here. First, let me take a look at your passport.

... it's for security purposes only.

Thank you. My name is *(interviewer's name)*. What is your name?

Where do you come from?

Tell me about your family. What do your family members do for a living?

What do you and your family like to do together?

Where do you live now?

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What kind of place do you live in (a house or a flat)?

Describe the neighbourhood that you live in at the moment.

Have you ever had a full-time job? If you have, tell me about it.

What are (or were) the advantages and disadvantages of this job?

Have you ever had a part-time or casual job?

Did you enjoy your time at school? Tell me what you liked and what you didn't like.

Are you studying at the moment? If so, what are you studying and where?

What do you find most difficult about your study and why?

What is your favourite pastime? Why do you enjoy doing this?

Do you prefer indoor or outdoor activities? Why?

Do you belong to any clubs? If so, why did you join.

Do you read much? What do you like to read?

What else do you like to do in your spare time?

Part 2

92-94

Thank you. Now, please take this card. I want you to speak for one or two minutes about the topic written on this card. Follow the instructions on the card. You have one minute to prepare before you give your talk.

Describe a person who has had a major influence on you. 8 95

You should include in your answer:

who that person is and what he or she looks like

how you first met

his or her special qualities and characteristics

... and why that person is so important in your life.

Part 3 *(begins after one or two follow-up questions on the talk above)* 95-99

Thank you. Please give me back the card. People are so interesting.

How do you think people's attitudes to life have changed over the last hundred years or so?

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How is your behaviour different to your parents' behaviour?

What do you think has caused these changes - why have people changed so much?

How is modern life better than in the past?

In what ways was life better in the past?

Describe the main problems that people face living in the modern world.

Are there any solutions to these problems?

Do you think the way we live will continue to change in the future? In what way?

What do you think will be the greatest influence on young people in the future?

... and what are the greatest dangers that young people will face?

Who are the best role models for young people these days?

That is the end of the interview. Thank you and goodbye. 100-101

Overall Check

What To Do and What Not To Do

88-93-96-101

That is the end of Practice Speaking Test Two.

Check your answers to Practice Test Two with the Answer Key on page 160.

During Test:
6-10-37

38-44
54-56-57

i PRACTICE READING TEST THREE

Reading Passage 1

Questions 1-5

6 You should spend about 8 minutes on Questions 1-5.

8
26-27 Refer to Reading Passage 1 "Sugar and Other Sweeteners", and look at Questions 1-5 below. Write your answers in boxes 1 - 5 on your Answer Sheet. The first one has been done for you as an example.

9 *Example:* What do the letters HFCS stand for?

High Fructose Corn Syrup

13 Q1/Q2. There are TWO naturally occurring sugar substances mentioned in the article other than *sucrose.* What are they?

44 Q3. What does the food industry consider to be the perfect sweetener?

13 • 54 Q4/Q5. Name the TWO most recent artificial sweeteners listed in Figure 1.

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Sugar and Other Sweeteners

The sweetness of a substance results from physical contact between that substance and the many thousand taste buds of the tongue. The taste buds are clustered around several hundred small, fleshy protrusions called *taste papilla* which provide a large surface area for the taste buds and ensure maximum contact with a substance.

Although there are many millions of olfactory cells in the nose, taste is a more intense experience than smell; food technologists believe this is because of the strong pleasure relationship between the brain and food. And it is universally acknowledged that sweetness is the ultimate pleasurable taste sensation. However, no-one is exactly sure what makes a substance sweet.

Nature is abundant with sweet foodstuffs, the most common naturally occurring substance *beingfructose,* found in almost all fruits and berries, and being the main component of honey. Of course, once eaten, all foods provide one or more of the three basic food components - protein, fat and carbohydrate - which eventually break down (if and when required) to supply the body with the essential sugar *glucose.*

Nature also supplies us with *sucrose,* a naturally occurring sugar within the sugar cane plant, which was discovered many centuries BC. Sucrose breaks down into glucose within the body. Nowadays, white sugar is the food industry standard taste for sugar - the benchmark against which all other

sweet tastes are measured.

In the U.S.A., foods and especially soft drinks, are commonly sweetened with *High Fructose Corn Syrup (HFCS)* derived from corn starch by a process developed in the late 1960s.

In addition to nature's repertoire, man has developed a dozen or so artificial sweetening agents that are considered harmless, non-active chemicals with the additional property of sweetness (see *Figure 1.)*

There is, indeed, an innate desire in humans (and some animals) to seek out and enjoy sweet-tasting foods. Since sweet substances provide energy and sustain life they have always been highly prized. All food manufacturers capitalise on this craving for sweetness by flavouring most processed foods with carefully measured amounts of sugar in one form or another. The maximum level of sweetness that can be attained before the intrinsic taste of the original foodstuff is lost or unacceptably diminished is, in each case, determined by trial and error.

Further, the most acceptable level of sweetness for every product - that which produces the optimum amount of pleasure for most people - is surprisingly constant, even across different cultures. This probably goes a long way towards explaining the almost universal appeal of Coca-Cola. (Although the type of sugar used in soft drinks differs across cultures, the intensity and, therefore, pleasure invoked by such drinks remains fixed within a fairly narrow range of agreement.)

Artificial sweeteners cannot match the luxurious smoothness and mouth-feel of white sugar. Even corn syrup has a slightly lingering after-taste. The reason why food technologists have not yet been able to create a perfect alternative to sucrose (presumably a non kilojoule-producing substitute) is simple. There is no molecular structure yet known that predisposes towards sweetness. In fact, there is no way to know for certain if a substance will taste sweet or even taste of anything at all. Our current range of artificial sweeteners were all discovered to be sweet purely by accident.

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Sweetener	strength	Taste	When Discovered	
Sorbitol	0.6	slightly oily	1872	(France)
Sucrose	1.0	standard	pre - 400 BC?	(India?)
High Fructose Corn Syrup	1.0	slight after-taste	1960s	(USA)
Cyclamate	30	sickly	1937	(USA)
Aspartame (NutraSweet)	200	close to sucrose but softer, thinner	1965	(USA)
Saccharin	300	slightly bitter after-taste	1878	(Germany)

relative to sucrose - base 1.0

** *a mixture of fructose and glucose*

Figure 1. Commercial Sweeteners

Questions 6-15

6 You are advised to spend about 12 minutes on Questions 6-15.

8
43-47
55-56

The paragraphs below summarise Reading Passage 1 "Sugar and Other Sweeteners". Choose ONE appropriate word from the box below to complete each blank space. Write your answers in boxes 6 -15 on your Answer Sheet. The first one has been done for you as an example.

Note that ***NO WORD CAN BE USED MORE THAN ONCE.***

9
7-12-44

Sugar tastes sweet because of thousands of receptors on the tongue which connect the substance with the brain. The taste of sweetness is universally ...*(Ex:)..&€6£0&(*..... as the most pleasurable known, although it is a....(6)..... why a substance tastes sweet.....(7).... is the most abundant naturally occurring sugar, sources of which include....(8).... and honey. Sucrose, which supplies .....(9).... to the body, is extracted from the sugar-cane plant, and white sugar (pure sucrose) is used by food....(10).... to measure sweetness in other .....(11)..... Approximately a dozen artificial sweeteners have been....(12)....; one of the earliest was *Sorbitol* from France.

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Manufacturers add large amounts of sugar to foodstuffs but never more than the .....(13).... required to produce the optimum pleasurable taste. Surprisingly, this amount is....(14).... for different people and in different cultures. No-one has yet discovered a way to predict whether a substance will taste sweet, and it was by chance alone that all the man-made....(15).... sweeteners were found to be sweet.

	glucose	sweetened	different
w	technology	fructose	mystery
'***	artificially	technologists	maximum
	commonly	chemical	best
*!»'•	substances	discovered	accepted
	fruit	chemist	similar

Check
11-15

Reading Passage 2

Questions 16-26

You are advised to spend about 20 minutes on Questions 16-26.

6

BENEATH THE CANOPY

38-44
51-57

1. The world's tropical rainforests comprise some 6% of the Earth's land area and contain more than half of all known life forms, or a conservative estimate of about 30 million species of plants and animals. Some experts estimate there could be two or even three times as many species hidden within these complex and fast-disappearing ecosystems; scientists will probably never know for certain, so vast is the amount of study required.

2. Time is running out for biological research. Commercial development is responsible for the loss of about 17 million hectares of virgin rainforest each year - a figure approximating 1% of what remains of the world's rainforests.

3. The current devastation of once impenetrable rainforest is of particular concern because, although new tree growth may in time repopulate felled areas, the biologically diverse storehouse of flora and fauna is gone forever. Losing this bountiful inheritance, which took millions of years to reach its present highly evolved state, would be an unparalleled act of human stupidity.

4. Chemical compounds that might be extracted from yet-to-be-discovered species hidden beneath the tree canopy could assist in the treatment of disease or help to control fertility. Conservationists point out that important medical discoveries have already been made from material found in tropical rainforests. The drug aspirin, now synthesised, was originally found in the bark of a rainforest tree. Two of the most potent anti-cancer drugs derive from the rosy periwinkle discovered in the 1950s in the tropical rainforests of Madagascar.

5. The rewards of discovery are potentially enormous, yet the outlook is bleak. Timber-rich countries mired in debt, view potential financial gain decades into the future as less attractive than short-term profit from logging. Cataloguing species and analysing newly-found substances takes time and money, both of which are in short supply.

6. The developed world takes every opportunity to lecture countries which are the guardians of rainforest. Rich nations exhort them to preserve and care for what is left, ignoring the fact that their wealth was in large part due to the exploitation of their own natural world.

7. It is often forgotten that forests once covered most of Europe. Large tracts of forest were destroyed over the centuries for the same reason that the remaining rainforests are now being felled - timber. As well as providing material for housing, it enabled wealthy nations to build large navies and shipping fleets with which to continue their plunder of the world's resources.

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8. Besides, it is not clear that developing countries would necessarily benefit financially from extended bioprospecting of their rainforests. Pharmaceutical companies make huge profits from the sale of drugs with little return to the country in which an original discovery was made.

9. Also, cataloguing tropical biodiversity involves much more than a search for medically useful and therefore commercially viable drugs. Painstaking biological fieldwork helps to build immense databases of genetic, chemical and behavioural information that will be of benefit only to those countries developed enough to use them.

10. Reckless logging itself is not the only danger to rainforests. Fires lit to clear land for further logging and for housing and agricultural development played havoc in the late 1990s in the forests of Borneo. Massive clouds of smoke from burning forest fires swept across the southernmost countries of South-East Asia choking cities and reminding even the most resolute advocates of rainforest clearing of the

swiftness of nature's retribution.

11. Nor are the dangers entirely to the rainforests themselves. Until very recently, so-called "lost" tribes - indigenous peoples who have had no contact with the outside world - still existed deep within certain rainforests. It is now unlikely that there are any more truly lost tribes. Contact with the modern world inevitably brings with it exploitation, loss of traditional culture, and, in an alarming number of instances, complete obliteration.

12. Forest-dwellers who have managed to live in harmony with their environment have much to teach us of life beneath the tree canopy. If we do not listen, the impact will be on the entire human race. Loss of biodiversity, coupled with climate change and ecological destruction will have profound and lasting consequences.

Questions 16 - 20

6 You are advised to spend about 8 minutes on Questions 16-20.

8 43-45-49 Refer to Reading Passage 2 "Beneath the Canopy" and answer the following questions. The left-hand column contains **quotations** taken directly from the reading passage. The right-hand column contains **explanations** of those quotations. Match each quotation with the correct explanation. Select from the choices A - F below and write your answers in boxes 16 - 20 on your Answer Sheet.

9 *Example:* 'a conservative estimate' .....B.....

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Quotations	Explanations
9 *Ex:* 'a conservative estimate' (paragraph 1)	A. with many trees but few financial resources
Q16. 'biologically diverse storehouse of flora and fauna' (paragraph 3)	B. purposely low and cautious reckoning
Q17. 'timber-rich countries mired in debt' (paragraph 5)	C. large-scale use of plant and wildlife
Q18. 'exploitation of their own natural world' (paragraph 6)	D. profit from an analysis of the plant and animal life
Q19. 'benefit financially from extended bioprospecting of their rainforests' (paragraph 8)	E. wealth of plants and animals
Q20. 'loss of biodiversity' (paragraph 12)	F. being less rich in natural wealth

Check-. 11-15

Questions 21 - 23

You are advised to spend about 5 minutes on Questions 21-23. *e*

Refer to Reading Passage 2, and look at Questions 21-23 below. Write your answers in boxes 21 - 23 on your Answer Sheet. 8 ^ ; "

Q21. How many medical drug discoveries does the article mention? is

Q22. What two shortages are given as the reason for the writer's pessimistic outlook? 1357

Q23. Who will most likely benefit from the bioprospecting of developing countries' rainforests? 7 44

.....Check: 11-15

Questions 24 - 26

You are advised to spend about 7 minutes on Questions 24 - 26. 6

Refer to Reading Passage 2, and decide which of the answers best completes the fo ; sentences. Write your answers in boxes 24 - 26 on your Answer Sheet. 8 30~33 43-44

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Q24. The amount of rainforest destroyed annually is: 44-49-52

a) approximately 6% of the Earth's land area
b) such that it will only take 100 years to lose all the forests
c) increasing at an alarming rate
d) responsible for commercial development

Q25. In Borneo in the late 1990s: 31-52

a) burning forest fires caused air pollution problems as far away as Europe
b) reckless logging resulted from burning forest fires
c) fires were lit to play the game of havoc
d) none of the above

Q26. Many so-called "lost" tribes of certain rainforests: 44

a) have been destroyed by contact with the modern world
b) do not know how to exploit the rainforest without causing harm to the environment
c) are still lost inside the rainforest
d) must listen or they will impact on the entire human race

Check: 11-13-15

Reading Passage 3

Questions 27 - 40

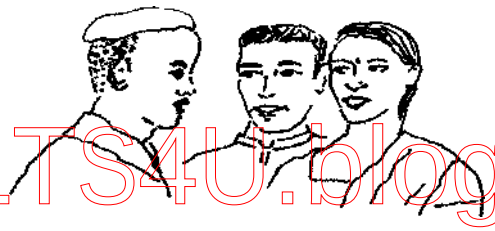
6 You are advised to spend about 20 minutes on Questions 27 - 40.

38-44
51-57

PARALINGUISTIC COMMUNICATION

Communication via the spoken word yields a Vast amount of information in addition to the actual meaning of the words used. This is paralinguistic communication. Even the meaning of spoken words is open to interpretation; sarcasm, for instance, relies heavily on saying one thing and meaning another. It is impossible to produce spoken language without using some form of communication beyond the literal meaning of the words chosen.

Our skill in communicating what we wish to say is determined not only by our choice of words, but also by the accent we use, the volume of our speech, the speed at which we speak, and our tone of voice, to name but a few paralinguistic features. Furthermore, we sometimes miscommunicate because the ability to interpret correctly what is being said to us varies greatly with each individual.



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Clearly, certain people are better at communicating than others, yet it is important to realise that the possession of a wide vocabulary does not necessarily mean one has the ability to effectively communicate an idea.

Each one of us speaks with an accent. It is not possible to do otherwise. Our accent quickly tells the listener where we come from, for unless we make a conscious effort to use another accent, we speak with the accent of those with whom we grew up or presently live amongst.

Accents, then, inform us first about the country a person is from. They may also tell us which part of a country the person lives in or has lived in, or they might reveal the perceived 'class' of that person. In England, there are many regional accents - the most obvious differences being between people who live or come from the north and those hailing from the south. It is usually the vowel sounds which vary the most.

Accents give us direct information about the speaker, but the information we decipher is, unfortunately, not always accurate. Accents tend to reflect existing prejudices towards people we hear using them. All of us tend to judge each other in this way, whether it is a stereotypical response - positive, negative or neutral - to the place we assume a person is from, or a value we hold based on our perception of that person's status in society (Wilkinson, 1965).

Another instantly communicable facet of a person's conversation is the degree of loudness employed. We assume, perhaps correctly in the majority of instances, that extroverts speaklouder than introverts, though this is not always the case. Also, men tend to use more volume than women. A person speaking softly might be doing so for any number of reasons - secrecy, tenderness, embarrassment, or even anger. People who are deaf tend to shout because they overcompensate for the lack of aural feedback they receive. And foreigners often complain of being shouted at by native speakers. Oddly, the latter must suppose that speaking loudly will somehow make up for the listener's apparent lack of comprehension.

The speed at which an individual speaks varies from person to person. The speech rate tells the listener a great deal about the speaker - his or her mood or personality, for instance

in addition to providing clues about the speaker's relationship to the listener, and the interest taken in the topic of conversation. Nonetheless, variations in talking speed are less a matter of context than of the speaker's basic personality (Goldman-Eisler, 1968).

There are three more non-verbal features of the voice to consider, each of which sends paralinguistic messages to the listener: voice quality, the tone of voice used, and continuity of speech, that is, the deliberate or non-deliberate use of pauses, hesitations, repetitions etc. Voice quality tells us about the physical attributes or health of the speaker; voice tone informs us of the speaker's feelings towards either the topic of conversation or the listener; and continuity of speech is particularly revealing of the speaker's nervous state of mind, as well as indicating familiarity with the listener and the language spoken.

All paralinguistic messages provide much useful information about the speaker; information which is either consciously or subconsciously received. In most cases people appear to interpret the messages appropriately, except where there is interference because of prejudice.

It is relatively easy to judge a person's age, sex and feelings from the paralinguistic clues they leave behind in their speech, but people are less able to correctly determine such detailed characteristics as, say, intelligence (Fay and Middleton, 1940).

Questions 27 - 31

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You are advised to spend about 6 minutes on Questions 27-31. 6

Refer to Reading Passage 3 "Paralinguistic Communication", and look at the statements below. Write T if the statement is **True, F** if the statement is **False,** and **NG** (for **Not Given)** if there is no information about the statement in the passage. Write your answers in boxes 27 - 31 on your Answer Sheet. 8 34-36 43-44-46

Example: Paralinguistic communication refers to the definition of spoken words. **0** **NG**

Q27. The volume at which we speak is a paralinguistic feature of our speech. **T F NG** 44

Q28. A speaker's accent always indicates the country or place he or she comes from. **T F NG** 35

Q29. People from the south of England are sometimes prejudiced against the accents of people from the north. **T F NG** 35

Q30. Personality is a greater determinant of talking speed than other factors in a person's speech. **T F NG** 48

Q31. The study of paralinguistics includes 'reading between the lines' in written communication. **T F NG**

Check: 11-13-15

Questions 32 - 34

6 You are advised to spend about 7 minutes on Questions 32 - 34.

8 4456 What are the THREE specific areas of research undertaken by the linguists whose names are giveninbracketsinReadingPassage3? Select from the list below. Write your answers in boxes 32 - 34 on your Answer Sheet.

Note that you can ***GIVE YOUR** ANSWERS **IN** ANY **ORDER.***

A the mood or personality of a speaker

B the accuracy of interpretation of various paralinguistic messages

C the causes of variations in the rate of speech

D what makes a conversation interesting

E which accents are most highly rated by listeners

F how to determine the intelligence of a listener

G the vowel differences between accents

Check:
11-13-15

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Questions 35 - 40

6 You are advised to spend about 7 minutes on Questions 35 - 40.

8 12-45 Refer to Reading Passage 3 "Paralinguistic Communication", and complete the six **sentence beginnings** below with the appropriate **sentence endings** from the list given in the box. Select from choices (i) - (ix) and write your answers in boxes 35 - 40 on your Answer Sheet. The first one has been done for you as an example.

9 *Example:* If someone is being sarcastic, it means that they are ...(v)...

Sentence Beginnings:

It is not possible to .....(35).....

Some people are better at communicating than others because they are .....(36).....

Speakers from the North of England .....(37).....

The response to a particular accent heard .....(38).....

Speakers with hearing disabilities .....(39).....

Paralinguistic information is sometimes .....(40).....

Sentence Endings:

(i) ... registered below the level of consciousness.

(ii) ... may be one of three kinds.

(iii) ... communicate only the meaning of spoken words.

(iv) ... use a regional accent.

(v) ... saying the opposite of what they mean on purpose.

(vi) ... aware of the power of paralinguistic messages.

(vii) ... cannot be distinguished from those who come from the South.

(viii) ... have a wider vocabulary.

(ix) ... often speak louder than usual.

Chec
11-13-1

That is the end of Practice Reading Test Three.

Now continue with Practice Writing Test Three on page 138.

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59-66

PRACTICE WRITING TEST THREE

67-75

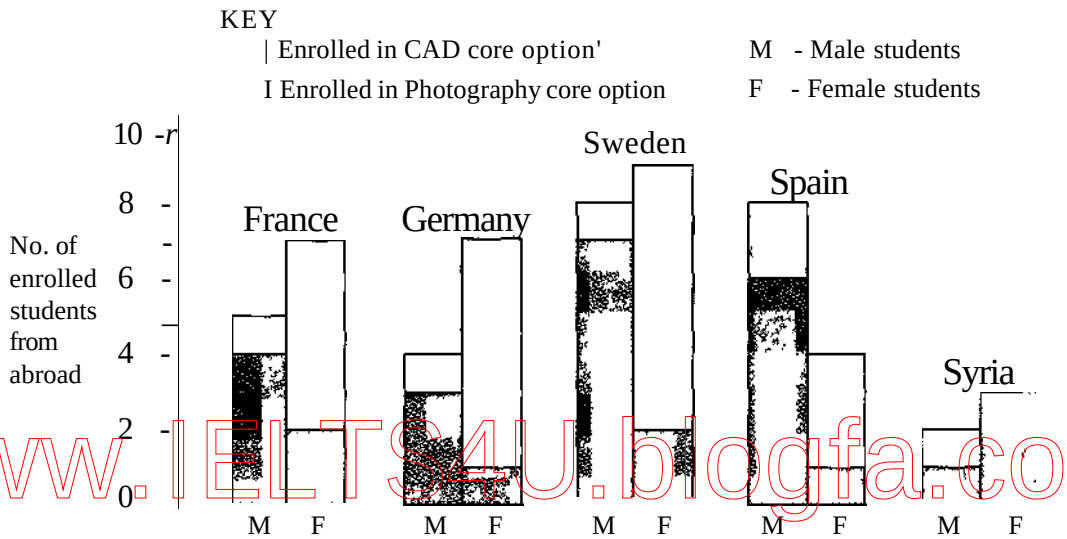
Writing Task 1

6 You are advised to spend a maximum of 20 minutes on this task.

72 73 *The bar chart below shows the number of overseas students enrolled in a second year Graphic Design course at a college in the south of England.*

Write a report for a university lecturer describing the information shown.

8 You should write at least 150 words.



[1] CAD - Computer-Aided Design

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77-82

Writing Task 2

6 You are advised to spend a maximum of 40 minutes on this task.

Write an essay for a university lecturer on the following topic:

77 75-80 *People in all modern societies use drugs, but today's youth are experimenting with both legal and illegal drugs, and at an increasingly early age. Some sociologists claim that parents and other members of society often set a bad example.*

Discuss the causes and some effects of widespread drug use by young people in modern day society. Make any recommendations you feel are necessary to help fight youth drug abuse.

You should write at least 250 words.

You are required to support your arguments with relevant information and examples based on your own ideas, knowledge and experience.

Overall Check
Grammar 12 & 65
Spelling 4
Legibility 15
Punctuation 59

That is the end of Practice Writing Test Three.
Check your answers to Practice Test Three with the Answer Key on page 168.

i PRACTICE READING TEST FOUR

Reading Passage 1

Questions 1-12

You are advised to spend about 20 minutes on Questions 1-12.

THE BEAM-OPERATED TRAFFIC SYSTEM

The Need for Change

The number of people killed each year on the road is more than for all other types of avoidable deaths except for those whose lives are cut short by tobacco use. Yet road deaths are tolerated - so great is our need to travel about swiftly and economically.

Oddly, modern vehicle engine design - the combustion engine - has remained largely unchanged since it was conceived over 100 years ago. A huge amount of money and effort is being channelled into alternative engine designs, the most popular being based around substitute fuels such as heavy water, or the electric battery charged by the indirect burning of conventional fuels, or by solar power.

Nevertheless, such innovations will do little to halt the carnage on the road. What is needed is a radical rethinking of the road system itself.

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Section (ii)

The Beam-Operated Traffic System, proposed by a group of Swedish engineers, does away with tarred roads and independently controlled vehicles, and replaces them with innumerable small carriages suspended from electrified rails along a vast interconnected web of steel beams crisscrossing the skyline. The entire system would be computer-controlled and operate without human intervention.

Section (iii)

The most preferable means of propulsion is via electrified rails atop the beams. Although electric transport systems still require fossil fuels to be burnt or dams to be built, they add much less to air pollution than the burning of petrol within conventional engines. In addition, they help keep polluted air out of cities and restrict it to the point of origin where it can be more easily dealt with. Furthermore, electric motors are typically 90% efficient, compared to internal combustion engines, which are at most 30% efficient. They are also better at accelerating and climbing hills. This efficiency is no less true of beam systems than of single vehicles.

Section (iv)

A relatively high traffic throughput can be maintained - automated systems can react faster than can human drivers - and the increased speed of movement is expected to compensate for loss of privacy. It is estimated that at peak travel times passenger capacity could be more than double that of current subway systems.

It might be possible to arrange for two simultaneous methods of vehicle hire: one in which large carriages (literally buses) run to a timetable, and another providing for hire of small independently occupied cars at a slightly higher cost. Travellers could order a car by swiping a card through a machine, which recognises a personal number code.

Section (v)

Monorail systems are not new, but they have so far been built as adjuncts to existing city road systems. They usually provide a limited service, which is often costly and fails to address the

major concern of traffic choking the city.

The Beam-Operated Traffic System, on the other hand, provides a complete solution to city transportation. Included in its scope is provision for the movement of pedestrians at any point and to any point within the system. A city relieved of roads carrying fast moving cars and trucks can be given over to pedestrians and cyclists who can walk or pedal as far as they wish before hailing a quickly approaching beam-operated car. Cyclists could use fold-up bicycles for this purpose.

Section (vi)

Since traffic will be designated an area high above the ground, human activities can take place below the transit system in complete safety, leading to a dramatic drop in the number of deaths and injuries sustained while in transit and while walking about the city. Existing roads can be dug up and grassed over, or planted with low growing bushes and trees. The look of the city is expected to improve considerably for both pedestrians and for people using the System.

Section (vii)

It is true that the initial outlay for a section of the beam-operated system will be more than for a similar stretch of tarred road. However, costs for the proposed system must necessarily include vehicle costs, which are not factored into road-building budgets. Savings made will include all tunnels, since it costs about US $120,000 per kilometre to build a new six lane road tunnel. Subway train tunnels cost about half that amount, because they are smaller in size. Tunnels carrying beamed traffic will have a narrower cross-sectional diameter and can be dug at less depth than existing tunnels, further reducing costs.

Objections

The only major drawbacks to the proposal are entrenched beliefs that resist change, the potential for vandalism, and the loss of revenue for car manufacturers. Video camera surveillance is a possible answer to vandalism, while the last objection could be overcome by giving car manufacturers beam-operated vehicle building contracts. 60% of all people on earth live in cities; we must loosen the immediate environment from the grip of the road-bound car.

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Questions 1-4

6 You are advised to spend about 5 minutes on Questions 1 - 4.

8 40~44 Refer to Reading Passage 1 "The Beam-Operated Traffic System", and complete the flowchart below with appropriate **words or phrases** from the passage. Write your answers in boxes 1 - 4 on your Answer Sheet.

Current City Traffic System:

	internal combustion engine	* independently controlled vehicles	conventional tarred road system	traffic choking the city

Proposed City Traffic System:

42-44-49	……(1)…… rails	……(2)…… -controlled carriages ……*>>	……(3)…… System	city without any ……(4)……

Check 11-15

Questions 5 - 9

You are advised to spend about 8 minutes on Questions 5-9. 6

Choose the most suitable heading from the list of headings below for the seven sections of Reading Passage 1 "The Beam-Operated Traffic System". Write your answers in boxes 5 - 9 on your Answer Sheet. 8 40,45,,4€

	List of Headings
	A. Returning the city to the people
	B. Speed to offset loss of car ownership
	C. Automation to replace existing roads
	D. A safe and cheap alternative
	E. The monorail system
	F. Inter-city freeways
Example:	G. Doing the sums
	H. The complete answer to the traffic problem
	I. Cleaner and more efficient

9

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Q5. Section (ii) . . . . . Q8. Section (v) .....

Q6. Section (hi) . . . . . Q9. Section (vi) ..... 42 / 45

Q7. Section (iv) . . . . . *Example:* Section (vii)....(?.. 9

Check 11-13-15

Questions10-12

You are advised to spend about 7 minutes on Questions 10 -12. e

Refer to Reading Passage 1, and look at the statements below. s

Write S if the statement is **Supported** by what is written in the passage, and write **NS** if the statement is **Not Supported.** Write your answers in boxes 10 -12 on your Answer Sheet. 34-36 43

Example: The combustion engine was designed over 100 years ago. (S) NS 9

Q10. The increased speed of traffic in a Beam-Operated Traffic System is due to electric motors being 90% efficient. S NS 52

Q11. Beamed traffic will travel through tunnels costing less to build than subway tunnels. NS 43

Q12. A possible solution to wilful damage to the System is to install camera equipment. NS 44

Check 11-13-15

Reading Passage 2

Questions 13 - 26

6 You are advised to spend about 20 minutes on Questions 13-26.

38-44
54-56-57

Microcredit - Helping to Alleviate Third World Poverty

The application of prevailing theories of economics has so far failed to lift developing countries out of the cycle of poverty that entraps the majority of inhabitants. Worldwide there are still an estimated 1.3 billion people earning a dollar or less a day and living in excruciating poverty. Decades of huge loans by banks from affluent nations - at interest rates that cripple developing economies - do not appear to be providing a solution to entrenched poverty. Professor Muhammad Yunus' Grameen Bank, however, is taking a different approach to the problem.

In 1976, the Bangladeshi economics professor embarked upon a microcredit programme with a loan of just 62 cents (U.S.) each to a group of 42 workers. Instead of loaning large amounts of money to well-off debtors, the bank he started made extremely small loans to poor Bangladeshis who were considered a bad risk by the traditional banking system. He astounded his critics by proving that the poor were more likely to repay their debts than the wealthy. Virtually none of the thousands of women who have been financially assisted by the bank for over 20 years have defaulted on their payments. Yet all are expected to pay interest and abide by the rules of contract. These borrowings have enabled Bangladeshi women to set up numerous small-scale projects which directly benefit their families and the communities in which they live. The success of the experiment has brought about a revolution in the way anti-poverty programmes are now organised.

By the end of the century, almost 95% of borrowers in Bangladesh were women, but the bank did not set out to lend mainly to women. At first, women were reluctant to use the bank's services for fear of stepping out of line in a strongly male-dominated society. It took six years to reach a 50-50 ratio of male and female borrowers. Over time, it became apparent that improving the income of women has positive effects that are lacking when men are the beneficiaries. While men are likely to take risks with the money they have borrowed, women prove more capable of planning for the future and improving the family situation.

The Grameen Bank has loaned over $2 billion in Bangladesh to date. Over 3.5 million women from low income households have benefited from its schemes, receiving amounts that have increased to around $160 per loan. The bank claims a remarkable repayment rate of 98%. It works in 36,000 villages throughout Bangladesh, employs a staff of over 12,000, and has provided the blueprint for similar microcredit programmes working in over 56 countries, including the United States of America, where poverty remains an intractable problem in many large cities.

Offering credit to poverty-stricken women to start small enterprises is not the only way in which the bank has improved their financial status. The bank is the largest internet service provider in the country, and, in partnership with a Norwegian telecommunications company, lends cellular phones to borrowers, mostly women, who generate income by selling telephone services to the rural population. A telephone lady can earn $2 a day which amounts to $700 a year - more than triple the average Bangladeshi annual per capita income.

The success of the Grameen programme continues to confound the experts. Their reaction to Professor Yunus' bold plans to bring solar and wind energy to isolated communities, and to make the World Wide Web available to the poor is much the same

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as the reaction of the orthodox banks to his initial concept - condemnation and disbelief. It is sobering to reflect that despite the obvious success of the model, microcredit still receives only 2% of the world's $60 billion development budget.

It is true that the new goals of the Grameen programme are beyond mere banking and will require the involvement and funding of multinational companies and traditional aid agencies. It is equally true that engaging the poor to help with the removal of the poverty in which they find themselves is now a technique with a proven track record. This not only addresses the problem at grassroots level, but also preserves the dignity of those who participate by avoiding the need for charity.

Provided the latest extensions remain fundamentally 'bottom up' solutions, it seems sensible to believe they have more than a small chance of success.

Number of ...	*(as at August 1998)*
Branches	1118
Centres	66,352
Villages	38,766
Borrowers (mate)	124,248 (5.3%)
Borrowers (female)	2,232,905 (94 7%)
Houses built (with Grameen housing loans)	448,031 (cumulative)

Figure 1. Grameen Bank Performance

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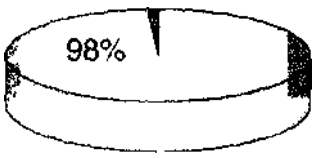
Questions 13 -15

You are advised to spend about 5 minutes on Questions 13 -15. s

Complete the information for the pie charts below by referring to Reading Passage 1 "Microcredit - Helping to Alleviate World Poverty". Write your answers in boxes 13 -15 on your Answer Sheet. The first one has been done for you as an example. 8 52

1976

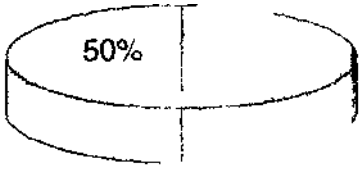


Gender of borrowers:

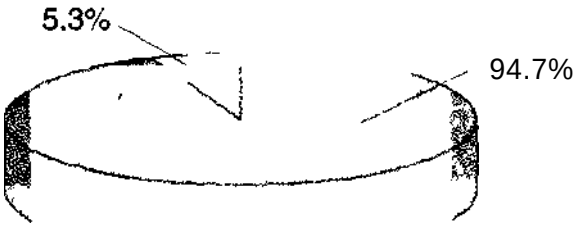
Q13..... 54

Q14..... 54

(Ex:) 1982.. 9



Q15.



58

Check 11-15

Questions 16-21

e You are advised to spend about 7 minutes on Questions 16 - 21.

s Refer to Reading Passage 1, and link the phrases in Questions 16-21 with either:
44-46-49

	TB	Traditional Banks
	GB	the Grameen Bank
	MB	Male Borrowers
	FB	Female Borrowers
	A	All of the above
or	N	None of the above

Write your answers in boxes 16 - 21 on your Answer Sheet.

Q16. thought that poor Bangladeshis would default on their loans

Q17. providing a model for other poverty relief programmes to follow

Q18. initially unwilling to borrow funds

Q19. often careless with the money they have been loaned

Q20. not likely to be unable or unwilling to repay debts

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Q21. either paying or charging interest on their loans

Questions 22 - 26

6 You are advised to spend about 8 minutes on Questions 22 - 26.

8 Complete the following statements with **words or phrases** from Reading Passage 1 "Microcredit
12-65 - Helping to Alleviate World Poverty". Write your answers in boxes *22 - 26 on your* Answer
46-53 Sheet.

Note that each answer requires a ***MAXIMUM OF FOUR WORDS.***

Q22. The interest rates that banks from wealthy nations charge……

65 Q23. After six years, the *Grameen* Bank was lending money to an equal number of……

Q24. Even in wealthy countries, poverty still exists in……

Q25. Women with cellular phones can earn three times the average wage by……to villagers.

53 Q26. Professor Yunus hopes to interest existing aid organisations and……
Check. in his latest plans.
11-15

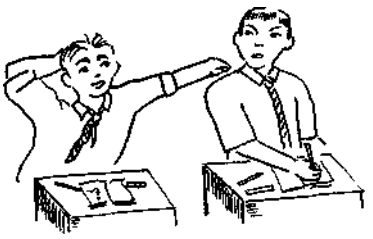
Reading Passage 3

Questions 27 - 40

You are advised to spend about 20 minutes on Questions 27 - 40.

A.D.D. - Missing Out on Learning

38-44
40-51-54



Study requires a student's undivided attention. It is impossible to acquire a complex skill or absorb information about a subject in class unless one learns to concentrate without undue stress for long periods of time. Students with Attention Deficit Disorder (A.D.D.) are particularly deficient in this respect for reasons which are now known to be neurobiological and not behavioural, as was once believed. Of course, being unable to concentrate, and incapable of pleasing the teacher and oneself in the process, quickly leads to despondence and low self-esteem. This will naturally induce behavioural problems.

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It is estimated that 3 - 5% of all children suffer from Attention Deficit Disorder. There are three main types of Attention Deficit Disorder: A.D.D. without Hyperactivity, A.D.D. with Hyperactivity (A.D.H.D.), and Undifferentiated A.D.D.

The characteristics of a person with A.D.D. are as follows:

- has difficulty paying attention
- does not appear to listen
- is unable to carry out given instructions
- avoids or dislikes tasks which require sustained mental effort
- has difficulty with organisation
- is easily distracted
- often loses things
- is forgetful in daily activities

Children with A.D.H.D. also exhibit excessive and inappropriate physical activity, such as constant fidgeting and running about the room. This boisterousness often interferes with the educational development of others. Undifferentiated A.D.D. sufferers exhibit some, but not all, of the symptoms of each category.

It is important to base remedial action on an accurate diagnosis. Since A.D.D. is a physiological disorder caused by some structural or chemically-based neurotransmitter problem in the nervous system, it responds especially well to certain psychostimulant drugs, such as Ritalin. In use since 1953, the drug enhances the ability to structure and complete a thought without being overwhelmed by non-related and distracting thought processes.

Psychostimulants are the most widely used medications for persons with A.D.D. and A.D.H.D. Recent findings have validated the use of stimulant medications, which work in about 70 - 80%

of A.H.D.D. children and adults (Wilens and Biederman, 1997). In fact, up to 90% of distractibility in A.D.D. sufferers can be removed by medication. The specific dose of medicine varies for each child, but such drugs are not without side effects, which include reduction in appetite, loss of weight, and problems with falling asleep.

Not all students who are inattentive in class have Attention Deficit Disorder. Many are simply unwilling to commit themselves to the task at hand. Others might have a specific learning disability (S.L.D.). However, those with A.D.D. have difficulty performing in schoolnotusually because they have trouble learning[1], but because of poor organisation, inattention, compulsion and impulsiveness. This is brought about by an incompletely understood phenomenon, in which the individual is, perhaps, best described as 'tuning out' for short to long periods of time. The effect is analogous to the switching of channels on a television set. The difference is that an A.D.D. sufferer is not 'in charge of the remote control'. The child with A.D.D. is unavailable to learn - something else has involuntarily captured his or her whole attention.

It is commonly thought that A.D.D. only affects children, and that they grow out of the condition once they reach adolescence. It is now known that this is often not the case. Left undiagnosed or untreated, children with all forms of A.D.D. risk a lifetime of failure to relate effectively to others at home, school, college and at work. This brings significant emotional disturbances into play, and is very likely to negatively affect self-esteem. Fortunately, early identification of the problem, together with appropriate treatment, make it possible for many victims to overcome the substantial obstacles that A.D.D. places in the way of successful learning.

[1] approximately 15% of A.D.H.D. children do, however, have learning disabilities

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Alternative Treatments for A.D.D.	**Evaluation**
EEG Biofeedback	- expensive - trials flawed - (sample groups small, no control groups)
Dietary intervention (removal of food additives - preservatives, colourings etc.)	- ineffective - numerous studies disprove link
Sugar reduction (in A.D.H.D.)	- slightly effective (but only for small percentage of children)
Correction of (supposed) inner-ear disturbance	- undocumented, unscientific studies - inconsistent with current theory
Correction of (supposed) yeast infection (Candida albicans)	- lack of evidence - inconsistent with current theory
Vitamin/mineral regimen for (supposed) genetic abnormality	- lack of evidence - theory disproved in the 1970s
Body manipulations for (supposed) misalignment of two bones in the skull	- lack of evidence - inconsistent with current theory

Figure 1. Evaluations of Controversial Treatments for A.D.D.

Questions 27-29

You are advised to spend about 5 minutes on Questions 27-29. **6**

Refer to Reading Passage 3 "A.D.D. - Missing Out On Learning", and decide which of the answers best completes the following sentences. Write your answers in boxes 27 - 29 on your Answer Sheet. The first one has been done for you as an example. 8 30-33 43-44

Example: The number of main types of A.D.D. is: **9**

a) 1
b) 2
03
d) 4

Q27. Attention Deficit Disorder: 31

a) is a cause of behavioural problems
b) is very common in children
c) has difficulty paying attention
d) none of the above

Q28. Wilens and Biederman have shown that: 31-44

a) stimulant medications are useful
b) psychostimulants do not always work
c) hyperactive persons respond well to psychostimulants
d) all of the above

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Q29. Children with A.D.D.: 54

a) have a specific learning disability
b) should not be given medication as a treatment
c) may be slightly affected by sugar intake
d) usually improve once they become teenagers

Check: 11-15

Questions 30-37

6 You are advised to spend about 10 minutes on Questions 30 - 37.

8 43-47 The following is a summary of Reading Passage 3. Complete each gap in the text by choosing a **word, or phrase** from the box below the notes. Write your answers in boxes 30 - 37 on your Answer Sheet.

Note that **there are more choices in the box than gaps.** You will not need to use all the choices given, but you may use a word, or phrase more than once.

9 55 Attention Deficit Disorder is a neurobiological problem that affects 3 - 5% of all ...*(Ex:)*...*children*..... Symptoms include inattentiveness and having difficulty getting....(30)...., as well as easily becoming distracted. Sometimes, A.D.D. is accompanied by....(31)..... In these cases, the sufferer exhibits excessive physical activity.

55 i 55 Psychostimulant drugs can be given to A.D.D. sufferers to assist them with the .....(32)....of desired thought processes, although they might cause ....(33)..... Current theory states that medication is the only....(34)..... that has a sound scientific basis. This action should only be taken after an accurate diagnosis is made.

Children with A.D.D. do not necessarily have trouble learning; their problem is that they involuntarily....(35)....their attention elsewhere. It is not only ....(36)....that are affected by this condition. Failure to treat A.D.D. can lead to lifelong emotional and behavioural problems. Early diagnosis and treatment, however, are the key to....(37)....overcoming learning difficulties associated with A.D.D.

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side effects	successfully	completion	adults
medicine	switch	drug	Ritalin
hyperactivity	organised	losing weight	A.D.H.D.
children	attention	remedial action	paying

Check 11-15

Questions 38 - 40

You are advised to spend about 5 minutes on Questions 38 - 40. 6

Refer to Reading Passage 3, and decide which of the following pieces of advice is best suited for ch child listed in the table below. Write your answers in boxes 38 - 40 on your Answer Sheet. 8 54-58

ADVICE:

A current treatment ineffective - suggest increased dosage of Ritalin.

B supplement diet with large amounts of vitamins and minerals.

C probably not suffering from A.D.D. - suggest behavioural counselling.

D bone manipulation to realign bones in the skull.

E EEG Biofeedback to self-regulate the child's behaviour.

F daily dose of Ritalin in place of expensive unproven treatment.

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	CHILD 1	CHILD 2	CHILD 3
Problems	- does not listen to given instructions - loses interest easily - cannot complete tasks - quiet and withdrawn	- often forgets to do homework - sleeps in class - disturbs other students	- excessively active - unable to pay attention - dislikes mental effort - disturbs other students
Current Treatment	- EEG Feedback	- none	- diet contains no food additives - low dose of Ritalin
Best Advice	(38).....	(39).....	(40) .....

58

OvoaUChecfc

Blanks: 11
Grammar & S 5
One Answer: 13
Spelling: 14
Legibility: 15
Punctuation: 59*

That is the end of Practice Reading Test Four.
Now continue with Practice Writing Test Four on page 150.

59-66

PRACTICE WRITING TEST FOUR

67-75

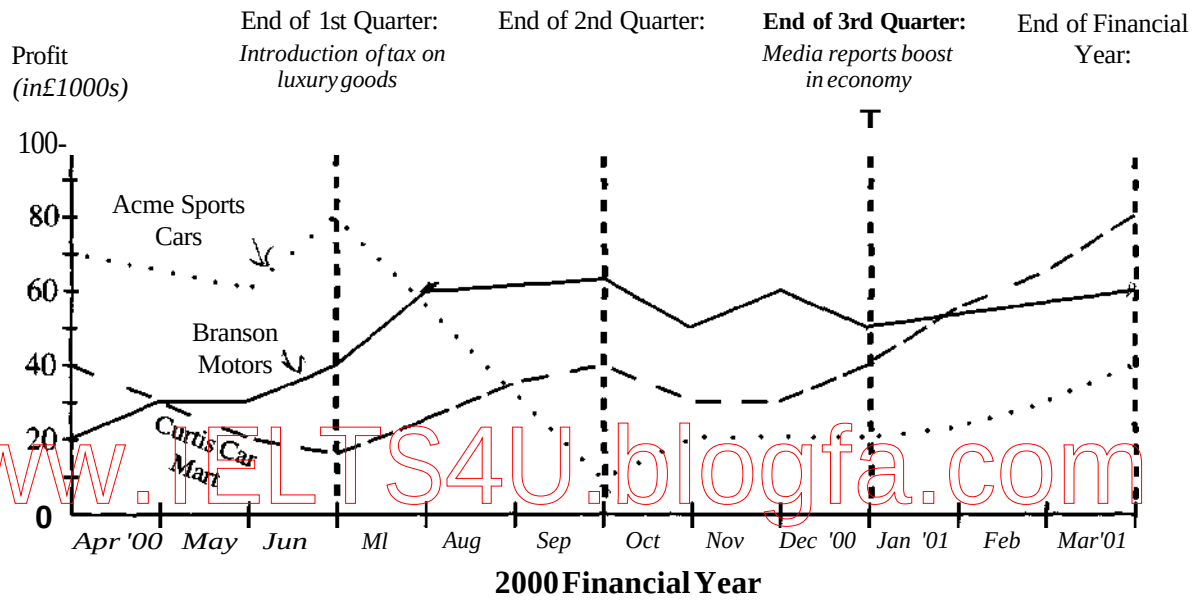
Writing Task 1

6 You are advised to spend a maximum of 20 minutes on this task.

7i-72- 73 The graph below shows the monthly profits of 3 British companies in the car retail industry for the 2000 financial year.

Write a report for a university lecturer comparing the performance of Acme Sports Cars and Branson Motors for the period given.

8 You should write at least 150 words.



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75 82 Writing Task 2

6 You are advised to spend a maximum of 40 minutes on this task.

Write an essay for a university lecturer on the following topic:

77-79- 9O We have been living in the nuclear age now for over half a century. Since the first atomic bombs were developed, nuclear technology has provided governments with the ability to totally destroy the planet. Yet the technology has been put to positive use as an energy source and in certain areas of medicine.

To what extent is nuclear technology a danger to life on Earth ? What are the benefits and risks associated with its use?

8 You should write at least 250 words.

You are required to support your arguments with relevant information and examples based on your own ideas, knowledge and experience.

Overall Check:
Grammar 12 &65
Spelling: 4
Legibility: 15
Punctuation: 59

That is the end of Practice Writing Test Four.
Check your answers to Practice Test Four with the Answer Key on page 169.

Instructions for Speaking Test Board Game

(see the board for setup instructions)

PART 1: A player lands on a square and chooses one of the other players to ask him or her a question about the item on that square. The other players can ask further questions if necessary.

Important! If the other players consider the answer(s) given too short or not appropriate, they can appeal to a student chosen as a referee, who must decide if the answer is good enough for the player to stay on the square. Otherwise, the player must go back to the square he or she came from.

PART 2: A player landing on a 'Topic Talk' square uses the indicated topic talk card (A-F) and is given 1 minute to prepare a short talk for 1-2 minutes. The other players should each ask 1 further question at the end. Note: Only one Topic Talk' is required of each player, and when the talk is completed, he or she waits on the star square ('Wait Here After Topic Talk') until the next turn.

PART 3: The KEY below is for squares 33-35-37-39-41-43-45. Choose a prompt for the 'Topic Talk' given.

33 Talk A…	Discuss the role of movies in society today.
Talk B…	Discuss the role of advertising in modern culture.
Talk C…	Discuss how important tourism is in your country these days.
Talk D…	Discuss the importance of role models for the youth of today.
Talk E…	Discuss whether you think books are too expensive to buy.
Talk F…	Discuss what you think makes a good school.

35 Talk A…	Compare movies made in your country with movies made in America.
Talk B…	Compare products made in your country with those made overseas.
Talk C…	Compare travel in the past, say a hundred years ago, with travel today.
Talk D…	Compare the differences between students in your own country and those from overseas.
Talk E…	Compare the differences between reading a book in your own language and in English.
Talk F…	Compare the education system in your own country with that of your host country.

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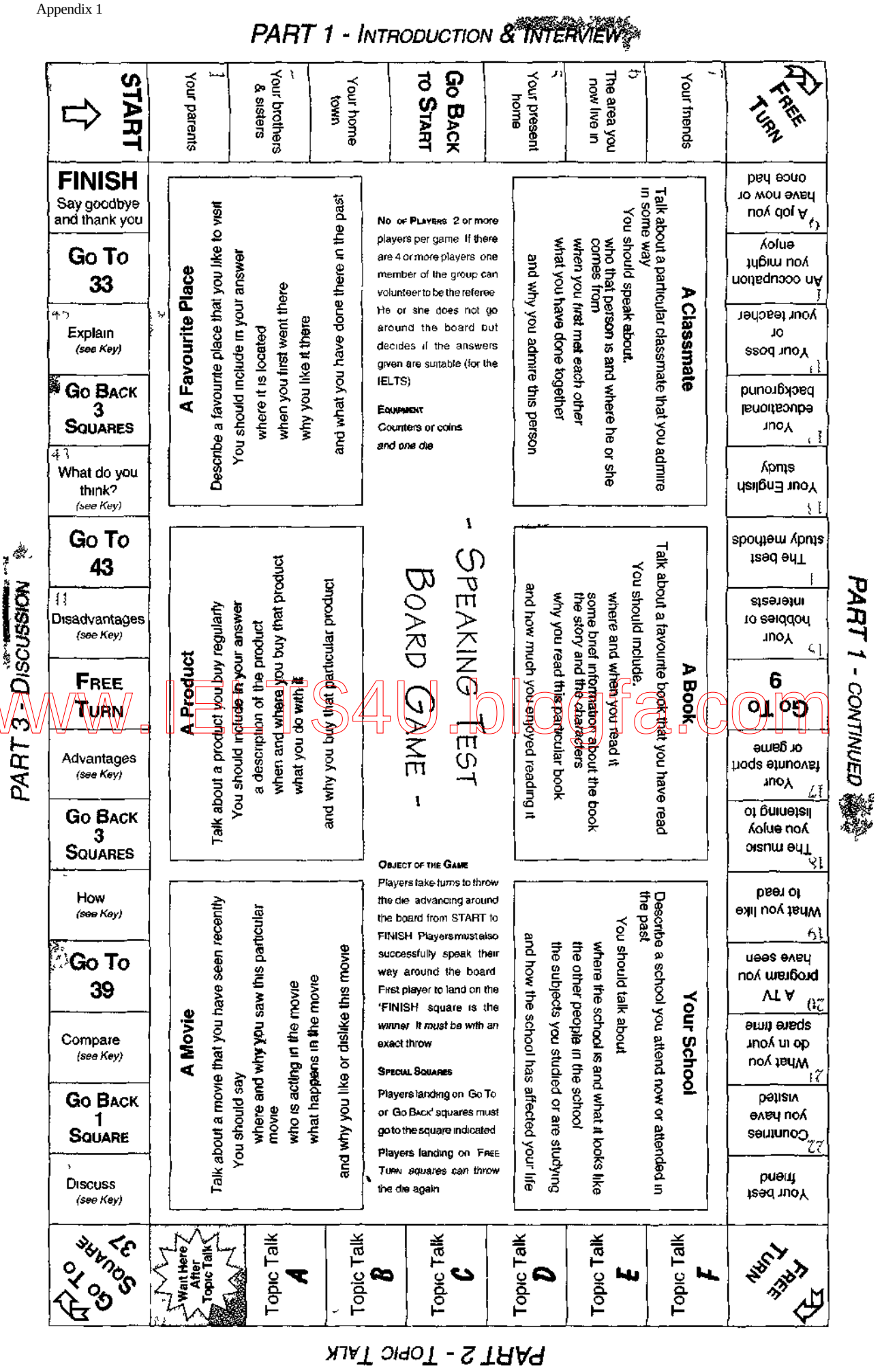
37 Talk A…	How often and where do you go to the movies? Describe the cinema you usually go to.
Talk B…	How do products made these days compare with those made in the past?
TalkC…	How might the tourist industry in your country change in the future?
Talk D…	How can students improve their performance at school?
Talk E…	How useful are books translated from English or from other languages into your language?
Talk F…	How have schools changed in the last hundred years?

39 Talk A…	What are the advantages of being a movie star or director?
Talk B…	What are some of the advantages of advertising?
Talk C…	What are some of the advantages of travel?
Talk D…	Are there any advantages of being popular at school?
Talk E…	What are the advantages of a book compared with a movie version of a book?
Tak F…	What are some of the advantages of doing well at school?

41 Talk A…	What are the disadvantages of being a movie star or director?
Talk B…	Are there any disadvantages of seeing advertisements everywhere?
Talk C…	What are the disadvantages of the increased popularity of tourism?
Talk D …	What are the disadvantages of being unpopular at school?
Talk E…	Are there disadvantages of making books out of paper? Are there any alternatives?
Talk F…	In what ways does a bad teacher disadvantage students?

43 Talk A…	Do you think television has helped to make the world a better place to live in?
Talk B…	Do you think banning advertisements for alcohol and smoking is worthwhile? Why?
Talk C…	What do you think is the best way to plan a holiday? Why?
Talk D…	Do you think it is harder to study when you are young or when you are older? Why?
Talk E…	In what ways do you think being a writer might be an interesting job?
Talk F…	What sort of equipment do you think is useful in a language school? Why?

45 Talk A…	Explain what you think movies might be like in a hundred years from now.
Talk B…	Explain some of the differences between a consumer society and a primitive society.
Talk C…	Explain what we can do to protect nature in the future.
Talk D…	Explain the most effective methods of punishment for bad students.
Talk E…	Explain why you cannot learn English only from a book.
Talk F…	Explain how schools might look in the future.



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TAPESCRIPTS

PRACTICE LISTENING TEST ONE

Narrator: Listening Test One. This is a practice listening test which resembles the International English Language Testing System Listening Test. The test consists of four sections. Answer the questions as you listen to the recording. Note that the recording is played once only. Please turn to Section 1.

Section 1

Narrator: Section 1. George and Lisa are overseas students studying in Britain. They are returning home for the summer holidays. Look at the Example and Questions 1 to 4.

(10 second pause)

For each of the questions four pictures are given. Decide which picture is the best match with what you hear on the tape, and circle the letter under that picture. First, you have some time to look more carefully at Questions 1 to 4.

(10 second pause)

Now listen to the following conversations, and answer Questions 1 to 4.

Taxi Driver: That'll be £23. Right. There's your change. Have a nice trip. Oh, I'll just get your bags out of the boot.

Lisa: Thank you very much. Now, George, let's find the check-in desk.

George: Yes, but with all the changes they have made here at the airport, I'm not sure where the check-in desk is.

Lisa: Iknow. It's strangeisn'tit? Why don'tweaskforhelp?

George: Good idea. What about that man sitting down over there?

Lisa: Which one? The one with the hat on?

George: But what about the man with the blue uniform and the cap sitting on the trolley? He's bound to know. He looks like he works here.

Lisa: OK, I'll ask him. Excuse me, could you tell me where the check-in desk for FrancAir is please?

Man: Oh, let me think. I haven't worked here very long. The best way to get there would be to turn left at the end here, where the cafe" is, and then go straight ahead until you're opposite the departure gates entrance ... no, no ... sorry ... um, it might be quicker to turn right as soon as you get past the cafe, and keep going along the corridor until you come to the sliding doors at theend. On the left. Yep ...that'sit. All the check-in counters are in a hall there. I'm pretty sure FrancAir is directly to your left as you walk in the hall.

Lisa: Thanks a lot. So, it's left past the cafe", and then right opposite ...

Man: ... the bookshop. You can't miss it.

George: Come on then, Lisa. We don't want to be late, and I want some time to get a cup of coffee and look around the bookshop.

Lisa: **OK,** George, but I want to go and wash my hands first. I'll meet you at the check-in desk.

Narrator: George now speaks to the clerk at the check-in counter. Listen to the conversation, and fill in the information on the Excess Baggage form in the spaces numbered 5 to 13. First, you have some time to look at the form.

(10 second pause)

Now listen to the conversation, and answer Questions 5 to 13.

Clerk: Good morning. Can I help you?

George: Yes. I would like to check in for flight FA-492.

Clerk: Very good. Can I have your ticket and passport please?

George: Yes, here you are.

Clerk: OK. Thanks... er... if you could just put your suitcase on the scales ...

George: Oh, I also have this extra box that I want to take as well.

Clerk: OK. Well, that's extra luggage, so I'11 have to get you to fill out an Excess Baggage Declaration Certificate. It' 11 cost extra, I'm afraid. Let's see ... er ... £40 exactly.

George: Oh well, what's the form for?

Clerk: It's just a form you have to fill out, so if there are any problems, we'll know where you are and how to contact you. So, if you can give me a few details, I'll key in the information. OK then. Now, your passport says your name is… Lavilliers. Is that right?

George: Yes. George Lavilliers.

Clerk: George ... er ... L-A-V-I-L-L-I-E-R-S. Good. Now, nationality: French. No, wait a minute. It's a Swiss passport.

George: Well, yes, I live in France, but I was born in Switzerland.

Clerk: Swiss. Very good. Flightnumber: FA-492. Destination is ...

George: ... Paris.

Clerk: Are you connecting with any other flight in Paris, or will you be staying there?

George: NoJ'mspendingmyholidayinParis. WelLSevres, just outside Paris.

Clerk: OK, so what's the phone number there?

George: Um… let me think... the country code for France is ... er ... 33, and the number is ... 1 - 9 8 6 1 - 4 5 3 7.

Clerk: Right. So that's ... 3 3 1 - 9 8 6 1 - 4 5 3 7.

George: Yes, that's it.

Clerk: And can you tell me briefly what you have in the box?

George: Well, there are some books, just university textbooks from last term, some clothes, and ... oh yeah, my computer disks.

Clerk: **OK.** Thank you. And what would be the approximate value of the contents?

George: Oh, quite a bit actually. About... yes, about £150.

Clerk: That's all. There's your receipt for the box, your passport and ticket, and here's your boarding pass. Gate 7. You can board the plane in about 35 minutes. Have a nice flight.

Narrator: That is the end of Section 1. You now have 30 seconds to check your answers to Section 1.

(30 second pause)

Now turn to Section 2.

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Section 2

Narrator. Section 2 You will now hear a short news item Fill in the gaps in the summary of the news item with the correct word or phrase, according to what you hear The first one has been done for you as an example You now have some time to look at the summary

(20 second pause)

Now listen to the news item, and answer Questions 14 to 21

Kelly: the Minister responsible declined to make any further statement And now with more information on the situation in Lidham we cross to Sophie Roberts at the scene of today's major traffic accident

Sophie: Good evening Yes, Kelly The situation here in Avalon Road, Lidham, is chaotic The death toll is rising with three known fatalities, and a further 14 people receiving treatment at the local St John's Hospital A few moments ago I spoke with the Police Rescue Officer in charge, Chief Inspector McManus, who told me that it would be at least two hours before the northbound lane was reopened, and even longer for the southbound lane that is still strewn with vehicles He urged all drivers to find an alternative route through Lidham

Kelly: Is there any clear indication as to what caused the disaster'

Sophie: Well, yes, Kelly They are starting to put together the accounts of the witnesses ah, here is Chief Inspector McManus Inspector, could you spare us a moment please"

InspectorM: Well,yes,justamomentthough Asyoucansee I have a lot on right now

Sophie: Yes, thank you Now tell me, do you have any more information for us[1]?

InspectorM: Yes, it seems, from what I can piece together so far from the statements that the witnesses have made, that the dnver of a large articulated lorry lost control of his vehicle as he came down the road there Asyou reaware.itisaverysteep stretch of dual carriageway, and it would have been very difficult for the driver to bring his vehicle back under control coming down that hill There was a queue of traffic turning into Avalon Road from Batty Avenue They wouldn't have been able to do anything I'm sorry, I must get back to work

Sophie- Yes, yes of course, Inspector Thank you for your time I also have with me Mr Ted Higgms, a local shopkeeper, who told us that he heard the lorry sounding its horn before the accident

Ted: Well, I wasjustunloading my van outside the shop here, and I heard this horn, you know, much worse than an ordinary car horn, and itjust went on and on, getting louder and louder, and then, I think I was still holding a box of tomatoes and, there was this huge lorry coming down the road, horn going and the lights on, travelling real fast I don't know, maybe about 80 or 90 mph, it came straight down through the lights right at the moment the traffic was turning into the main road, you know, Avalon Road from Batty Avenue Itjust seemed to pick up the cars as it, as it went along 1 tell you it was a real mess

Sophie. Thank you Mr Higgms and, so back to you Kelly, in the studio

Kelly: Thank you Sophie Anyone wanting fiirthennformation regarding those injured in the accident should ring St John's Hospital, which has set up a hotline, and the number is 0 1 7 1-3 8 9-1 7 7 8 I'll repeat that number 0 1 7 1-3 8 9-1 7 7 8 And now, with all the news of sport, here is Charles Oakden

Narrator: That is the end of Section 2 You now have 30 seconds to check your answers to Section 2

(30 second pause)

Now turn to Section 3

Section 3

Narrator: Section 3 Next, you will hear an interview on the radio Wnte a word or a short phrase to answer each of the questions numbered 22 to 28 First, you have some time to look at the Example and questions

(10 second pause)

Now listen to the interview, and answer Questions 22 to 28

Sue: Good afternoon and welcome to "Working Lives" My name is Sue Holt This week we continue our series by looking at a job that is often thought of as adventurous, exotic, and highly desirable We're going to take a behind-the-scenes look at the airline hospitality industry What is the reality behind the smart uniform and ever ready smile of the flight attendant[1]? We're lucky enough to have in the studio Juke Nevard, who works for British AirWorld, and is a senior member of the cabin crew staff Thank you for finding the time to speak to us I know that you must have a busy schedule

Julie: My pleasure Yes, it is a very full-time job, but I think you realise that very early on in your career

Sue: How long have you been involved in in-flight hospitality[1]'

Julie: Well, I trained for a year at the British AirWorld Training School, and I'd already taken a Diploma in Hospitality and Tourism after Heft school so, al2 in all, about 5 years no, more like 6 years

Sue: So your training was at college"

Julie: Well, yes, the preliminary training, but then the British AirWorld Training course in Manchester was a more specialised hospitality course I suppose you could call the Diploma my major professional qualification

Sue: Isee Nowtellme,isthejobasglamorousasmostpeople believe"

Julie: Absolutely not' Oh, of course, there are many good things about the job You know, you never know where you might be going For example, I still get excited when I see the new roster for the first time Knowing I'll soon be off somewhere I haven't been before, on a new route The best thing, of course, is that all the time I'm meeting *new people* But people don't realise that what I get to see most of is the inside of hotel rooms, and most hotel rooms are pretty similar Also, it's like, I'm working, but the majority of my passengers are on holiday Sometimes it's hard to deal with all their demands There are times you just want to shout, "I'm doing my best, I've got ajob to do, leave me alone[1]", but that doesn't happen very often

Sue: Then tell me, what is your main responsibility during a flight?

Julie: That's hard to say really Well, we're responsible for all the needs and demands of each and every passenger, for up to 10 hours on some long haul flights Not to mention the safety of the plane and all the passengers I suppose, if I have to come up with a single answer, it'd be passenger comfort

Sue: Do you find yourself going to the same places often'"

Julie: There are four or five major destinations that we fly to more regularly than others Yes, I've got to know some cities very well

Sue: Oh, really[9] Which destinations are those[7]

Julie: Well, there's Pans, Frankfurt, Rome, Kennedy

Sue: Kennedy Airport in in Los Angeles[9]

Julie: New York these are the most frequent destinations

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with British AirWorld.

Sue: So how do you deal with the changing time zones?

Julie: It's something you just have to get used to. Oh, everybody in the industry has a special tip to beat jet lag on longer flights. But me? I just make sure that I am regularly changing the time on my watch. I find that if I change the time little by little and fairly frequently, well, that seems to work well for me. You see, I have two watches: the one I'm constantly adjusting and the one with the original time at departure.

Sue: That sounds like a good idea.

Narrator: In the next part of the radio interview, complete the table with no more than three words for each answer. First, you have some time to look at the table and questions.

(10 second pause)

Now listen and answer Questions 29 to 33.

Sue: So, have you seen many changes in the type of services you offer?

Julie: Oh, yes. These days the competition is much tougher. I suppose the result is that the consumer, the traveller, has a much better deal. Well, the seats are bigger, more comfortable than they were 10 years ago - the in-flight entertainment, the films ... now they are all recent release blockbusters. They weren't lOyearsago. But the two biggest improvements have been to do with the smoking restrictions and the upgrading of the meals.

Sue: Oh right, tell me about these two changes.

Julie: Yes, the restriction on smoking has had a two-fold benefit. Firstly, the atmosphere is much more pleasant, and, secondly, the fire risk is greatly reduced. You know, we used to have people dropping cigarettes, burning the seats. A dreadful fire risk. Can you imagine?

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Sue: Terrible.

Julie: I, for one, never understood why anyone was ever allowed to smoke on aeroplanes in the first place.

Sue: Um ... and the meals?

Julie: Ah, with so many carriers vying for passengers on the same route, you just have to offer more. Vegetarian meals, choice of two hot meals, interesting, exotic, gourmet food - all this is now commonplace in our economy class galleys. And for the business and first-class passengers, the food is as good as in any world-class restaurant - top chefs, great presentation, nutritious ingredients ... really quite lovely.

Sue: And finally, what advice or words of warning would you give to school leavers considering a career in this industry?

Julie: That's a difficult question. I'd say think long and hard about why you want to do it. It's not all glamorous, and it can be very hard work.

Sue: Julie, it's been fascinating talking to you. Thank you for your time. And just before we go, next week we will be talking to ...

Narrator: That is the end of Section 3. You now have 30 seconds to check your answers to Section 3.

' *(30 second pause)*

Now turn to Section 4.

Section 4

Narrator: Section 4. You will hear part of an introductory seminar given at a Hotel Management School. Choose the most suitable of the answers given for each of the questions numbered 34 to 40. First, you have some time to look at the Example and questions.

(10 second pause)

Now listen to the lecture, and answer Questions 34 to 40.

Lecturer: Welcome to the first seminar of the International Hotel Hospitality and Management Course. My name's Garth Walters, andl'mone of the Career Advisors.at the school, and, er... this afternoon, I intend to give you an overview of the four core subject options available to you in this course - one of which you will need to choose as your core or main subject by the end of the first week. Each core subject prepares students for work in one of four major career areas: front desk and reception work, drink and bar service, restaurant service, and lastly, guest relations. For each area that I have mentioned, we will explore the personal skills required, the professional qualifications needed, and the career opportunities available.

To start with, we are going to take a look at front desk and reception work. In some ways, the reception desk is both the ... er... face and the nerve centre of a hotel. It's the first point of physical contact with the client, and a close and professional relationship should be immediately struck up. The psychology behind the need for creating a good first impression and maintaining it is fairly obvious, but how to do this effectively constitutes a major slice of the work that all students will be doing in the first few weeks of this course, regardless of the option that you choose.

Now, the type of person who is best suited for front desk and reception work is self-confident, caring and sensitive, intelligent, and also able to work calmly in the glare of the public eye, when it's as busy as it often gets, without appearing to panic. The ability to speak more than one language is, naturally, a great asset in this job, as is clear diction and familiarity with switchboard operating systems - a technical skill that is taught only in the front desk and reception core option.

Qualifications? Well, ideally, an Associate Diploma with at least one foreign language would be good, but this is not strictly necessary. You are encouraged, however, to take up another language. As for the career opportunities available, um ... after a few years, competent front desk staff can begin working in reception management, that is, being responsible for the VIP guests, and coordinating and arranging conferences and meetings at the hotel.

We now move on to the second core subject option - drink and bar service. Usually, you need to have completed a recognised bar course to begin serving drinks in a top hotel, but yeu'll all be taught the basics, since a percentage of the work in each option is compulsory for all students.

Obviously, an outgoing and lively personality are prerequisites for this type of work, also, an ability to work late into the night. So, if you are a morning person, this type of work is definitely not for you! There is much more to skilled bar work than just serving drinks. It involves an intimate knowledge of most alcoholic beverages, mixers, wines, and beers, as well as mixing techniques, and the correct choice of drinks to accompany meals. An effective member of a drink and bar service team can eventually move into more specialised areas.

Two of the main avenues open are cellar management: dealing exclusively with wine and fortified wines... the, er... selection, purchase, storage, and general upkeep of the hotel cellar, and the other area is working in co-ordination with fine restaurants as a wine manager or consultant, with the emphasis placed more on the bonding of wine with food. Naturally, for both careers, a wide and thorough knowledge and appreciation of wine varieties and styles is essential.

The third core subject option is restaurant service. Well, a love

of food and its presentation is a must for anyone considering this line of work. Also, life in a restaurant can be hectic, hot, and very busy. The hours are long, and the competition for certain positions within the industry is tough, but, by completing the International Hotel Hospitality and Management Catering core option, you will be able to enter restaurant service as an Assistant or Grade 3 chef. As a Grade 3 chef you will be responsible for the preparation of salads and desserts, stocking and cleaning the fridges, etc., and, as you learn, you can progress to Grade 2, and then, with time, Grade 1 or Chief chef. As you become more familiar with different styles of food and presentation, you may wish to specialise in a particular area, but, as I said, the competition, especially in the larger more reputable hotels, can be fierce. Right. Um… before I move on to the last option, guest relations, I want to say a few words about how you can best choose your core subject, but, er… are there any questions before I continue?

Narrator: That is the end of Section 4. You now have 30 seconds to check your answers to Section 4.

(30 second pause)

You now have 1 minute to check your answers for the entire test.

(60 second pause)

That is the end of the Listening Test. You are now given exactly 10 minutes to transfer your answers to the Listening Test Answer Sheet.

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PRACTICE LISTENING TEST TWO

Narrator: Listening Test Two. This is a practice listening test which resembles the International English Language Testing System Listening Test. The test consists of four sections. Answer the questions as you listen to the recording. Note that the recording is played once only. Please turn to Section 1.

Section 1

Narrator: Section 1. Ewa is an overseas student who has just enrolled at the National Business College. Her friend, Jon, meets her on enrolment day. Look at the Example and Questions 1 and 2.

(10 second pause)

For both questions four pictures are given. Decide which picture is the best match with what you hear on the tape, and circle the letter under that picture. First, you have some time to look more carefully at Questions 1 and 2.

(10 second pause)

Now listen to the conversation between Ewa and Jon, and answer Questions 1 and 2.

Jon: Hi, Ewa. I see you've just enrolled.

Ewa: Oh, hi, Jon. Yes, it didn't take long. What about you?

Jon: Oh, because I've re-enrolled for another year, I don't have to be here until this afternoon, but I thought I'd come along and help.

Ewa: Oh, that's very kind of you, Jon. Maybe you could help me with this elective class timetable. It's for students who need more English practice, like me.

Jon: Yeah, it's a good idea.

Ewa: It's on Fridays, and I have to choose which timetable is best for me. There are four to choose from. Here, take a look.

Jon: Oh, I see. Well, what do you need?

Ewa: I need everything ... but especially writing practice.

Jon: Well, do you want to go to the Writing Skills class in the morning or the afternoon?

Ewa: In the afternoon, I think.

Jon: OK. So, Grammar and Writing Skills in the afternoon.

Ewa: Grammar? Oh no. I don't want to study grammar.

Jon: Well, in that case, Reading and Writing in the morning, followed by Pronunciation... then Listening and Speaking in the afternoon.

Ewa: I don't think my pronunciation is too bad, do you?

Jon: No, no, you speak very clearly.

Ewa: Yes, but I do need more vocabulary.

Jon: If you study Vocabulary in the morning, you have to study Grammar in the afternoon. What about Listening?

Ewa: Oh, yes. I certainly need to practise more listening.

Jon: Then your best choice would be to study Listening and Vocabulary in the afternoon, and Writing, Reading, and Grammar in the morning.

Ewa: Do I have to take Grammar?

Jon: Well, if you want to improve your writing.

Ewa: Yes, I suppose you're right. And... um... Writing class first lesson in the morning?

Jon: I'm afraid so. How's your reading, Ewa?

Ewa: Oh, I'm a bit slow. Yes, I think I will study Writing, Reading, and Grammar in the morning ...

Jon: ...and Listening and Vocabulary in the afternoon. Good choice. Now what do you have to do?

Ewa: Um ... just give this form to my tutor tomorrow.

Jon: Do you have any classes today?

Ewa: There's a special introductory English class for foreign students later this morning.

Jon: What time's the class?

Ewa: We have to be at the Function Room at 11.00 am.

Jon: It's five past nine now ...

Ewa: ... it's actually nine-thirty ...

Jon: Oh, right. We've got time, so why don'11 take you down to the Student Centre?

Ewa: OK.

Jon: Come on then ...

Narrator: Jon and Ewa continue their conversation in the Student Centre. Choose the most suitable of the answers given for each of the questions numbered 3 to 7. First, you have some time to look at the questions.

(10 second pause)

Now listen to the conversation, and answer Questions 3 to 7.

Ewa: Jon, how many years have you been studying at the College?

Jon: This is my second year. I started... er… well, one year ago. Tell me again. Whatisitthatyou'restudying? Computing, isn't it? Basic Programming?

Ewa: Yes, I worked as a computer programmer after I graduated from university.

Jon: So why are you doing Basic Programming?

Ewa: No, no. Advanced Programming.

Jon: Right. Well, here we are at the Student Centre.

Ewa: Oh, it's huge!

Jon: Yeah, well, it has to be. There are 500 students on campus and 50 staff.

Ewa: Oh, look, there's some information about clubs.

Jon: *V*m already a member of the Table Tennis Club *and* the Orienteering Club. Do you want to play table tennis?

Ewa: I'm not much good, I'm afraid. What else is there?

Jon: Fencing, tennis, hang-gliding ...

Ewa: What about orienteering? How much is it to join?

Jon: For second year students it's cheaper. Only £10 ..., but for first year students it's £20,1 think. Do you want to become a member? I joined last year.

Ewa: Why not?

Jon: OK. Let's go to the Student Information Office. Over here ...

Narrator: At the Student Information Office Ewa wants to join the Orienteering Club. She has to give information about herself to the clerk. Listen to the conversation, and complete the information on the Club Registration form in the spaces numbered 8 to 14. First, you have some time to look at the form.

(10 second pause)

Now listen to the conversation, and answer Questions 8 to 14.

Jon: Hello. My friend Ewa is a new student, and she would like to join the Orienteering Club.

Clerk: No problem. All I have to do is fill in this registration form, and the cost is only £15 for first year students. To start with, I need your full name. Ewa, isn't it?

Ewa: Yes, E-W-A.

Clerk: Family name?

Ewa: Zaleska.

Clerk: Zaleska... how do you spell that?

Ewa: Z-A-L-E-S-K-A.

Clerk: Zal-eska. Very good. And you're from ... ?

Ewa: ... Poland.

Clerk: Nationality: Polish. I went to Poland last year. Great place. OK, so what's your student number?

Jon: ... Er ... on your student card.

Ewa: Oh, right. Here it is: 3 4 9 6 8 - A **P.**

Clerk: 3496 8-AP. Got it. You must be doing the Advanced Programming course. Tell me about your orienteering experience. How long have you been doing it?

Ewa: Two years.

Jon: You're probably better than I am.

Clerk: Next thing is… do you know your blood type? Um… for safety reasons...

Ewa: Oh, right. Yes, it is A positive.

Clerk: When we climb we always nominate a partner; it's good for teamwork, and you both look out for each other.

Jon: OK. We'll be partners.

Clerk: Right. So, what's *your* name?

Jon: Jon. J-O-N.

Clerk: Family name?

Jon: Anderburg. A-N-D-E-R-B-U-R-G.

Clerk: Good. When would you like to climb?

Jon: Is Sunday morning good for you, Ewa?

Ewa: Not really, Jon. I go to church.

Clerk: We have sessions in the afternoon, too. Only on weekends though.

Ewa: Oh well, Saturday afternoon, is it OK for you?

Jon: Sure.

Clerk: Saturday PM. One more thing. I need a contact number if we need to ring you ... change in the weather or something like that ... er ... what's your home telephone number?

Ewa: 0 1 2 2 2 - 5 6 5 2 4 8.

Clerk: 0 1 2 2 2 - 5 6 5 2 4 8. Now, all you have to do is pay the £15, and I'll fix you up with a Club Membership card. Here's an information sheet about the Club. See you later.

Jon: Bye. Hey,Ewa, we've still got plenty oftime, let'swatch some TV.

Ewa: All right.

Narrator: That is the end of Section 1. You now have 30 seconds to check your answers to Section 1.

(30 second pause)

Now turn to Section 2.

Section 2

Narrator: Section2. When Ewa arrives at the Student Centre, she watches a television report on the European country of Estonia. Before you listen, look at the map of Estonia, the Example and Questions 15 to 18.

(10 second pause)

Now listen to the television report, and answer Questions 15 to 18.

Reporter: Good morning viewers. Today on 'World in Focus' we take a look at the small but fascinating country of Estonia. Can you see it there to the right of your screen? Located on the eastern shores of the Baltic Sea - west of Russia, and to the north of Latvia - Estonia is a mere 45,227 square kilometres in size, which is, let's say, three-fifths the size of Scotland. The country is divided into 15 counties, 207 rural municipalities, and only 47 towns. The official population is 1,462,130, made up mostly of native Estonians (64.2%), followed by Russians (28.7%), Ukrainians (2.7%), and Belarussians, Finnish and others (4.4%). The capital, Tallinn, in the north-west, as you can see, quite a beautiful city, has a population ofjust 420,470. We'll be back with a further look at this extraordinary nation. Stay tuned.

Narrator: Next, look at the summary of part two of the television report and Questions 19 to 23.

(10 second pause)

Now listen to the rest of the report, and answer Questions 19 to 23.

Reporter: Welcome back. Estonia is a rather flat country-the highest point is just 318 m above sea level. It has over 1,500 islands and more than 1,400 lakes. The chief industries are the manufacture of agricultural machinery and electric motors. Chief crops? Grain and vegetables. Ok, now, you're probably thinking - why don't we know more about Estonia? Well, it could be because the country only gained independence from Russiainl991. Each year, it celebrates its Independence Day on February 24th. The constitution guarantees fundamental human rights, and Estonia, nowadays, is, in fact, a democratic parliamentary republic. The currency is the Estonian Kroon, worth one eighth of a German mark, or about 4.5 pence. The

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official language is Estonian, but, given that the nation shares a border with Russia, it's no surprise that a great many people speak Russian And so, for the weather in Tallinn today Estonians enjoy a mild climate m summer, and can expect partly cloudy skies and a top temperature of 61 degrees Fahrenheit, that is 16 degrees Celsius Back to the news

Presenter: Moscow Talks today between the Russian Delegation and the Vice-President of the United States appear to have been successful

Narrator: That is the end of Section 2 You now have 30 seconds to check your answers to Section 2

(30 second pause)

Now turn to Section 3

Section 3

Narrator: Section 3 Later that morning, Ewa attends a special class for students who are non-native speakers The tutor is interviewing an ex-student of the College For Questions 24 to 32, listen to the interview, and complete the sentences with a suitable word or phrase First, you have some time to look at the Example and questions

(10 second pause)

Now listen to the interview, and answer Questions 24 to 32

Tutor: Today I have with me Anna Cherney, who was a student at this College, er how long ago[9]

Anna: I was here one and a half, no, two years ago now

Tutor: Anna was a student in this English class when she was at the College, and she is here to tell us about the many problems facing a non-native speaker in a tertiary institution What have you been doing since you graduated, Anna[9]

Anna: I was quite lucky when I left the College because I got a job pretty quickly with the local council I'm still with them

Tutor: Tell the class what course you took here at the College'

Anna: Yes, I originally wanted to work in advertising, but I found it was too hard because of my English And sol changed my direction, and, well, I'm glad I did because now I have a qualification in nutritional science, and that's how I managed to get a job with the council

Tutor: What exactly do you do with the council"

Anna: I work with the Chief Dietician, making sure that the meals prepared for the elderly in the community are nutritionally balanced The council provides food for those old people who can't get out of their flat or their house It's a very demanding job, but I like it

Tutor: You deliver the food[9]

Anna: No, no I spend most of my day in a laboratory at the council but sometimes I talk to older people to find out if the food is tasty enough, and, er that they like it I spend a lot of time in the kitchens, too, making sure that the food is good quality

Tutor: What exactly were the problems when you first amved at the College[9]

Anna: I was very shy, you know I couldn't communicate with the students m my class because most of them were native-speakers my English was not very good But I, I thought everything was OK, until I got the result of my first examination The tutor was worried why I was so quiet in class I told her it was because I was afraid to ask a question, and, anyway, she suggested that I talk to the school counsellor

Tutor: What advice did the counsellor give[9]

Anna- Well, she was very kind and understanding, and I realised that I was doing the wrong course You have to be an 'extrovert' , you know, outgoing Ithinkit'sapersonalthing with me You had to give a lot of opinions, and I am shy So, she suggested I ask more questions in class, so I made it a rule to ask at least one or two questions every lesson

Tutor: So you swapped courses and began to talk more in class Was there anything else that the counsellor suggested[9]

Anna: Yes, she said I shouldn't live with students from my own country I should share a house with some English students, so I did, and my English improved much faster

Tutor: Are there any problems that you currently have with English[9]

Anna: Oh, yes, I used to have problems with the technical vocabulary in my field, but you pick that up pretty quickly Now, it's mostly I have difficulty trying to understand the colloquial language of the English, the way they express themselves is sometimes very Mrange

Tutor: I see How do you increase your vocabulary, for instance[9]

Anna-1 listen to the radio a lot Interviews on radio, talk-back programmes, that sort of thing I find that really helps me It's better than just watching TV And, actually, I keep a journal of the expressions I hear Some people collect stamps, and I collect new words and English expressions

Tutor: Let's talk some more about your course at the College Do you remember any study projects that you were involved m[9]

Anna: Er, let me see well, there was one study we made of the nutritional habits of English schoolchildren We had to produce a questionnaire, for a group of 20 kids, and we discovered that, too many children either didn't have any breakfast at all, or else they ate foods for breakfast that were much too high in sugar These are two major dietary problems

Tutor: Why[9]

Anna: It's complicated, but breakfast is an important meal because your metabolic rate - the rate at which the body bums up food - is faster the earlier you begin eating in the day So, if you want to have lots of energy, eat a good, balanced breakfast, you need a higher metabolic rate, you see Also, too much sugar in the diet can cause the blood sugar level to rise very quickly at first, and then drop too rapidly For breakfast, this is bad because later you are more likely to feel sleepy and unable to concentrate So eat a good breakfast, you 11 think better, concentrate better, and, yes, you'll probably score better in your exams'

Tutor: Urn, one last question What about your future[9] Have you any immediate plans[9]

Anna: Well, m the short-term I'll continue to work for the council and gain more experience there, I hope to get a position in a hospital, which would be much more challenging than my present job After that, my long term goal is I have a dream to open my own busmess - an agency providing nutritional advice and giving consultations - or I might have to go back to my own country instead and do what I can to improve the diet of my people at home

Tutor: I see Now, does anyone have any questions for Anna[9] Yes In the first row

Narrator: That is the end of Section 3 You now have 30 seconds to check your answers to Section 3

(30 second pause)

Now turn to Section 4

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Section 4

Narrator: Section 4. You will hear part of the orientation in which Ewa is shown the College's computer laboratory. For each of the questions numbered 33 to 40, circle the letter A if the statement is accurate, I if the statement is inaccurate, or N if the information in the statement is not given in the listening passage. First, you have some time to look at the Example and questions.

(30 second pause)

Now listen to the computer laboratory orientation, and answer Questions 33 to 40.

Norman: Let me introduce you to Donald McGlubbin, who is in charge of maintaining the facilities of our computer laboratory, and ... er ... over to you, Don.

Donald: Yes, Norman. Well, as you can see, we have well over a hundred PC computers, as well as 20 Macintosh computers set up for those students who need to produce high quality graphic design work. Of course, maintainance of all these machines and the equipment that goes with them ... printers, fax machines, modems, etc., takes up almost all of my time, so, we have a number of rules. All students are expected to follow the rules, or they will be unable to use the lab in the future - and just about everybody needs to use the lab at some stage.

First of all, log on procedure. All students have to log on, that is, enter their name and lab number before the program menu comes up on the screen. The reason is that, if anything goes wrong with the machine, we can find out from you what it was you were doing when the problem occurred, and this can save a great deal of time when trying to solve the problem. Which brings us to the second rule. If something goes wrong, you mustn't just walk away from the computer, or turn it off and pretend it hasn't happened. You must let me, or one of my assistants, know what has happened, and remember, we can always find out who was last using the machine! So, with these two simple rules, it becomes relatively easy to maintain so many machines. The third rule concerns the use of student disks. At no time are you allowed to bring your own disks into the laboratory. This lab is completely free of the need for student disks of any kind, because each computer is linked to a network, and there are four networks, each of which has its own file-serving machine. We don't want you to bring along your own disks for two very good reasons. The first reason is because of copyright laws. It's illegal to copy programs bought by the college. The second reason has to do with those nasty little programs called viruses, which can do a tremendous amount of damage. So, no student disks in the lab. We, therefore, insist that you leave your bags outside, too, which is rule number four.

Now, a network simply means a number of computers are linked together, in other words, can share information. There are three networks for the PC computers, and one network for the 20 Macintosh machines. That brings me to the fifth rule: students must only access the network that is set up for their use. One of the three PC networks is only for first year students to use - over here, another is only for second year students - over there along the back wall, and the third network - on the far right, is reserved for third year student use. The Macintosh computer network is reserved for second and third year students only, unless you are a first year student of the Graphic Design course. Rule five: you can only access the network that is set up for your level.

All networks have printout capability, and there is a charge per page on the laser printers. The dot-matrix printers, which, of course, do not give such good quality printouts as the laser printers, are suitable mainly for giving a rough copy of your work ... er ... urn ... they are free for student use during class hours. After hours a charge applies. Now, class hours, as you probably already know, are from nine in the morning until three-thirty in the afternoon, Monday to Thursday, and until midday on Fridays. The computer lab, however, is open an hour before class begins each day, and until six o' clock every afternoon, except for Fridays, when the lab closes at five.

Now, if you need any assistance with the software program you're working on, you can either look in the manuals located on the shelves below each machine, or, if you're still having problems, you can ask one of the lab assistants to help out. In addition, there is always help at hand on screen, in most cases simply by pressing function key number one at the top left of each keyboard. Well, that's about it. Uh. Oh, I forgot to mention the computer lab card which contains your log on number. By producing your card, you can borrow computer books and manuals from the computer lab library. Um... OK. That's all I need to tell you at this stage. Back to you, Norman.

Norman: Thanks, Don. Right... er ... next on the right we come to the audio-visual laboratory.

Narrator: That is the end of Section 4. You now have 30 seconds to check your answers to Section 4.

(30 second pause)

You now have one minute to check your answers for the entire test.

(60 second pause)

That is the end of the Listening Test. You are now given exactly 10 minutes to transfer your answers to the Listening Test Answer Sheet.

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ANSWER KEYS

NB: l) answer words in brackets are optional
ii) alternative answers are separated with a stroke (/)

PRACTICE TEST ONE

LISTENING TEST ONE

Section 1

Ql. C
Q2. B
Q3. A
Q4. B
Q5. £40
Q6. L A V I L L I E R S *(must be correctly spelt)*
Q7. Swiss
Q8. FA - 492
Q9. Paris / Sevres
Q10. 3 3 1 - 9 8 6 1 - 4 5 3 7
Q11. /Q12./Q13. books / university texts / clothes / computer disks *(answers may be in any order)*

Section 2

Q14. 3
Q15. 14
Q16. hospital
Q17. lorry
Q18. lights *(answer must be plural)*
Q19. horn
Q20. main road / dual carriageway
Q21. 0 1 7 1 - 3 8 9 - 1 7 7 8

Section 3

Q22. British AirWorld
Q23. Hospitality and Tourism
Q24. meeting (new) people
Q25. passenger comfort
Q26./Q27. Paris / Frankfurt / Rome / Kennedy Airport / New York *(answers may be in any order, but only **one** per question)*
Q28. (to) beat jet lag / (to) deal with the (changing) time zones
Q29. bigger / more comfortable
Q30. recent (release) films / recent (release) blockbusters
Q31. atmosphere more pleasant
Q32. fire risk reduced
Q33. offer more / vegetarian meals / two hot meals / interesting / exotic / gourmet food

Section 4

Q34. d Q37. c Q40. c
Q35. d Q38. b
Q36. d Q39. c

PRACTICE TEST ONE

READING TEST ONE

Passage 1

Ql. British
Q2. not given
Q3. (equal) 3
Q4. G
Q5. C
Q6. A
Q7. D
Q8. F
Q9. B
Q10. F
Q11. N
Q12. T
Q13. T
Q14. N
Q15. T

Passage 2

Q16. Asia
Q17. Japan / Japanese respondents
Q18. further study (in Australia)
Q19. 5
Q20. 4
Q21. 8%
Q22. nationality
Q23. returning home
Q24. quality of tuition
Q25. permission to study
Q26. C
Q27. A
Q28. H
Q29. F
Q30. D
Q31. E

Passage 3

Q32. c
Q33. d
Q34. c
Q35. b
Q36. alcohol
Q37. (the chemical) serotonin
Q38. return to normal
Q39. free the personality / liberate some users / remove one's defenses
Q40. addictive

PRACTICE TEST TWO

LISTENING TEST TWO

Section 1

Ql. c Q4. b Q7. a
Q2. d Q5. b
Q3. a Q6. d
Q8. Z A L E S K A *(must be correctly spelt)*
Q9. Polish
Q10. 3 4 9 6 8 - A P
Q11. 2years
Q12. A N D E R B U R G *(must be correctly spelt)*
Q13. Saturday (afternoon)
Q14. 0 1 2 2 2 - 5 6 5 2 4 8

Section 2

Q15. 45,227 (square km)
Q16. three-fifths
Q17. 64.2%
Q18. capital
Q19. electric motors
Q20. grain
Q21. crops *(answer must be plural)*
Q22. republic
Q23. mild

Section 3

Q24. (the) local council / chief dietician
Q25. (they) can't get out of their flat (or house)
Q26. after (receiving the result of) her first examination
Q27. / Q28. change courses / talk more in class / ask more questions / move out of her flat / don't live with students from her own country *(answers may be in any order, but only **one** answer per question)*
Q29. listens to the radio (talk-back programmes / radio interviews) / keeps a journal / collects English words and expressions
Q30. yes
Q31. more challenging (than her present job)
Q32. (open her) own business/agency / nutritional (advice) agency / give dietary) consultations

Section 4

Q33. I Q37. A
Q34. A Q38 A
Q35. I Q39. N
Q36. I Q40. A

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ANSWER KEYS

NB: i) answer words in brackets are optional
ii) alternative answers are separated with a stroke (/)

PRACTICE TEST TWO

READING TEST TWO

Passage 1

Q1. GPS-dropwindsondes
Q2. (weather) balloons
Q3. (the custom of) naming hurricanes began in the (early) 1950s
Q4. Camille
Q5. hurricanes
Q6. heat (of water) / warm water
(NB: the Atlantic Conveyor does not give energy to all hurricanes)
Q7. (the) Atlantic Conveyor
Q8. previously used sensors
Q9. data analysts
Q10. (a) computer (simulation) / hurricane researchers
Q11. (a) storm surge

Q13. d
Q14. b
Q15. a

Passage 2

Q16. A
Q17. N
Q18. I
Q19. I
Q20. A
Q21. A
Q22. A
Q23. A
Q24. (academic) controversy
Q25. six quality bands
Q26. performance table
Q27. graduate outcomes
Q28. lack communication skills

Passage 3

Q29. second head
Q30. platter
Q31. special protective coating
Q32. b
Q33. d
Q34. d
Q35. a
Q36. d
Q37. B
Q38. E
Q39. A
Q40. G

PRACTICE TEST THREE

READING TEST THREE

Passage 1

Q1./Q2. fructose / glucose
(answers may be in any order, but only one answer per question)
Q3. white sugar / sucrose
Q4. / Q5. Aspartame / NutraSweet // Cyclamate
(answers may be in any order, but only one answer per question)
Q6. fructose
Q7. abundant
Q8. fruit
Q9. glucose
Q10. technologists
Q11. substances
Q12. discovered
Q13. maximum
Q14. similar
Q15. chemical

Passage 2

Q16. E
Q17. A
Q18. C
Q19. D
Q20. F
Q21. 3
Q22. time (and) money
Q23. pharmaceutical companies / developed countries
Q24. b
Q25. d
Q26. a

Passage 3

Q27. T
Q28. F
Q29. NG
Q30. T
Q31. F
Q32. / Q33. / Q34. E / C / B
(answers may be in any order, but only one answer per question)
Q35. (iii)
Q36. (vi)
Q37. (iv)
Q38. (ii)
Q39. (ix)
Q40. (i)

PRACTICE TEST FOUR

READING TEST FOUR

Passage 1

Q1. electrified
Q2. computer
Q3. Beam-Operated Traffic
Q4. roads
Q5. C
Q6. I
Q7. B
Q8. H
Q9. A
Q10. NS
Q11. S
Q12. S

Passage 2

Q13. male/men
Q14. female/women
Q15. 1998
Q16. TB
Q17. GB
Q18. FB
Q19. MB
Q20. FB
Q21. A
Q22. cripple developing economies
Q23. male and female borrowers
Q24. many large cities
Q25. selling telephone services
Q26. multinational companies

Passage 3

Q27. a
Q28. d
Q29. c
Q30. organised
Q31. hyperactivity
Q32. completion
Q33. side effects
Q34. remedial action
Q35. switch
Q36. children
Q37. successfully
Q38. F
Q39. C
Q40. A

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SCORE INTERPRETER

Your Score	TEST ONE		TEST TWO		TEST THREE	TEST FOUR
	Listening	**Reading**	**Listening**	**Reading**	**Reading**	**Reading**
0-2	Well Below Average	Well Below Average	Well Below Average	Well Below Average	Well Below Average	Well Below Average
3-4	Well Below Average	Well Below Average	Well Below Average	Well Below Average	Well Beiow Average	Well Below Average
5-6	Well Below Average	Well Below Average	Well Below Average	Well Below Average	Well Below Average	Well Below Average
7-8	Well Below Average	Well Below Average	Well Below Average	Well Below Average	Well Below Average	Below Average
9-10	Well Below Average	Well Below Average	Below Average	Well Below Average	Below Average	Below Average
11-12	Below Average	Well Below Average	Below Average	Below Average	Below Average	Below Average
13-14	Below Average	Below Average	Below Average	Below Average	Below Average	Below Average
15-16	Below Average	Below Average	Below Average	Below Average	Below Average	Below Average
17-18	Below Average	Below Average	Below Average	Below Average	Below Average	Average
19-20	Below Average	Below Average	Average	Below Average	Average	Average
21-22	Average	Below Average	Average	Average	Average	Average
23-24	Average	Average	Average	Average	Average	Average
25-26	Average	Average	Average	Average	Average	Above Average
27-28	Average	Average	Above Average	Average	Above Average	Above Average
29-30	Above Average	Average	A vove Average	A vove Average	Above Average	Above Average
31-32	Above Average	Above Average	Above Average	Above Average	Above Average	Above Average
33-34	Above Average	Above Average	Above Average	Above Average	Above Average	Well Above Average
35-36	Above Average	Above Average	Above Average	Above Average	Well Above Average	Well Above Average
37-38	Above Average	Above Average	Well Above Average	Well Above Average	Well Above Average	Well Above Average
39-40	Well Above Average	Well Above Average	Well Above Average	Well Above Average	Well Above Average	Well Above Average

↓ Number of Your Correct Answers (out of a possible score of 40)

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Key: *(a satisfactory score is taken to mean a tertiary institution entry level Band Score of between 5.5 and 6.5)*

Well Below Average	It is clear you require a great deal more practice before you attempt the IELTS test. It would probably take at least 48-60 weeks of intensive practice to achieve a satisfactory score in the actual IELTS test.
Below Average	You do not yet fully understand the strategies required to do well in the IELTS test, nor how to apply them. At present, you are only likely to hear or find answers with a teacher's help. It would probably take at least 36-48 weeks of intensive practice to achieve a satisfactory score in the actual IELTS test.
Average	You need to read all the hints in this book, and know how to apply them before you attempt the actual IELTS test. Perhaps you would be capable of hearing the answers in the listening test if it were played more than once. You most certainly need more time to complete the reading test. It would probably take at least 24-36 weeks of intensive practice to achieve a satisfactory score in the actual IELTS test.
Above Average	Your score indicates that you understand how to apply most of the hints in this book. However, if you take the actual IELTS test now, you might be disappointed with your result. It would probably take at least 12-24 weeks of intensive practice to achieve a satisfactory score in the actual IELTS test.
Well Above Average	You appear to understand the strategies involved in the listening and reading tests in this book. It may take 6-12 weeks of intensive practice to achieve a satisfactory IELTS Band Score. Take a short approved IELTS course at an English college, or alternatively, you might wish to purchase more practice books.

☞ Please note that the tests in this book are not written at the same level of difficulty; they become progressively more difficult as you work your way through the book. Therefore, it is not possible to give an accurate Band Score indication.

MODEL ANSWERS
ACADEMIC MODULE - WRITING TEST ONE

The model answers below are given as examples only. This standard of written English can only be achieved with much practice.

Taskl

The table shows the sales figures of fiction books, non-fiction books, and magazines in a college bookshop for February 2000. The figures are divided into two groups: sales to non- Book Club members and to Book Club members.

The non- Book Club member figures comprise sales to college staff, college students, and members of the public. College staff bought 332 magazines, 44 fiction and 29 non-fiction books. College students bought 1249 magazines, 194 non-fiction and 31 fiction books. More magazines were sold to college students than to any other group of customers. Although no fiction books were sold to members of the public, they purchased 122 non-fiction books and 82 magazines.

Book Club members bought more fiction (76) and non-fiction books (942) than other customers. On the other hand, magazine sales to Club members (33) were fewer than for any other type of customer.

The total number of publications sold for the month was 3134 (1474 to college students, 405 to staff, 204 to the public, and 1051 to Book Club members). Of this figure, 151 items were fiction books and 1287 were non-fiction. Therefore, magazines accounted for the greatest number of sales (1696).

(194 words)

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Task 2

Studying a language in a country where it is widely spoken has many advantages. It is, therefore, a good idea to study English in a country such as Britain. However, I believe it is not the only way to learn the language.

In the first place, most students in non-English-speaking countries learn English at secondary school, and sometimes at university nowadays. Although their spoken English is not usually of a very high standard, their knowledge of grammar is often quite advanced. This is certainly useful when students come to an English-speaking country to perfect the language.

Secondly, studying the basics of English at secondary school is less stressful than learning the language while overseas. This is because students living at home do not have to worry about problems such as finding accommodation, paying for their study and living costs, and trying to survive in a foreign country where day to day living causes much stress.

However, there are obvious advantages of learning English in Britain. Every day there are opportunities to practise listening to and speaking with British people. Also, students can experience the culture first-hand, which is a great help when trying to understand the language. This is especially true if they choose to live with a British family, as exchange students for example. Furthermore, if students attend a language school full-time, the teachers will be native speakers. In this case, not only will students' speaking and listening skills improve, but attention can be given to developing reading and writing skills as well.

In general, even though it is preferable to study English in an English-speaking country, a reasonable level of English can be achieved in one's own country, if a student is gifted and dedicated to study.

(290 words)

MODELANSWERS
ACADEMIC MODULE - WRITING TEST TWO

The model answers below are given as examples only. This standard of written English can only be achieved with much practice.

Taskl

For this university course an essay is completed in six stages. The first stage is a private tutorial in which the task and topic are fully discussed with the tutor. A reading list should be obtained, detailing useful resource material.

The second stage involves conducting suitable research. Notes are taken from available literature at the library, and data collected from questionnaires, interviews and surveys. Writing the first draft is the third stage. First, it is necessary to organise the content of the essay, and produce a brief outline. Next, the draft is written in the acceptable formal academic style, and checked for appropriate language.

Stage number four is another tutorial or study group discussion, during which problem areas are analysed, and further ideas and suggestions are noted. The fifth stage includes reading the resource material again, before writing a second draft using suggestions from stage four. Once completed, all quotations should be checked for errors.

The sixth stage consists of writing the final draft of the essay. A spellcheck is required, before adding a title page and compiling a bibliography. The essay should then be submitted before the deadline for completion.

(192 words)

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Task 2

In most countries of the world the population is increasing alarmingly. This is especially true in poor, undeveloped countries. Overpopulation causes a considerable number of problems.

In poor countries it is difficult to provide enough food to feed even the present number of people. In addition, education to limit the number of children per family is not always successful. Poorer countries usually have a lot of unemployment too, and an increase in population simply makes the situation worse. Th&£nvironment also suffers when there are too many people living on the land.

In rich, industrialised and developing countries it is very difficult for governments to provide effective public services in overcrowded cities. Moreover, there is usually a great deal more crime, which is often due to high rates of unemployment. Further large increases in population only cause more overcrowding, unemployment and crime.

There are two main solutions to the overpopulation problem. Firstly, every woman who is pregnant, but who does not want to give birth, should be allowed by law to have an abortion. Secondly, governments must educate people to limit the size of the family. In China, couples are penalised financially if they have more than one child. This may seem cruel, but the "one-child policy" is beginning to have an effect in the world's most populous nation. Eventually, similar policies might also be necessary in other crowded nations such as India, for example.

To sum up, if the population explosion continues, many more people will die of starvation in poor countries, and life in the cities, even in affluent nations, will become increasingly difficult.

(267 words)

/et MODEL ANSWERS
ACADEMIC MODULE - WRITING TEST THREE

The model answers below are given as examples only. This standard of written English can only be achieved with much practice.

Taskl

According to the bar chart, students from four European countries (Sweden, Spain, France and Germany) and one Middle Eastern country (Syria) are taking Graphic Design at the college. Some students are enrolled in the Computer-Aided Design (CAD) core option; the others are taking Photography.

Overall, Sweden has the largest number of enrolled students (17) and Syria the smallest (5). France and Spain both have 12 students; Germany has 11. It is noticeable that France and Germany have similar profiles.

Students from all five countries are enrolled in CAD, but more males are taking this option than females (21 and 9 respectively). For each nationality the males taking CAD outnumber the females, except in the case of the Syrians with 3 females to only 1 male. Sweden has the most students studying CAD (9); Spain is next with 7, while France has 6. Germany and Syria have 4 CAD students each.

As for the photography option, more females than males are enrolled from every country except Syria. In fact, no female Syrian students are taking Photographic Design. Only 1 male from each country is enrolled in Photography, except for 2 males from Spain.

(192 words)

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Task 2

Youth drug abuse is a serious problem nowadays in many cultures. Not only is illegal drug use on the rise, but children as young as 10 years old are experimenting with alcohol and tobacco. The reasons for this behaviour are unclear, but certain sociologists blame the examples set by their elders.

Parents who drink and smoke to excess are, in effect, telling their children that it is acceptable to abuse their bodies with drugs. Consequently, children may have a similar view towards illegal drugs, even if their parents are against their use. In addition, drug use shown on television and in films can only confuse children who are also taught at school that drug abuse is wrong.

The pressure on young people to perform well at school in order to compete for jobs is a possible cause of the problem. Many believe they cannot live up to their parents' expectations, and feel a sense of hopelessness. Also, the widespread availability of drugs means teenagers are faced with the temptation to experiment. Drugs are used as a means of expressing dissatisfaction with the pressures they face in society.

The effects of drug abuse are well known. Many young people's talents are wasted, and addiction to hard drugs can cost a user his or her life. Furthermore, those who drink and drive may be involved in fatal road accidents. The cost to society is great, and enormous amounts of money are spent on convicting drug dealers and on education programmes.

To conclude, I recommend that the only sensible way to solve this problem is to educate young people about the dangers of drug use, and to take steps to reduce the pressure of competition placed upon them.

(283 words)

MODEL ANSWERS
ACADEMIC MODULE - WRITING TEST FOUR

The model answers below are given as examples only. This standard of written English can only be achieved with much practice.

Task 1

The graph shows the four quarters of the 2000 financial year and the monthly profit of Acme Sports Cars and Branson Motors for 12 months. The former was making almost twice the profit at the beginning than at the end of the financial year. There was a three-fold increase in the latter's monthly profit over the same period.

During the first quarter, Acme Sports Cars' monthly profit decreased slightly from £70,000 to £60,000, but rose sharply to £80,000 by the end of June. Branson Motors' monthly profit, however, doubled from £20,000 to £40,000.

Due to the introduction of a luxury goods tax, Acme Sports Cars' monthly profit fell dramatically during the second quarter from £80,000 to only £10,000, whereas that of Branson Motors continued to rise, peaking at just over £60,000 by the end of September.

In the third quarter, Acme Sports Cars' monthly profit increased steadily to £20,000 and remained stable, while Branson Motors' monthly profits fluctuated between just over £60,000 and £40,000. At the beginning of the last quarter, a boost in the economy meant the monthly profit of both Acme Sports Cars and Branson Motors gradually increased to *£40,000* and £60,000 respectively by the financial year's end.

(200 words)

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Task 2

These days, many people are afraid of nuclear technology because of the dangers associated with its use. In my opinion, although it is true that nuclear weapons pose the greatest threat to life, the use of nuclear technology for peaceful purposes also carries some serious risks.

Nuclear power stations provide an important source of cheap power for many industrialised nations and some developing countries. However, there is always the danger of radiation leaking from these plants. Even though safety precautions are taken, there have been numerous disasters such as the explosion of a nuclear plant in Russia not long ago.

Nuclear technology is even used to help cure some diseases such as cancer. Radiation can be applied to the body to burn away cancerous cells. This is, however, a dangerous procedure, and the application of radiation is almost always painful and not always successful.

The most worrying aspect of nuclear technology, though, is its use for military purposes. Enough atomic bombs have already been built to completely destroy the planet, and the real danger is that one day some country will start a war with these weapons. Too many countries now have the technology required to make such bombs, and there is currently much debate about how to control the situation.

In conclusion, nuclear technology certainly has positive uses, but is, nonetheless, dangerous. However, it would have been better if it had never been used to create nuclear weapons. If life on Earth is to continue, all the nuclear nations of the world should agree to disarm as soon as possible.

(261 words)