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Practice Tests for IELTS

General Training

Set 1+2+3 (15 tests)



- ☑ Listening: questions, recordings, transcripts showing answers' locations
- ☑ Reading: texts, questions, answers with complete explanation
- ☑ Writing: tasks of all IELTS types, including model responses
- ☑ Speaking: varied topics, sample interview recordings with Examiner's reports

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How to prepare for IELTS

There are two ways for you to use these practice tests for your exam preparation. You can either use them to work on your technique and strategy in each IELTS skill, or you can use them to simulate a real exam and make sure you will do well under time pressure.

Option 1 Use practice tests to work on your IELTS skills (no time limits)

To prepare well for the IELTS exam you need to have a strategy for each sub-test (Listening, Reading, Writing and Speaking). This means knowing what things to do, and in which order, when you receive a test paper. If you are working with our IELTS self-study book "Ace the IELTS – How to Maximize Your Score", all the necessary tips are located in the book. You need to read and then apply these tips and techniques when you are practicing on some of these tests. Don't time yourself, concentrate on learning the techniques and making sure they work for you.

You will need to print out some pages from the practice tests, for easier learning and to work in the same way as in the real test. Print the Listening questions and the Reading passages and questions. You can read the Writing and Speaking questions from your computer or mobile device, if you wish to save paper and ink.

If Listening is one of your weaker skills, use transcripts while listening to recordings, when you hear words or sentences that you don't understand. Stop the recording, rewind, locate in the transcript the sentence you had a problem with, read it, and then listen to the recording again.

If Reading is hard for you, after doing the Reading test use the Answer Help section of these practice tests to understand why the answers in the Answer key are correct. It will show you the exact locations of the answers in the Reading passages.

To compare your own writing to high-scoring samples go to Example Writing Answers and read them. Note the way the information is selected and reported in Writing Task 1, and the way an essay is organised in Writing Task 2.

To practice in Speaking, either read to yourself the Speaking test questions or get a friend to help with that. Record your answers and then listen to the recording. Note where you make long pauses while searching for the right word, pay attention to your errors and your pronunciation. Compare your own performance to that of students in sample interviews, and read their Examiner's reports.

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Option 2 Use practice tests to simulate the real test (strict time limits)

This way will require some preparation before you begin doing a test. Print out the Listening questions, Reading passages with questions, blank Test Answer Sheets for Listening and Reading, and Writing and Speaking questions. Prepare some ruled paper on which to write your Writing Task 1 and 2, and prepare a way to record yourself in the Speaking sub-test. Get a watch, preferably with timer. Allocate 3 hours of uninterrupted time.

1. Be in a quiet room, put the Listening questions in front of you and start playing the recording. Answer questions as you listen, and write your answers next to the questions.

2. When the recording has finished playing, allocate 10 minutes to transfer all your Listening answers to the Listening Answer Sheet. While you are transferring the answers check for spelling or grammatical errors and if you missed an answer, write your best guess.

3. Put the Reading passages and questions in front of you and set the timer to 60 minutes. Begin reading passages and answering questions. You can write the answers next to the questions or straight on the Answer Sheet. Remember that you don't get extra time to copy answers to the Answer Sheet, and that when 60 minutes are up all your answers must be written on the Answer Sheet.

4. Put the Writing questions in front of you and set timer to 60 minutes. Make sure you don't use more than 20 minutes for Task 1, including proofreading time, and that you don't use more than 40 minutes for Task 2, again with proofreading.

5. Put the Speaking questions in front of you and begin the interview (remember to record your answers). In Section 2 take the whole 1 minute to prepare your speech and make notes, and then try to speak for 2 minutes (set the timer before you start talking).

6. When you have finished the whole test, take some time to rest, as you may be tired and it may be hard for you to concentrate. Then check your answers in Listening and Reading against the correct ones in the Answer key, compare your writing tasks to the Example Writing tasks and your recorded speaking to the example interview. Analyse and learn from any mistakes you may find, and especially notice any problems with time management you may have encountered.

Good luck with your exam preparation!

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 1

GENERAL TRAINING LISTENING PRACTICE TEST 1

SECTION 1 Questions 1 - 10

Questions 1 - 5

Complete Angela's lost property form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the listening for each answer.

Central Cinemas
Lost Property Form

For the attention of: *Example*: Mr. ***Smith*** (responsible for lost property)

Customer's Name:	Peter (**1**) _____
Address:	(**2**) _____ Winchester Road Alton
Postcode:	(**3**) _____
Telephone:	Mobile: 01743 062 496
Film Watched:	*Spiderman*
Film Start Time:	(**4**) _____
Seat (if known):	(**5**) _____

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Questions 6 - 10

Choose **FIVE** letters, **A - K**.

What **FIVE** items does Peter's wallet contain?

A Some business cards

B Some money

C A debit card

D A note of PIN numbers for cards

E Company identification

F Company photocopy card

G A cinema ticket

H A theatre ticket

I A hotel card key

J A library card

K A health insurance card

L A passport

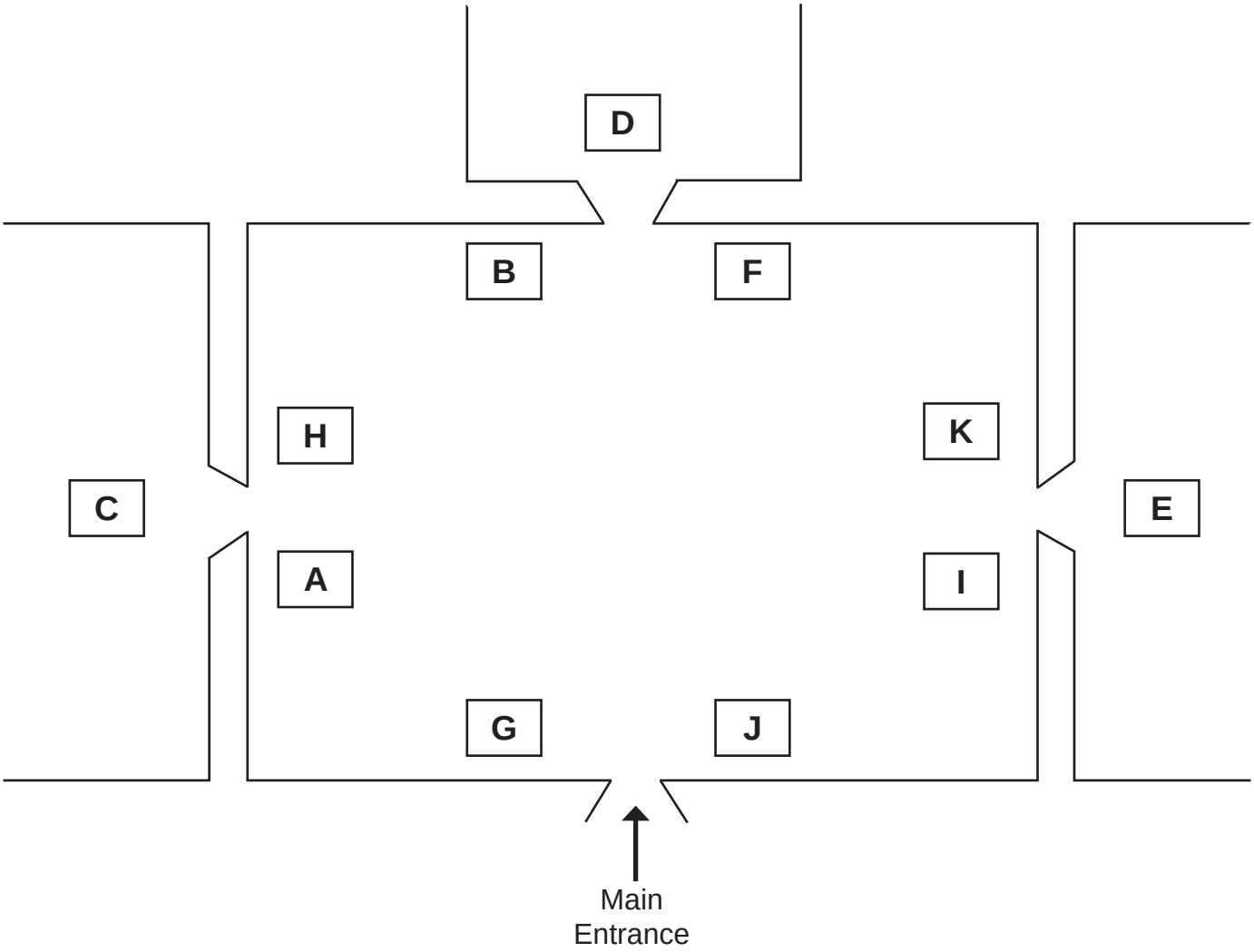
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SECTION 2 Questions 11 - 20

Questions 11 - 15

Below is a plan of the conference reception room with **7** locations marked (**A - G**). Questions **11 - 15** list 5 locations in and next to the conference reception room. Match the locations in questions **11 - 15** with the correct locations on the map and write the correct letter (**A - G**) next to questions **11 - 15**.



Question 11	Catering Desk	_____
Question 12	Registration Desk	_____
Question 13	Accommodation Desk	_____
Question 14	Lancaster Hall	_____
Question 15	Kensington Hall	_____

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Questions 16 - 20

Answer the questions below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

16 What food will be available on the tables in the mornings before the first speeches?

17 On what floor is the conference centre's restaurant?

18 How many choices of main course will there be at lunch for vegans?

19 Where will tea be served if the weather is good?

20 Where will Linda be found at lunch times?

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SECTION 3 Questions 21 - 30

Questions 21 - 25

Complete the notes below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Coastal Erosion Course

Locations

Australia: Almost 36,000 km of coast with approx. (**21**) _____ made of sand. A lot of the course is focused here.

California: The Pacific threatens (**22**) _____ on the coastline here.

West Africa: Human factors - such as sand and gravel removal, and construction of ports, harbours and jetties (with dredging).
Natural factors - waves, tide, sea currents + winds ((**23**) _____ could affect these as well).

Others: UK, Louisiana and Hawaii.

Field Trips

Only in Australia. The main trip is to the Gold Coast and various (**24**) _____ there. Some trips are (**25**) _____. Lots of work and fun!

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Questions 26 - 30

Complete the table below.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

Type of Assessment	**Number**	**Focus**	**Weighting**
Essays	6	Different areas of the course. Causes, (**26**) _____ and reactions.	35%
Project	1	Students' choice - most choose an Australia topic. Mostly (**27**) _____ choose an overseas topic.	50%
Exam	1	(**28**) _____ long. Good knowledge of whole course expected.	15%
* Only the (**29**) _____ can be re-done. Students are carefully selected and the (**30**) _____ try and spot students under-performing and help them.			

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SECTION 4 Questions 31 - 40

Questions 31 and 32

Complete the table below.

Write **NO MORE THAN THREE WORDS** from the listening for each answer.

Penguins

Description	Flightless, but excellent swimmers. Body, feet, tail and flippers all aid swimming. Feathers are waterproof with woolly down and (**31**) _____ underneath to keep them warm.
Food	Small fish + krill.
Predators	Leopard seals + (**32**) _____ in the sea; skuas and sheathbills on land.
Classification	Debated - 17 - 20 species of penguins. 4 species live on and around the Antarctic continent; the others in sub-Antarctic regions.

Questions 33 - 35

Choose the correct letter **A, B, or C**.

33 The breeding sites for emperor penguins

A must be close to the sea.
B must be close to feeding grounds.
C must be on stable ice.

34 The egg of the emperor penguin

A is protected during incubation by the father.
B is protected during incubation by the mother.
C is protected on the feet of both the mother and the father.

35 The reason for the decline in numbers of emperor penguins at Pointe Géologie is

A due to the loss of ice there.
B unknown.
C due to warmer temperatures.

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Questions 36 - 40

Complete the summary below on the threats to emperor penguins.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Threats to Emperor Penguins

The leopard seal is the principal predator of the emperor penguin, but birds can also eat eggs and young chicks, and (**36**) _____ reduces the emperor penguin's food source.

A less than (**37**) _____ upward change in temperature can cause changes in the Antarctic ice and could hinder 40 per cent of emperor penguins' attempts to find suitable (**38**) _____. The changes could cause a 20 per cent reduction in emperor penguin numbers.

Too much ice - greater distances to and from the sea to get food for the young and male.

Too little ice - (**39**) _____ can break up.

It's hoped that emperor penguins may adapt.

King penguins could displace emperor penguins, as they have a longer breeding season and survive better with less (**40**) _____.

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GENERAL TRAINING READING PRACTICE TEST 1

SECTION 1 Questions 1 - 14

Questions 1 – 7

There are 5 advertisements **A – E** on the next page.

Answer the questions below by writing the letters of the appropriate advertisements in boxes **1 – 7** on your answer sheet.

1 Which advertisement says people can buy a used computer?

2 Which advertisement says that there are special offers available?

3 Which advertisement offers training on computer programming?

4 Which advertisement is for hiring someone?

5 Which advertisement offers a service to improve Internet speed?

6 Which advertisement has a service to install a computer?

7 Which advertisement says that further details are available online?

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A

Kenton Computers
Kenton's biggest stockist of computers and accessories

Kenton Computers is the area's most prestigious outlet for buying a new computer. We sell all types of desktop and laptop computers for individual and company requirements. We also offer a complete set-up service to ensure that your purchase is used to its optimum potential.

We are also the area's specialist for gamers. Whether you're just starting out or have been gaming for years, we'll have a gaming PC and game selection to suit your level and budget.

Sale on now - 25% off all sales of new computers

B

Kenton Computer Repair Service

Come to us for all your computer repair needs.

- 20 years' experience; no fix, no fee
- Repairs
- Upgrades and updates
- Servicing
- 2nd hand sales
- Virus removal
- Desktops, laptops, PC's, Macs

38 Railway Road, Kenton
Tel 08462 859 823

C

Magna Computer Training Services

Here at Magna, we have 15 years of experience teaching people how to use computers. This can range from teaching people to use a computer for the first time to programming courses that can lead to a professional qualification and a job. Check our online brochure for details of all our courses and fees.

www.magnatraining.com

D

Situation Vacant

Well-known high street insurance company requires a top performing computer programmer and technician to oversee upgrades to various branches around the country. Travel conditions, pay and other benefits will be outstanding for the right candidate. Experience and references are essential. Call David Johnson on 07770 692132 for details.

E

Internet Supermarket

Want to get online or get a better connection?

Is your home Wi-Fi up to the job?

We'll show you how to beat slow connections with a new AC router and how your home's plug sockets can boost your signal with our *Powerage* technology.

We can offer you contracts with all the largest Internet providers. Drop in and tell us your requirements and we will fix you up with the best contract for your situation.

49 Longford Street, Kenton
Tel 08462 589472

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Questions 8 - 14

Do the following statements agree with the information given in the text?

In boxes **8 – 14** on your answer sheet write:

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

8 It takes three days to complete the Beginner Diving Course at the Atlantis Dive Centre.

9 Reduced fees are possible if a large group books together.

10 Beginner divers must produce proof of identity when enrolling in a course.

11 Doing the recreational diver medical at the Atlantis Dive Centre involves a small extra charge.

12 The Atlantis Dive Centre only teaches diving to beginners.

13 Children between 16 and 18 can do the course if accompanied by a parent.

14 The Beginner Diving Course can be completed in several different countries.

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Atlantis Dive Centre
Become a Scuba Diver!

Take our Beginner Diver Certificate in our fully equipped dive centre, located next to the warm waters of the Pacific Ocean. The Beginner Diver Certificate takes place over three days and comprises theory tuition, confined training dives in our own swimming pool at our centre and four open water dives in the Ocean with an instructor. Once you have passed your Beginner Diver Certificate, you can dive independently at any dive centre around the world. The Beginner Diver Certificate costs AUS$600. This fee must be paid before the start of the course.

We only run the Beginner Diver Certificate with a minimum of five learner divers, but we can offer the course with three divers on payment of a supplement of AUS$300 per learner diver. For parties of six or more, we can offer attractive discounts.

All learner divers must complete a recreational diver medical. This can be done at our centre and is included within the Beginner Diver Certificate fee. If your medical is done elsewhere, you MUST bring your certificate of diving health BEFORE you begin.

Although we specialise in training new scuba divers, we run monthly advanced courses that cater for more experienced divers who wish to learn new skills and gain more advanced diving certification.

One great way to learn diving is to use the new referral system. We can teach you all the theory and give you your confined water dives at our centre, and then you can choose to do your four open water dives at any recognised diving centre anywhere in the world. You tell us where you want to go and we'll send your chosen centre all the required paperwork.

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SECTION 2 Questions 15 – 27

Questions 15 – 21

Complete the summary below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **15 - 21** on your answer sheet.

Basic Advice for an Interview

Being late for an interview shows bad planning, bad (**15**) _____, a lack of respect, and it gives a bad first impression. Plan your journey - use the Internet and make some notes. Try to be 10 - 15 mins early, but don't come too early!

An interview should be a (**16**) _____, so prepare lots of questions on the company and its (**17**) _____. Do more than just research the interviewing company's website. Know what the different (**18**) _____ of the company are and how you'll be a part of them.

Whatever your reasons for wanting a new job are, don't criticise your previous employer - you don't want to be seen as a (**19**) _____.

Because getting a good job is a very (**20**) _____ process, it's important to (**21**) _____ and show you're passionate about the job and the company.

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Basic Advice for an Interview

1 Don't Be Late

I know this advice may sound trivial and something that you already know, but it still happens. You can never predict what might make you late. It could be just public transport problems, but most of the time arriving late is because you didn't plan properly. Running late not only suggests poor time management skills, but shows a lack of respect for the company. Arriving late is an excellent way to give your interviewer a bad first impression and we all know how important first impressions are. Plan your journey as well as possible, even by checking the public transport website the night before if you have to. Jump on the Internet and figure out exactly where your interview is and make note of a couple of reference points so that you don't get flustered if you get lost. Budget your time so that you make it to the interview at least ten to fifteen minutes early. While it's good to arrive early, don't get there 3 hours early or you'll come across as nervous and well, a bit weird.

2 Ask Questions

A lot of candidates tend to think that an interview is the process of being asked questions. This is far from the truth. Interviews ought to be a discussion, so you should be ready with your own questions too. A good interviewer will usually allow for enough time to let you ask as many questions as you want at the end of the discussion. Therefore, prepare questions on the topics you're interested in. Ask questions about the company and their products. You don't want to show a complete lack of knowledge of what the company does; you want to show an interest. Hiring managers will assume that you have investigated their organisation's website, so expand the scope of your research efforts. Try to understand what the organisation's goals are in the short, medium and long term and how the projects you'll work on will contribute.

3 Don't Bad-Mouth Previous Employers

Some people apply for a new job because they're searching for a new challenge, or because they want a higher salary, and others because their employer sucks. Regardless of what your reason is (but in particular if it's the latter), don't ever say bad things about your current or previous employers in an interview. The interviewer will be listening to your answers and thinking about what it would be like to work with you. You may come across as a complainer and the interviewer may even wonder what will happen once you'll leave their company.

4 Be Enthusiastic

The job market is highly competitive and for every good position, there are usually a large number of candidates. If you've done well enough to make it to the interview, don't give the impression that you're bored with the interview, or the company. Smile and show you're enjoying everything. Employers want to hire people who are passionate about their job and interested in their company.

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Questions 22 - 27

Do the following statements agree with the views of the writer of the text?

In boxes **22 - 27** on your answer sheet write:

YES *if the statement agrees with the writer's views*

NO *if the statement doesn't agree with the writer's views*

NOT GIVEN *if it is impossible to say what the writer thinks about this*

22 As they're outside normal working hours, overtime rates can fall below rates for the minimum wage.

23 Contracts can force employees to do overtime.

24 Employers have the right to stop any worker from doing overtime, regardless of contractual details.

25 Workers cannot work part-time in government industries.

26 Workers who have signed up for overtime must cancel their agreement in writing if they change their minds.

27 Sixteen-year-old workers must not work longer than a 40-hour week, even if they ask for overtime.

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Working Overtime - Official Advice for Employees

Employers don't have to pay workers for overtime. However, employees' average pay for the total hours worked mustn't fall below the National Minimum Wage. An employee's employment contract should usually include details of any overtime pay rates and how they're worked out.

Employees only have to work overtime if their contract says so. If it's not in the contract, an employee can agree to work longer, but this agreement must be in writing and signed by the employee. Unless an employee's contract guarantees them overtime, their employer can stop them from working it. However, their employer can't discriminate against anyone, e.g. by stopping some employees from working overtime while letting others do so.

Unless it says differently in a part-time worker's employment contract, their employer will usually only pay overtime if they work:

* longer hours than set out in the employment contract
* more than the normal working hours of full-time staff and full-time staff would get extra pay for working these hours
* unsocial hours (eg late at night), for which full-time staff would get more pay

Normally, most workers do not have to work on average more than forty-eight hours per week unless they agree. Even if they do agree, they have the right to opt out at any time by giving notice. The average working week is calculated by taking the average over a seventeen week reference period. Workers who wish to opt out must give notice in writing of at least seven days. A longer period of notice may be agreed by the employer, but it can be no longer than three months.

Young people (sixteen and seventeen year olds) cannot work more than forty hours per week and they can not opt out.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

The History and Production of Lipstick

Most people know that lipstick has been around for quite a while, but it is less well known that it has been in use for more than four thousand years. Lip and facial paints go back even further, being used for various purposes and not only by women, but also men. Hunters applied facial and lip paint as means of camouflage. Priests and religion-related officials used it to worship their gods and honour their beliefs, and lots of people have used it to enhance their appearance to attract the opposite sex, which is still common today. Cosmetics, specifically lipstick, have captivated mankind since prehistoric times, mostly due to their ability to support people's individuality, improve their appearance and hence boost their confidence.

It is difficult to determine exactly who invented lipstick, but it is believed that the plant and fruit juices applied by men and women of ancient civilizations were the predecessors of the lipstick we know today. Not only favoured due to their appearance-enhancing properties, these juices have also always been used for medicinal purposes. Because lip tissue lacks the pigment melanin, responsible for skin colour and the protection from ultraviolet rays, lipstick can protect the sensitive skin of lips from dry winds, moisture and sun. From 2000 BC to 100 AD, ancient Mesopotamia and Egypt were the centres for cosmetics to develop, amongst others lipsticks and lip balms. It was at this time that carmine became a main ingredient of lipstick. This pigment is made from crushed insects and is still used today. Only wealthy women, such as the legendary pharaoh, Cleopatra, had access to these expensive cosmetics.

During the European Middle Ages, lipstick experienced its lowest point in terms of popularity. Wars, poor living and health conditions, as well as little to no advancements in the arts and sciences eliminated lipstick from the minds of many people, who focused primarily on the procurement of food and other survival essentials. Although cosmetics in France still retained popularity during the Middle Ages with the moneyed classes, it was only during the nineteenth century that they truly became publicly popular and accessible again. It was then that, due to industrial and technological advancements, French cosmetologists began the production of lipstick for commercial sales, which allowed the popularity of lipstick to reappear. New inventions, such as innovative colours, shine formulas as well as flavoured lipstick became the trends and adapted to the ever-changing fashion moods, which still rule the development of new lipsticks today.

Nowadays, common ingredients of lipstick include wax and oil, which simplify the application process, alcohol, which is used as a solvent to dissolve these ingredients, and finally, pigment, which ensures a wide variety of shades and colours. Some brands even incorporate lead, which can be harmful when ingested. Furthermore, preservatives, antioxidants and fragrance can be added, which is done in order to ensure a longer shelf life. If people want to use their lipstick for a long time, they should store it in the fridge. This prolongs the life of the lipstick in terms of delaying the degrading process of its ingredients.

Lipstick ingredients have been under the spotlight recently, as discoveries by a US consumer group have found traces of lead in several lipsticks exceeding regulations by the Food and Drug Administration. This has led to ingredient lists being required on lipstick packaging, much like is found on food. However, the popularity of lipstick has not suffered. Organic lipstick is now available and lipstick remains in widespread use, which it will presumably continue to do over

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the next centuries.

The manufacturing of lipstick has unarguably changed over the last four thousand years, but the basic formula has remained the same, both in terms of ingredients and methods of production. When creating a new lipstick, chemists need to consider the contemporary fashion mood. This also affects how the lipstick is presented to the public and its appearance depends on the requirements of the cosmetics brands.

A carefully monitored procedure is essential in order to enhance the quality and effect of the final lipstick product. Generally, the manufacturing process can be summarised in six stages. In the first stage, the chosen pigment or a combination of pigments is mixed with various types of oils. A three-roll mill then grinds every particle until its size is minimised to at least twenty microns, one micron being one thousandth of a millimetre. In the second stage, the pigment mixture is merged with wax, which is accomplished in a kettle surrounded by steam and powered by a propelled agitator. Then, in order to get rid of ‘cold-marks’, which are unwanted products of fast cooling, the heated lipstick liquid at around eighty degrees Celsius is poured into vertical split moulds. These usually have temperatures of around thirty-five degrees Celsius. Finally, the lipstick is cooled down, taken out of the moulds and is prepared for flaming, a process that involves exposing the lipstick to an open flame. This ensures the better appearance of the lipstick and enhances its ability to protect itself from external influences such as air, moisture or heat. The product is then ready for packaging and labelling.

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Questions 28 - 33

Complete each sentence with the correct ending (**A - K**) below.

Write the correct letter (**A - K**) in answer boxes **28 - 33** on your answer sheet.

28 Hunters of prehistoric times applied lip and facial paint to

29 The human race has been fascinated by lipstick's ability to

30 Lipstick's medicinal usefulness includes its advantage to

31 Mesopotamia and Egypt were the first areas to

32 Due to industrial progress, French cosmetologists were able to

33 Recent discoveries by a US consumer group caused new regulations to

A ensure that the ingredients dissolve well.

B enhance personal uniqueness and attractiveness.

C lead to more success at work.

D include carmine as one of lipstick's ingredients.

E shield the skin from harmful external factors, such as natural elements.

F create a shiny surface on lipstick.

G melt the lipstick's ingredients completely.

H eliminate carmine as one of lipstick's ingredients.

I ensure that they were well concealed in their surrounding environment.

J draw the public's attention towards lipstick and its components.

K reintroduce lipstick's widespread use through manufacturing it on a larger scale.

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Questions 34 - 36

Answer the questions below**.**

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **34 - 36** on your answer sheet.

34 In which country in the Middle Ages were cosmetics still commonly used by the rich?

35 Where should you keep your lipstick if you want to increase its shelf life?

36 On who does the distinct packaging and labelling of new lipsticks depend?

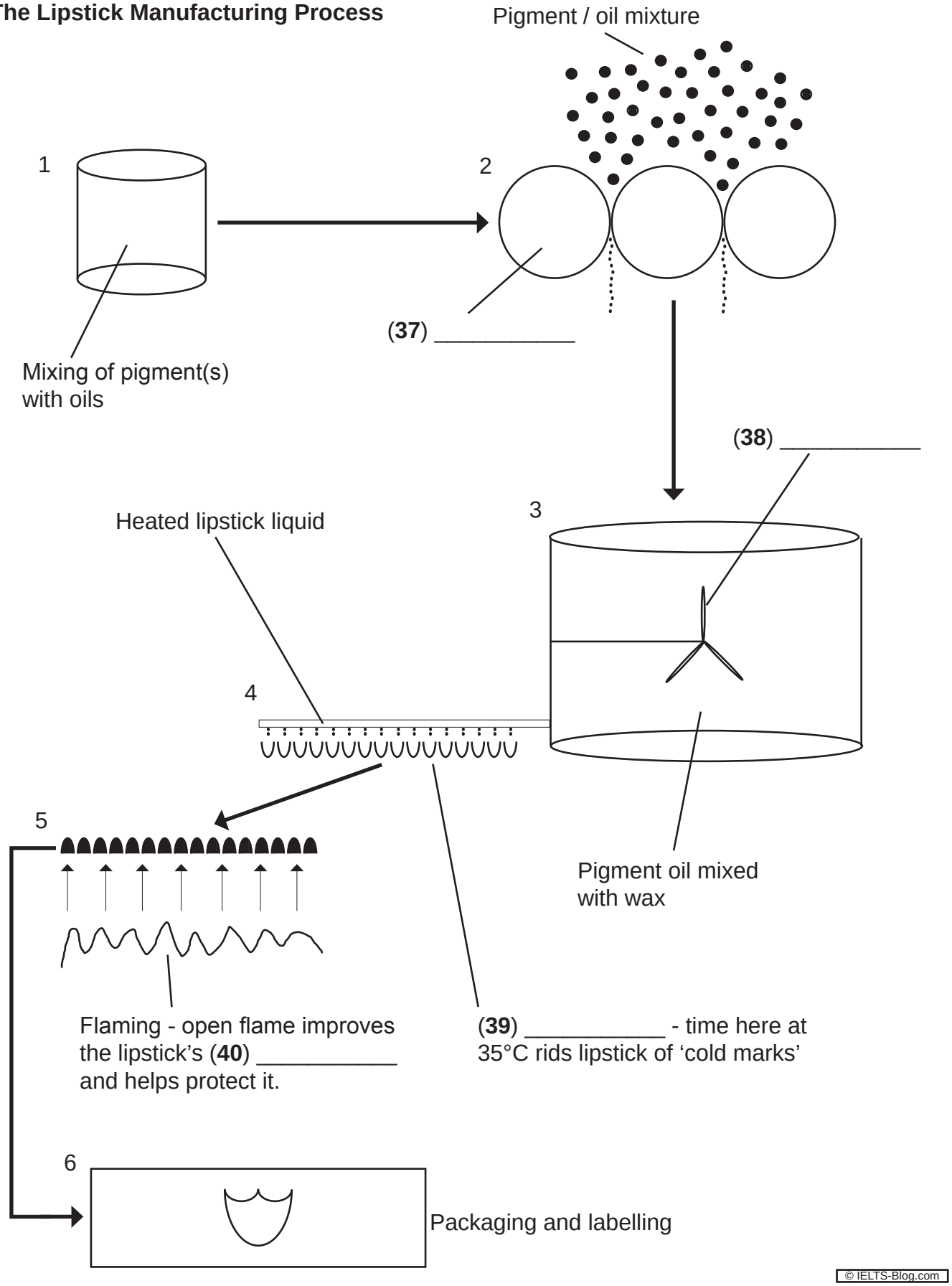
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Questions 37 - 40

Label the diagram below. Write **NO MORE THAN THREE WORDS** from the text for each answer. Write your answers in boxes **37 - 40** on your answer sheet.

The Lipstick Manufacturing Process



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GENERAL TRAINING WRITING PRACTICE TEST 1

WRITING TASK 1

You should spend about 20 minutes on this task.

You recently noticed a local restaurant that was offering a part-time job.

Write a letter to the restaurant's manager. In your letter,

* **explain that you would like to apply for the job**
* **give some details of any relevent experience that you have**
* **specify the days and times that would suit you**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Sir / Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Recently published figures show that the wildlife population around the world has decreased by around fifty per cent over the last fifty years. What can we do to help protect the wildlife round the world?

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 1

Section 1

* Can you tell me a little about where you live?
* Which is your favourite room in the house/flat where you live?
* What changes would you like to make to where you live?

Topic 1 Fruits and Vegetables

* Do you like fruits and vegetables? What fruits and vegetables are popular in your country?
* Why are fruits and vegetables so good for people?
* How can we get young people to eat more fruits and vegetables?
* Do you think you could ever be a vegetarian? (Why/Why not?)

Topic 2 The Weather

* What are the typical seasonal weather conditions in your country?
* How do you think weather can affect people's moods?
* Do you feel weather patterns are changing nowadays? (Why?)
* What do people like to do in your country when it's raining?

Section 2

Describe your ideal car
You should say:
what kind of car you'd like
what special features you'd like it to have
where you'd like to travel in it
and explain why it would be your ideal car

Section 3

Topic 1 The Advantages and Disadvantages of Cars

* What are some of the advantages and disadvantages of owning a car?
* Do you think cars should be banned from city centres? (Why/Why not?)
* What other measures can governments introduce to stop people using cars so much?
* How do you feel that cars will be improved over the next 50 years?

Topic 2 Driving and the Law

* At what age should be people be allowed to start driving and what age should they stop? (Why?)
* What are the laws like regarding driving speeds in your country?
* What laws does your country have about driving and alcohol?
* Do you feel there should be a law about how long one can drive without stopping?

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 2

GENERAL TRAINING LISTENING PRACTICE TEST 2

SECTION 1 Questions 1 - 10

Questions 1 - 5

Answer the questions below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Example

What occasion does Katherine wish to celebrate? ***Birthday***

1 In what month is Katherine's birthday?

2 What is Katherine's last name?

3 At what time would Katherine like the party to start?

4 What activity is not available on the chosen date?

5 How many people will Katherine invite to the party?

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Questions 6 - 10

Complete the information sheet and price list for John's outdoor center below.

Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

John's Ranch

Opening Times:	Monday – Friday	7 a.m. – 8 p.m.
	Saturday & Sunday	8:30 a.m. - (**6**) _____
Price List		
Activities	Bonfire	$15
	Boat Tour	(**7**) _____ per person
	Cycling Tour	$8 per person
	Hiking Tour	$25 per person
	Baking (15 people max)	(**8**) _____ per person
Food & Drinks	Lamb on a Spit	$35
	Small Buffet	$200
	Large Buffet	(**9**) _____
Staying Overnight	Camping with Tents	$40 per tent (4 people per tent)
	Tipi	$80 per tipi (20 people per tipi)
	Tree House	(**10**) _____ (20 people)

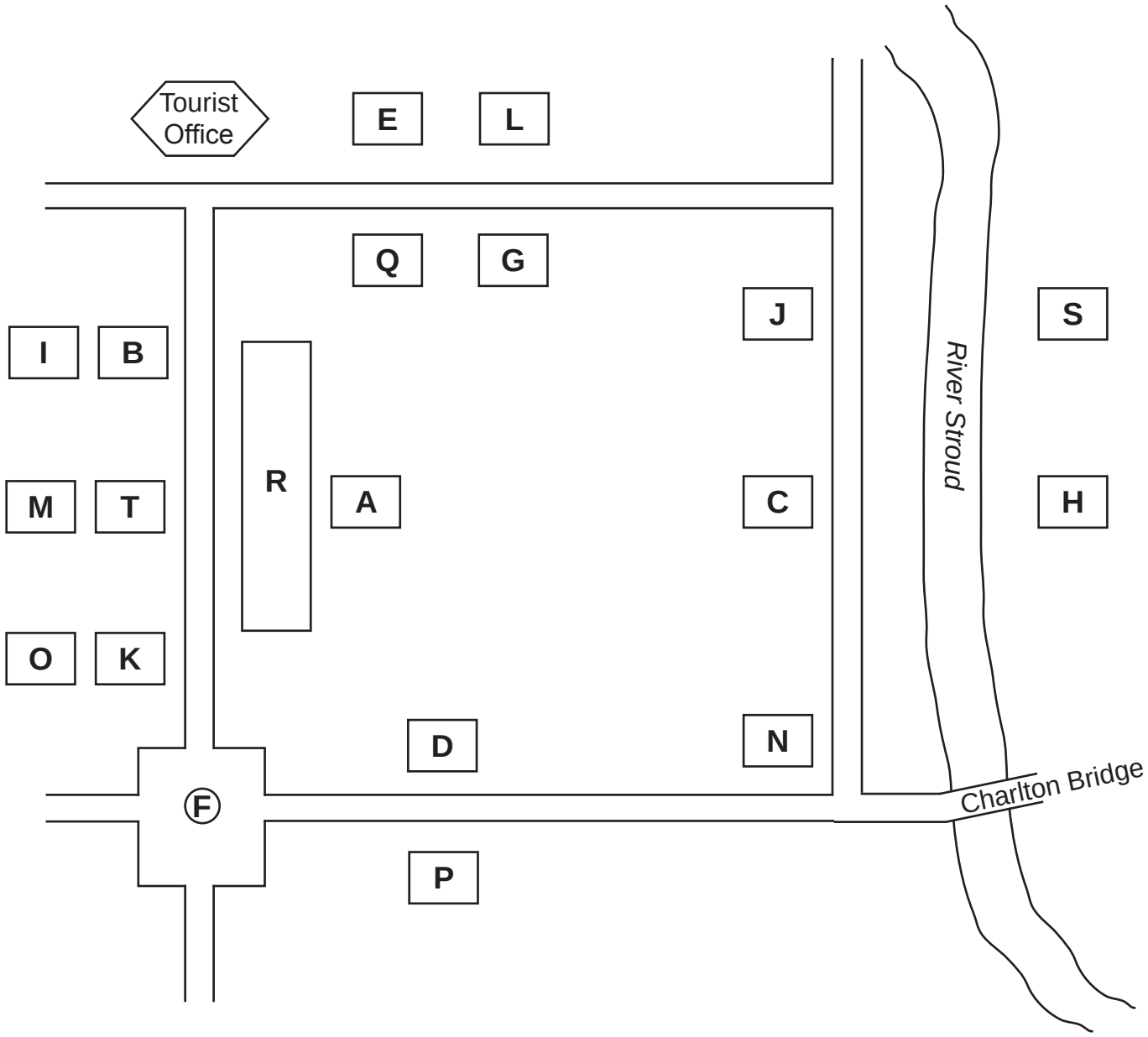
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SECTION 2 Questions 11 - 20

Questions 11 - 14

Below there is a map of the town of Barton with the locations of features of interest **(A - T**) of Sharon's walking tour marked on it. Match the locations in questions **11 - 14** with the correct locations on the map and write the correct letter (**A - T**) next to questions **11 - 14**.



Question 11	Town Museum	_____
Question 12	Main Town Mosque	_____
Question 13	War Memorial Fountain	_____
Question 14	Barton Shopping Centre	_____

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Questions 15 and 16

Choose the correct letter **A, B, or C**.

15 For how long does Sharon estimate her walking tour of the town will last?

A 2½ hours
B 2 hours + 20 minutes
C 3 hours

16 How much does Sharon charge for her walking tour of the town?

A 20 pounds
B 5 pounds
C Nothing

Questions 17 - 20

Choose **FOUR** letters, **A - H**.

What **FOUR** things does Sharon say people can do that evening in Barton?

A Watching live music

B Watching live football

C Watching films

D Going on a tour of the town's theatre

E Watching a play at the town's theatre

F Taking part in a quiz

G Watching some theatre performed in the town square

H Watching tennis on television

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SECTION 3 Questions 21 - 30

Questions 21 - 25

Complete the table below.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

Students' Agriculture Project Progress		
Student	*Project*	*Notes*
Steve	How parasites affect the growth rates of potatoes.	* Steve interacted with (**21**) _____ to gather his data. * Steve had to rent a (**22**) _____ himself to gather data on growth with parasites. * Steve sold his potatoes and made a profit.
Simone	A study of (**23**) _____ for different tomato varieties.	* Simone used a university greenhouse to use for growing the tomatoes.
Robert	Initially wanted to examine how the (**24**) _____ of soil affects plant growth, but due to a late start he switched to the growing techniques used by apple farmers.	* The apple project had better success due to the later (**25**) _____. * Robert visited many apple growers near his parents' house.

Questions 26 - 30

Complete the sentences in the notes below.

Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Projects MUST be submitted as a (**26**) _____ to Professor Evans by the 28th February and by email to Mrs. Roberts by the (**27**) _____. Mrs. Roberts' email address is in the course literature, website and on the dept. noticeboard.

Word limit is increased this year by (**28**) _____ words (now 10,000, not including (**29**) _____).

Prof. Evans' advice should stop projects from failing, but if they aren't good enough, the failing student will not (**30**) _____. The project can be redone (or a new one done) the next year.

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SECTION 4 Questions 31 - 40

Questions 31 - 35

Choose the correct letter **A, B, or C**.

31 The Rorschach Test was initially based on

A how schizophrenics see things differently.
B schizophrenics self-analysis of themselves.
C observation of the schizophrenic child of a well-known psychologist.

32 The Rorschach Test uses

A a unique method in how it assesses people.
B a common method to assess people.
C a method that is nowadays very infrequently administered to assess people.

33 The Rorschach ink blots are

A first shown to subjects the day before the test.
B first shown to subjects an hour before the test.
C not supposed to be ever made public before the test.

34 The accuracy of the Rorschach Test

A has been demonstrated through careful experimentation.
B is now largely discredited.
C is widely used in the United States.

35 Interpretation of the Rorschach Test's results

A is still disputed among psychologists and psychiatrists using the test.
B is now universally done using the Exner Comprehensive System.
C are often confirmed using modern personality tests.

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Questions 36 - 40

Complete the sentences below.

Use **NO MORE THAN TWO WORDS** from the listening for each answer.

36 In the Exner Comprehensive System, the structural summary results are meant to demonstrate _____ associated with the different responses given.

37 The rigidity of method used when delivering the Rorschach Test is supposed to keep _____ in results to a minimum.

38 The person delivering the Rorschach Test will rarely provide any _____ to the test taker.

39 Nowadays, the tests are recorded, but in the past, a particular _____ was created for people to write notes during the Rorschach Test.

40 Efforts are made to stop test takers becoming _____ or distracted, as this can create unreliable results.

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GENERAL TRAINING READING PRACTICE TEST 2

SECTION 1 Questions 1 - 14

Questions 1 – 8

The text on the following page has five descriptions of courses available at StudyWorld.

Which course description mentions the following information?

Write the correct letter, **A - E**, in boxes **1 – 8** on your answer sheet.

1 This course is the cheapest one offered at StudyWorld.

2 Most graduates in this subject find a job immediately.

3 This subject does not have to be studied full-time.

4 Teachers in this subject have worked in the field themselves.

5 Students in this subject must take part in a temporary work experience placement.

6 Students can access specific language assistance on this course.

7 Graduates in this subject have previously found jobs on board ships.

8 Students studying this course do not have to attend the StudyWorld college in person.

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StudyWorld - *Courses to help you grow*

Here at StudyWorld, we have a variety of different courses with different demands. Many of our courses lead our students to a new job and career.

A Design

This full-time course is based at our main campus. We have superbly equipped studios that provide top of the range computer software and hardware, outstanding printing resources, a photography workshop with darkroom, a studio for fashion and fabrics and fine arts, and traditional processing resources for photography. You'll be taught by lecturers who are art and design experts, with experience in creative industries. They really know their stuff, so you'll get lots of hints and tips about working in this sector.

B Hair and Beauty

Our full-time courses in hairstyling and make-up for the media and entertainment industries take place in our specialised on-campus training studios, where all our students benefit from the experience of our skilled and motivated teaching team. There are lots of possibilities for jobs in hairdressing or beauty, and some of our past students have even gone on to become entrepreneurs with their own beauty studios. Our courses have led to a variety of rewarding jobs as hair stylists, beauticians, colour experts or salon managers and our students have ended up working in spas, 5-star resorts and on cruise liners. There's a lot of variety and the skills you will acquire can give you the opportunity to travel widely.

C Hospitality and Catering

Working in the hospitality sector can give you the chance to work all around the world and with over 300 hotels and restaurants in the locality, there are lots of work prospects near the college, too. Some of our students go on to jobs in the best hotels in the world. This is a two-year full-time or three-year part-time course, with three months in an appointment at a hotel or restaurant. We always have many overseas students on this course and so students have access to special English support services if needed.

D Sport and Fitness

It doesn't matter whether our students want to study fitness or specific sports coaching, our courses will provide them with what they need to move forward. 95% of our graduating students move from college to a job immediately and this more than anything shows how good our courses are. We have brand new facilities, equipped with the latest kit and our instructors are all familiar with the latest in coaching and training methods. Studying sport and fitness with us is also not all about the work. There are lots of sporting opportunities to exploit and the college raises teams in football, rugby, netball and cricket amongst others.

E Media

Our full-time media course is completely taught and assessed online and students are free to choose how they study. As long as assignments are completed on time and they contribute to discussion forums and live room discussions, students can work at their own pace and where they choose. Because of this course's teaching and assessment structure, its fees are considerably less than all our other courses.

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Questions 9 - 14

Complete each sentence with the correct ending (**A - I**) below.

Write the correct letter (**A - I**) in boxes **9 - 14** on your answer sheet.

9 The Kenton Job Centre is a service that used to

10 The Kenton Job Centre targets people who

11 Part of the job of a personal advisor is to

12 Interview skills can be improved if candidates

13 Local businesses can find employees quickly and easily if they

14 The Kenton Job Centre can help visitors

A sign an out-of-work declaration every two weeks.

B ensure people who receive unemployment benefit are fulfilling their responsibilities.

C ask the consultants in the Kenton Job Centre Plus Office for advice.

D are of the correct age for working.

E find training so that they can find new jobs.

F be a combination of different services.

G pass on their requirements to the Job Centre.

H spot the difference between proper work-from-home jobs and bad ones.

I are not responsible for being unemployed.

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The Kenton Job Centre

The Kenton Job Centre is a part of the Department of Work and Pensions. It has taken over from the Employment Service, which ran the previous Kenton Work Agency, Benefits Agency and Social Security office.

The Kenton Job Centre provides employment and benefit services for people of working age. Personal advisors offer support and advice in your job search along with training provisions and benefit guidance. Whilst giving support to the unemployed, the personal advisors are also required to ensure that those claiming unemployment benefits are performing their obligations.

If you need help writing your CV, interview tips or maybe you could do with improving your literacy or numeracy skills, speak to the consultants in the Kenton Job Centre Plus Office, who will be happy to advise you. You'll also find the touch screen, interactive job points very helpful in your search for employment.

Kenton Job Centre also offers assistance to Kenton employers. By informing the centre of their employee needs, the centre can find suitable candidates for the posts and employers are able to fill their vacancies quickly and successfully.

Many people today want to work from home and online jobs could be the perfect solution for you. The Kenton Job Centre offers tips and advice to help you work online and earn a decent income, avoid work from home tricks and maximise your earning potential.

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SECTION 2 Questions 15 – 27

Questions 15 – 20

Complete the flow chart below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **15 – 20** on your answer sheet.

Our Company's Complaints Procedure

1. Speak with all the people involved to find an amicable solution.

↓

2. Contact your (**15**) _____, who will also try and reach a resolution.

↓

3. Make the complaint in writing to someone in senior management (see (**16**) _____ for details on whom to write to). Explain the problem, what has already been done and what you think should happen. Don't forget to write your (**17**) _____.

↓

4. The company grievance procedure will now begin. The senior manager will write to you within 24 hours saying what will happen. He/she will email his/her decision within a week, which can be accepted or rejected.

↓

5. You can appeal to the general manager, who will set up a (**18**) _____, at which you can make your case. The general manager and two other senior managers will consider the issue and you will be emailed within a week with the decision, which can be accepted or rejected.

↓

6. You can appeal to the company director, who might refer the case to an impartial (**19**) _____, whose decision must be accepted by the company and employee.

↓

NB: It's best that you keep a (**20**) _____ of the procedure.

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Making a Complaint

From time to time, we have employees who have the need to make a complaint about something that happens here at work. This is something that we take very seriously and so we have created a process that you can follow, so that you know what to do if there is something that you need to complain about.

First of all, it's usually best to deal with a complaint informally. If you feel you can, speak to the person or people who are involved and try and work out an amicable solution. If that does not work, then a further stage can be tried. Speak to your line manager (if the line manager is involved, speak to the line manager above him or her) and explain. He or she will try and resolve the problem with the people involved. We find that nearly all the problems within our company get solved with these informal procedures.

If the above two strategies do not work, you must begin the formal process of making a complaint. Our complaint procedure requires that a complaint should be made in writing and submitted to a member of the senior management. These people are clearly indicated on the company website. Employees should make clear the nature of their complaint, what they have already done informally to solve the problem and what would be their preferred solution. Employees must also supply their company email address.

Once an official complaint has been made, the company grievance procedure goes into operation. The senior manager will review the complaint and write an email to the employee who complained before the end of twenty-four hours. The senior manager will explain how he or she will handle the complaint. Before the end of a week, the senior manager will write an email again with his decision. The employee can choose to accept or reject this decision.

If the employee rejects the decision, he or she can appeal to the general manager, who will have been previously made aware of the complaint. The appeal should again be done in writing. The general manager will instigate a complaints meeting, where the employee can give his position verbally and in writing. The general manager and two other senior managers will listen and discuss the issue. Again, within a week, the general manager will send an email with the decision.

If the employee still does not accept the decision, he or she can appeal again to the company director. If the director feels the appeal has merit, the case can be referred to an independent mediator. The employee and company must agree in writing before the mediation meeting to abide by the mediator's decision.

This is the end of our complaints procedure.

The managers involved are required to keep a written record of what happens during any complaint procedure. It is advised that employees do the same.

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Questions 21 - 27

Complete the sentences below.

Write **NO MORE THAN ONE WORD** from the text for each answer.

Write your answers in boxes **21 - 27** on your answer sheet.

21 Using a _____ can help workers keep their knees and hips aligned.

22 Workers who _____ their legs can suffer from difficulties with their posture.

23 Workers should think about buying a _____, so that their computer screen is at eye level.

24 Some workers use a _____, so that their wrists are at the same level as their keyboard.

25 Workers should push away their _____ when they are frequently using the mouse instead.

26 Stopping bright sunlight getting through the windows can reduce _____ on workers' eyes from the computer screens.

27 Using _____ may result in workers putting their heads in awkward positions too often.

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Using your Computer Safely at Work

As we use computers here a lot in our company, we are very well aware that misuse of these devices can cause problems for the users. Computer workstations or other equipment can be associated with repetitive strain injuries (RSI's) in the neck, shoulder, back or arms, as well as with fatigue and eyestrain.

Support your back. Avoid back pain by adjusting your chair so that your lower back is properly supported. A correctly adjusted chair will reduce the strain on your back. Make sure you have one that is easily adjustable, so that you can change the height, back position and tilt. Have your knees level with your hips. You may need a footrest for this.

Adjust your chair. Adjust your chair height so that you can use the keyboard with your wrists and forearms straight and level with the floor. This can help prevent RSI's. Your elbows should be by the side of your body, so that the arm forms an L-shape at the elbow.

Rest your feet on the floor. Your feet should be flat on the floor. If they're not, ask if you can have a footrest, which lets you rest your feet at a level that's comfortable. Don't cross your legs, as this can cause posture-related problems.

Place your screen at eye level. Your screen should be directly in front of you. A good guide is to place the monitor about an arm's length away, with the top of the screen roughly at eye level. To achieve this, you may need to get a stand for your monitor. If the screen is too high or too low, you'll have to bend your neck, which can be uncomfortable.

Using the keyboard. Leave a gap of about 100mm - 150mm at the front of the desk to rest your wrists between bouts of typing. Your wrists should be straight when using a keyboard. Keep your elbows vertical under your shoulder and right by your side. Some people like to employ a rest to keep their wrists straight and aligned with the keys.

Keep your mouse close. Position and use the mouse as close to you as possible. A mouse mat with a wrist pad may help to keep your wrist straight and avoid awkward bending. If you are not using your keyboard, push it to one side if using the mouse a lot.

Avoid screen glare. Your screen should be as free of this as possible. If it's on your screen, hold a mirror in front of it to identify the cause. Position the monitor to avoid glare from overhead lighting and sunlight. If necessary, pull blinds across the windows and replace ceiling lighting with table lights. Adjusting the screen's brightness or contrast can make it much easier to use.

Working with glasses. People with bifocals may find difficulties with computer work. It's important to be able to see the screen easily without having to raise or lower your head uncomfortably. If you can't work comfortably with bifocals, you may need a different type of glasses.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

The World's Highest Bridges

A The Siduhe River Bridge

Located about eighty kilometres south of the famous Three Gorges region of the Yangtze River in China's mountainous Hubei Province, the Siduhe suspension bridge is just one of several amazing structures on the last 483 kilometre link of the 2,175 kilometre long West Hurong highway that now connects Shanghai on the Pacific coast with the cities of Chongqing and Chengdu in the west. With a roadway 496 metres above the water, the Siduhe River Bridge is, as of 2014, the highest bridge in the world. One unique aspect of The Siduhe River Bridge's construction relates to its extreme height, remoteness and inaccessibility. Due to all this, the building engineers decided to experiment and, instead of using a blimp or helicopter to drag the first pilot line across the gorge, they used a rocket.

B The Hegigio Gorge Suspension Bridge

Located deep in the Southern Highlands Province of Papua New Guinea is the Hegigio Gorge Suspension Bridge, the highest pipeline bridge in the world. Some may argue that the Hegigio Gorge Bridge is not a true bridge, since it was not built for people, but for an oil pipeline. The bridge is a major component of the Southeast Mananda oil field infrastructure, an inaccessible expanse of oil that was discovered in 1991. The small size of the field and the extremely remote, jungle terrain made it a difficult petroleum project to undertake with many technical obstacles to overcome, the bridge being one of them. During construction, the north side of the bridge was difficult to reach, since there was no road access in place as there was on the south side. The first two cables were strung across by a helicopter, while successively thicker cables were then winched across. Another construction hurdle came from the harsh weather, which even today can be problematic to the operation of the pipeline. One oddity of the bridge is that there is no pedestrian walkway on the bridge. If necessary, personnel access for maintenance is made possible by a trolley that rides along two rails.

C The Baluarte River Bridge

The Baluarte River Bridge is not only the highest bridge in North America, but the highest cable-stayed bridge in the world, surpassing the Millau Viaduct in France. It is the crown jewel of the greatest bridge and tunnel highway project ever undertaken in North America. The old road between the Pacific coast and the interior of Mexico is known as the "Devil's Backbone", and the road that created a safer and more direct route necessitated seven very high bridges and sixty-one tunnels; the Baluarte River Bridge is the highest of the bridges.

D The Balinghe River Bridge

With a height of 370 metres from deck to water, the Balinghe River bridge is the second highest bridge in China. It is unique for having the second longest span length with a distance between towers of 1088 metres. The reason why Balinghe River Bridge has this unusual span length relates to the luck that the Chinese associate with the number 8, which sounds like the Mandarin word for "prosperity". The bridge was meant to be a concrete beam bridge, but the lack of sand suitable for concrete in the area made this plan too expensive, as sand would have

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had to be transported to the building site. As a result, a suspension bridge was constructed, which is an excellent type of bridge to build across a large gap. The Balinghe River Bridge has two towers, which are easily supported by the main steel cables that curve from one tower to the other. The curving main steel cables also hold other cables (each is known as a suspender), which go down from the main steel cables to the road deck. It is unusual in that, at each end, the main steel cables continue into the ground and are attached to a concrete anchor that provides extra stability and support. Another peculiarity of the bridge is that, as it is situated between two mountain ranges, there is frequent cloud cover, which sometimes makes it appear to be floating among the clouds.

E The Chenab River Bridge

There is probably no other natural barrier on earth that has been more formidable to railway engineers than the Himalayan mountain range that stretches across northern India. When construction began on the Chenab River Bridge, the engineers experienced extensive delays due to difficult geology, access problems, tunnel excavation difficulties and labour disputes. The bridge is not yet open, but, when it is, it will be the most expensive stretch of India's 64,374 kilometre railway network. The Chenab River Bridge will have busy traffic, as it is located fewer than sixteen kilometres north of the busy tourist town of Katra, which, due to its proximity to the Vaishno Devi, is the second most visited religious shrine in India. Being in Kashmir, the Chenab River Bridge is also very near the conflict area between India and Pakistan. For this reason, there is a constant armed guard present at the bridge and this will also remain after completion.

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Questions 28 - 36

The text above has five descriptions of some of the highest bridges in the world.

Which description mentions the following information?

Write the correct letter, **A - E**, in boxes **28 – 36** on your answer sheet.

28 This bridge has armed protection 24 hours a day.

29 People can't walk across this bridge.

30 A rocket was used to take the first line across the expanse this bridge had to cover.

31 The construction plans for this bridge were changed because of the local lack of a suitable building material.

32 This bridge was built as part of a network replacing a more dangerous road.

33 This bridge is only used to carry a pipe.

34 The length of part of this bridge is because of a national superstition.

35 The first cables to cross the expanse the bridge had to cover were taken by helicopter.

36 The construction of this bridge is not yet finished.

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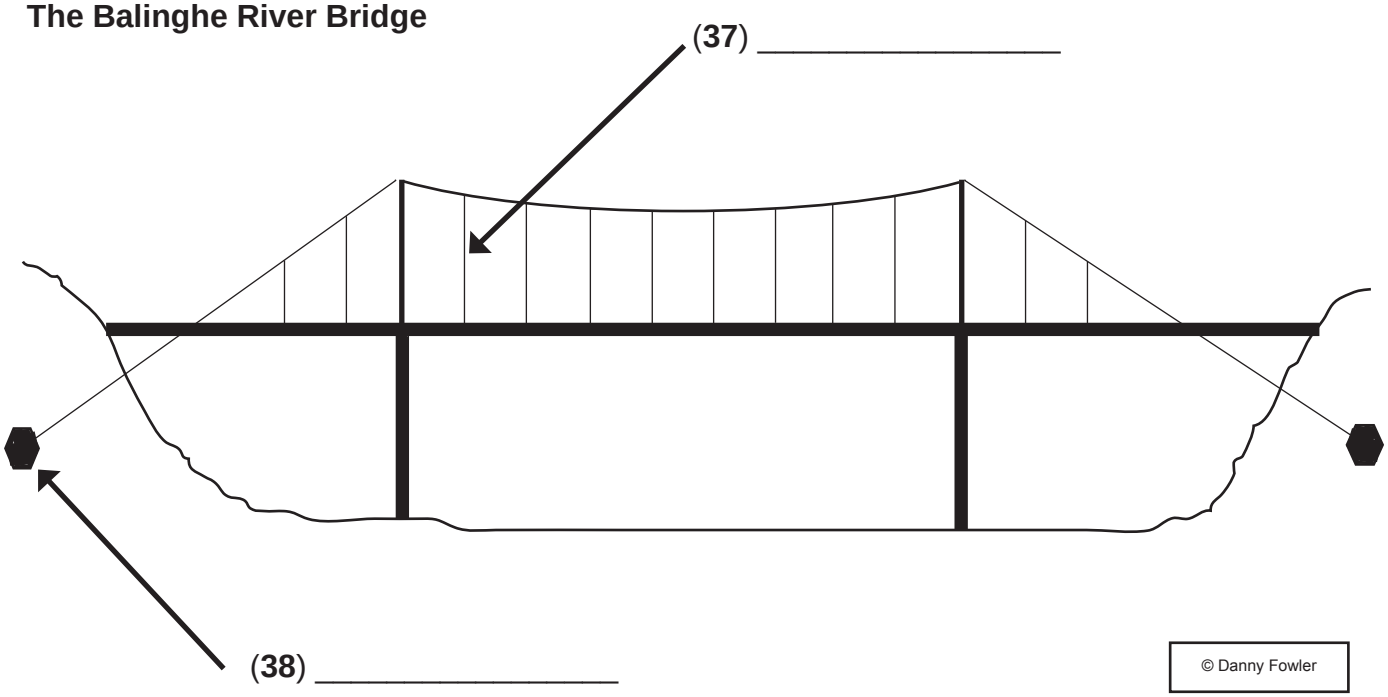
Questions 37 and 38

Label the diagram below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **37 and 38** on your answer sheet.

The Balinghe River Bridge



Questions 39 and 40

Do the following statements agree with the information given in the text?

In boxes **39 and 40** on your answer sheet write:

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

39 The weather affects how at least one of the bridges is used.

40 Two of the bridges share the same architect.

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GENERAL TRAINING WRITING PRACTICE TEST 2

WRITING TASK 1

You should spend about 20 minutes on this task.

A friend of yours recently gave you a nice birthday present.

Write a letter to your friend. In your letter,

* **thank her for the present and say why you particularly like it**
* **describe some other presents that you received**
* **explain some of the things you did on your birthday**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Sarah,

WRITING TASK 2

You should spend about 40 minutes on this task.

Some people believe that teaching music in schools is a vital part of growing up and the human experience, whilst others believe that teaching music in schools is a waste of time and resources. Discuss both these views and give your own opinion.

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 2

Section 1

* Tell me about the outside of your house or apartment building.
* What can the outside of a building say about who lives there?
* What would you change to the outside of your house or apartment building?

Topic 1 Public Transport

* Do you use public transport? (Why/Why not?)
* How could public transport be improved where you live?
* Can you compare the bus and train as types of public transport?
* How can governments get people to use public transport more?

Topic 2 Films

* What kinds of films do you like and what kinds do you dislike?
* What can people learn from watching films?
* Is there a successful film industry in your country? (Why/Why not?)
* How have films changed since you started watching them?

Section 2

Describe a memorable holiday that you once took
You should say:
where this holiday was
who you went with
what you did during this holiday
and explain why this holiday was so memorable

Section 3

Topic 1 The Holiday Industry

* Where do people from your country like to go on holiday?
* Why do people need holidays?
* Can you compare the holiday industry today with that of 30 years ago?
* What problems can tourists create in holiday resorts?

Topic 2 Moving to Another Country/Emigration

* Would you ever consider living permanently in another country other than your own? (Why/Why not?)
* Why do people choose to move to other countries?
* What problems do people face when they move to other countries?
* How do you think emigration patterns will change over the next 50 years?

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 3

GENERAL TRAINING LISTENING PRACTICE TEST 3

SECTION 1 Questions 1 - 10

Questions 1 - 5

Complete Tom's Existing Customer Enquiry Form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Existing Customer Enquiry Form

Example	*Answer*
Contract Number:	***TR349573***
Date of Birth:	12th March (**1**) _____
Zip Code:	85823
House Number:	(**2**) _____
Customer's Name:	Jennifer (**3**) _____
Home Telephone:	01934 (**4**) _____
Monthly Bill Paid By:	(**5**) _____

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Questions 6 - 10

Complete Jennifer's notes below. Use **NO MORE THAN TWO WORDS AND/ OR A NUMBER** from the listening for each answer.

Tom, the sales guy at R&N Mobile, said I would not get the extra (**6**) _____ of internet that I wanted, but he was able to issue a new contract, as the (**7**) _____ had not been activated yet. The new deal has no extra costs and also gives access to the fast TFR Network.

I can still terminate the contract as long as I do it (**8**) _____ days in advance. The price of US$(**9**) _____ per month has not changed.

If I want to get a new cell phone, I can order one on the website - Tom will send me the (**10**) _____ to the online store by email. I had to sign to reauthorize my payment.

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SECTION 2 Questions 11 - 20

Questions 11 - 15

Choose **FIVE** letters, **A - O**.

Which of the following can be found in the Johnson Building?

A Central coffee bar

B The pizzeria

C The French bistro

D Asian street café

E The main reception

F The finance office

G The maintenance team office

H The cinema

I The first aid centre

J The doctor’s surgery

K The Fitness Area

L The saunas

M The steam rooms

N The main swimming pool

O The Internet café

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Questions 16 - 20

Complete the table below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Activity	**Time**	**Notes**
Water Park Complex	9 a.m. - 6 p.m.	£10 public. Reserved for holiday park (**16**) _____ from 9 a.m. to 12 noon.
Mini-golf	9 a.m. - 6 p.m.	All equipment supplied; groups play at (**17**) _____ intervals. No cost.
Jogging	8 a.m. or 5 p.m.	Morning jog easier - flat + (**18**) _____ km approx. in length. Afternoon jog harder - hillier + 6 km in length. Both runs begin with gentle (**19**) _____ and finish with stretching.
Levington Excursion	Minibus departs park at 1 p.m. + departs Levington at 5 p.m.	Costs £2; buy at reception or from (**20**) _____; book early to avoid disappointment.

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SECTION 3 Questions 21 - 30

Questions 21 - 25

Choose the correct letter **A, B, or C**.

21 What is the subject of Professor Norris' seminar next week?

A History
B China
C The students' next essay

22 What is Alex's course about?

A How wild boar were re-introduced in the UK
B How animals breed in different environments
C How foreign species of animal affect environments

23 What was most responsible for reducing the numbers of UK wild boar until they totally disappeared in the thirteenth century?

A Disease
B Too much hunting
C A royal order for their extermination

24 What was the main problem with farming wild boar in the UK in the 1970s?

A It did not make much money
B The animals kept escaping
C Hunters killed the animals

25 Why is the number of boar now probably more than 800?

A More and more boar have escaped from farms
B The escaped and released boar have bred
C The Forestry Commission has released more boar to ensure healthy bloodlines

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Questions 26 - 30

Complete the summary below on the wild boars of the Forest of Dean.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

The Wild Boars of the Forest of Dean

The wild boars of the Forest of Dean are now officially wild animals and the local (**26**) _____ is responsible for them.

Many locals say the high numbers of boars is not a problem. It's reported that the (**27**) _____ will move the young away when they meet humans. Males are more aggressive, but only dogs have been chased.

The Forestry Commission now regularly kills boars to control numbers, but animal rights activists attempt to disrupt the (**28**) _____ doing this.

The forest cannot be closed on cull days and activists patrol the (**29**) _____ where they know the culls take place to protect the animals. The forest rangers are upset, saying the boars create an imbalance in the forest. The rangers now try and kill the wild boars on (**30**) _____ dates.

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SECTION 4 Questions 31 - 40

Questions 31 - 34

Complete the notes below**.**

The New Zealand's Exclusive Economic Zone (EEZ)

New Zealand's EEZ is 5th largest in the world - covers approx. 3.9 million km².

New Zealand's EEZ's depth can be up to (**31**) _____ metres.

Underwater landscape of New Zealand's EEZ includes mountains, valleys, geysers + mudflats. Much marine life grows there.

Fishing can damage sea life, especially with bottom trawl or dredge equipment.
Factors include: Type of seabed habitat
The (**32**) _____ used

Bottom-Trawling

Possibly the most destructive fishing type. Involves large nets being dragged over sea floor that take everything.

The unwanted species taken (called the (**33**) _____) are thrown back in sea, often dead or dying. This can be up to 90% of each trawl.

Conservationists claim sea floor life takes a long time to recover, if at all. This is disputed by (**34**) _____.

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Questions 35 - 37

Choose the correct letter **A, B, or C**.

35 Part of New Zealand's fisheries management program is likened to

A similar initiatives in other countries.
B similar initiatives on land.
C similar initiatives that were not implemented in the past.

36 Most current BPA seabeds

A have never had trawlers operating there.
B have been carefully charted by the New Zealand Ministry of Fisheries.
C have been damaged by previous fishing.

37 Charted hydrothermal vents

A are difficult to locate for protection purposes.
B are key targets for the fishing industry.
C are closed to all fishing.

Questions 38 - 40

Complete the sentences below.

Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

38 It's claimed that more than _____ per cent of the New Zealand EEZ has never been subject to bottom trawling.

39 Conservation critics of the New Zealand government claim that not all vulnerable _____ are protected.

40 The work of industrial trawlers also affects the _____ of smaller communities, as the catches of their fishermen also suffer.

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GENERAL TRAINING READING PRACTICE TEST 3

SECTION 1 Questions 1 - 14

Questions 1 – 9

The text on the following page has six descriptions (**A - F**) of places to visit in the same area.

Which description includes the following information?

Write the correct letter (**A - F**) in boxes **1 - 9** on your answer sheet

1 This place will teach you skills to enjoy the facilities.

2 This place has something that can be visited temporarily.

3 You can get something to eat at this place.

4 You need to be a member to take advantage of all this place's possibilities.

5 You can watch a film at this place.

6 This place has just reopened.

7 Someone can show you round this place.

8 You can go online at this place.

9 This place has dedicated times for children.

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Local Attractions to Visit

A Caldor Castle

Caldor Castle is a great place for both adults and children. Children can run around the site, using their imagination to create old battles, and they can also begin to understand some history and its significance. Adults can learn about the importance of Caldor Castle and its varied history. See too in the dungeon the famous collection of weapons from the past. Guided tours available at 11 a.m. daily.

B Chaffyn Beach

Whether it's sunny or rainy, Chaffyn Beach is a wonderful place to visit. In good weather, you can sit, sunbathe and swim or, in poor weather, it's a great place to go for a long walk to look at the spectacular sight of the sea, sky and the rain. Just off the beach next to the car park, there's a snack café that serves cool or hot drinks and hot and cold meal options every day.

C The Motor Museum

Here you can learn about the history of driving and cars in a variety of interactive ways. With over 300 vehicles from the past to the present, you can see how the internal combustion engine changed the Earth from a place reliant on the horse to the mechanised world that we know today. Visitors will be able to enjoy a variety of the exhibits and can also enjoy the hourly film on the history of motor transportation that's shown in The Visitors Centre.

D Icicles Ice Rink

Even if it's summer, Icicles Ice Rink will let you practice your skating skills on their giant ice surface. Full rental services are available for skating boots if you don't have your own. Icicles is open every day from nine a.m. until eleven p.m. On Saturday mornings there are special kids sessions from opening time until midday. If you've never done it before, coaching is available from the team of instructors. Call in advance to reserve an instructor, as they're always booked up.

E The Fossil Museum

Step back millions of years into the past at the fossil museum. Recently back in business after renovation, the museum has a wide range of exhibits from the local area and from different places around the world. Right now, there is a special short-term exhibit on the famous *Tyrannosaurus rex* from the New York Natural History Museum. Children in particular will be amazed at the real-life dinosaur reconstructions and descriptions of these giant beasts.

F The Main City Public Library

If you fancy just some peace and quiet and an undisturbed place to find and read a book, the Main City Public Library could be for you. With thousands of titles to find (and borrow if you're a registered reader), you'll be sure of finding something of interest. DVD's are also available for rental for registered readers. The library also has a range of computers connected to the internet, which anyone can use. These are not subject to reservation and are available on a first come first served basis. Computers may be used for one hour only, unless there is no one waiting to use one.

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Questions 10 - 14

Complete the sentences below.

Write **NO MORE THAN ONE WORD** from the text for each answer.

Write your answers in boxes **10 - 14** on your answer sheet.

10 The price of a discount card depends on how old applicants are, as well as on their _____.

11 A discount card cannot be bought from a _____.

12 A _____ does not need to be supplied if the discount card is bought at a Blue Line office.

13 People must send _____ of any relevant documents if they apply online.

14 Card holders who _____ their cards online can obtain free replacements if they're stolen.

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Blue Line Coaches
Bus Discount Card

Blue Line Coaches have buses regularly servicing the whole of Canada. If you travel a lot on your own or with your family, you might find that our special discount card can save you lots of money. We have thousands of people who take advantage of the discount card to travel more cheaply to visit friends, go to sports games, go to college and go on vacation.

Our discount card is available to anyone, though its price depends on the age and status of the person:

Under 18's	$50
Under 25's and full-time students	$70
Over 60's	$70
Others	$100

Our discount card is valid for one year from the date of purchase, but if you know that you will be doing lots of traveling, why not buy a three-year discount card? This costs 30% less than the cost of a one-year card and therefore will save you up to $30!

Special deals are always available for family travel. Ask at any of our offices for our current offers.

The discount card can be bought at any of our offices around the country or online. Please note that you cannot buy the discount card on the buses themselves; a driver can only issue standard price travel tickets on the buses. All applications must be accompanied with a completed application form (also available at our offices or online) and a document that shows proof of age (for example, birth certificate, passport or driving licence). If you buy your discount card in person, you don't need to provide a photo, as this can be done at any of our offices.

If you're over 25 and a full-time student, you will need to provide proof of your current studies. This can be either your student photo card, stamped by your place of study, or a signed letter from your place of study, which must also be accompanied by a stamp.

All online applications will need scans of supporting documentation and a digital passport-style photo.

After purchase of your discount card, we strongly recommend that you register your card online on our website. This means that if your card is lost or stolen, it can be replaced free of charge and others will not be able to use your missing card.

Our discount card doesn't only save you money on bus travel. It can save you money with our partners too – various sports centres, cinemas, theaters, restaurants and hotels all offer discounts on production of your Blue Line discount card. Also, make sure you regularly visit our Rewards section on our website, where you will find up-to-date details of special offers that can be achieved with our discount card.

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SECTION 2 Questions 15 – 27

Questions 15 – 21

Do the following statements agree with the information given in the text?

In boxes **15 – 21** on your answer sheet write:

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

15 Some stress at work can lead to improved motivation.

16 Half of all illnesses related to people's workplace originate in stress.

17 Hayworth Industries have a local GP who will advise people on work-related stress.

18 Exercise is a good way to make your stress disappear.

19 People shouldn't start doing anything new outside the workplace if they feel stressed, as it will overwhelm them.

20 Hayworth Industries have stress workshops at lunchtimes, where staff can get advice on work-related stress.

21 Some staff at Hayworth Industries will know how to help colleagues with stress.

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Hayworth Industries - Beat Stress

Here at Hayworth Industries, we're exceedingly proud of our workforce and everyone's work ethic and dedication to the company. We do recognise, however, that people sometimes expect too much of themselves. Some pressure at work can act as motivation, but when it becomes excessive, it can eventually lead to work-related stress. According to the government, last year 428,000 people reported work-related stress at a level they believed was making them ill. That's forty per cent of all work-related illness.

* If you have a stress-related problem, physical activity can get you in the right state of mind. Exercise won't make your stress vanish, but it will reduce some of the emotional intensity that you're feeling, clearing your thoughts and enabling you to deal with your problems more calmly.

* A good support network of colleagues, friends and family can ease your work troubles and help you see things in a different way. Talking things through with a friend or colleague will also help you find solutions to your problems.***

* Set aside time for yourself. The extra hours in the workplace mean that people aren't spending enough time doing things that they really enjoy.

* Good time management means quality work rather than quantity. Working smarter means prioritising your work, concentrating on the tasks that will make a real difference to your work. Leave the least important tasks to last.

* It's important to avoid unhealthy stress management. Don't rely on alcohol, smoking and caffeine as your ways of coping. Men more than women are likely to do this. It might provide temporary relief, but it won't make the problems disappear.

* Learn to recognise the physical effects of stress and do something about it before it makes you really ill and beware of work stress spilling over into other areas of your life.

* Setting yourself goals and challenges, whether at work or outside, such as learning a new language or a new sport, helps to build confidence. That in turn will help you deal with stress. By continuing to learn, you become more emotionally resilient as a person. It arms you with knowledge and makes you want to do things rather than be passive.

*** *Whatever the source of your stress, speak to your line manager at Hayworth's. They all have training in assisting our workforce with any stress-related problems.*

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Questions 22 - 27

Complete each sentence with the correct ending (**A - I**) below.

Write the correct letter (**A - I**) in boxes **22 - 27 on** your answer sheet.

22 How much leave an employee is entitled to

23 A worker should consult his contract to see if he

24 An employer who is given a leave request

25 When employees are entitled to take a public holiday

26 A worker who is working on a public holiday

27 Leave taken by a worker for looking after a sick son or daughter

A is based on where the worker lives in Australia.

B is permitted to carry over leave days into the next statutory leave year.

C is dependent on whether the worker is employed full-time or part-time.

D is not affected by whether the worker is on maternity leave or not.

E is obliged to make the request for leave in writing.

F is not necessarily entitled to a better rate of pay.

G is allowed to refuse it if he gives the right amount of notice.

H is part of the worker's personal leave balance.

I is always paid a preferential rate.

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Australian Leave Entitlements

Employees can take leave or holiday for many reasons, including to go on a vacation, take advantage of a national holiday, because they are sick, or to take care of sick family members.

Annual Leave

Annual leave begins to build up as soon as a worker starts their job. An employer must usually tell their staff the dates of their statutory leave year as soon as they start working, e.g. it might run from 1 January to 31 December. Workers must take their statutory leave during this time. The leave year and leave entitlement is not affected by maternity, paternity or adoption leave; the employee still builds up holiday over these periods. If a worker does not take all his/her leave days owed to him/her in his/her leave year, he/she may be able to carry the leave over to the next year. How much leave a worker can carry over should be in the worker's contract. The general notice period for taking leave is at least twice as long as the amount of leave a worker wants to take (e.g. 2 days' notice for 1 day's leave), unless the contract says something different. An employer can turn down a leave request, but they must give as much notice as the amount of leave requested.

Public Holidays

Public holidays can be different depending on the state or territory you work in. It's important to know when public holidays are, because employees can get different entitlements on these days. An employee is entitled to public holidays depending on where they are based for work, not where they are working on the day of the public holiday. Employees get paid at least their base pay rate for all hours worked on a public holiday. Whether extra pay is due to a worker depends on the worker's contract, but this is not guaranteed. Employees don't have to work on a public holiday; however, an employer can ask an employee to work on a public holiday, if the request is reasonable. An employee may refuse a request to work if they have reasonable grounds.

Sick and Carer's Leave

Sick and carer's leave (also known as personal leave or personal/carer's leave) lets an employee take time off to help them deal with personal illness, caring responsibilities and family emergencies. Sick leave can be used when an employee is ill or injured. An employee may have to take time off to care for an immediate family or household member who is sick or injured or help during a family emergency. This is known as carer's leave, but it comes out of the employee's personal leave balance.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

The History of Aspirin

Paragraph A

The Assyrians of the Sumerian period and the Egyptians of the same time recorded that willow could be used to alleviate pain. Of course, these observations were made long before the advent of modern evidence-based medicine, and therefore the use of willow in ancient medicine had its foundation in observational or anecdotal evidence. Although physicians from these times had no way of understanding the mechanism by which willow bark might relieve pain, this lack of understanding did not stop them from prescribing this relatively safe and helpful herbal remedy.

Paragraph B

In 1897, Felix Hoffman, a German chemist researching for a major pharmaceutical company, was able to modify salicylic acid to create acetylsalicylic acid, which was named aspirin. The company initially were not impressed with aspirin as a useful drug, preferring to explore the use of heroin as a cough remedy. Eventually, aspirin was more fully researched and its efficacy as a pain reliever was proved and then marketed. In this manner, an ancient herbal remedy became the wonder drug, aspirin.

Paragraph C

In the second half of the twentieth century, more scientific investigation led to reports that daily, low doses of aspirin could prevent heart attack and stroke. This finding was first reported by Lawrence Craven, a suburban general practitioner in Glendale, California. Unfortunately, Craven's work and analysis went largely unnoticed, and decades passed before his observations were verified by clinical trials. The cause of heart attack was a topic of particular interest to Dr. Craven. He was not a formally trained scientist, but he knew his limitations. Indeed, some of the most remarkable aspects of his papers are his humility and his repeated warnings that more rigorous scientific studies had to be conducted to prove his hypotheses. Despite the absence of control groups, Craven's studies had their basis in sound reasoning and in the observation of large numbers of patients.

Paragraph D

Craven's lack of rigor and scientific method led to his published papers going largely unnoticed and decades passed before his observations were verified by clinical trial. Most of Craven's writing is speculative and descriptive, lacking any statistics or formal presentation of data. Another reason why Craven's assertions were not taken seriously was that he published his papers in journals that were not respected by the scientific community.

Paragraph E

Since the publication of Craven's clinical observations, hundreds of clinical trials have tested aspirin's ability to prevent cardiovascular events, and it is now accepted that aspirin can prevent both heart attacks and strokes. The later research studied how aspirin can reduce the risk of

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blood clots by stopping the part of blood known as platelets from sticking together. Usually platelets sticking together is a positive thing, as it stops people losing blood when they cut themselves. When it happens inside the body, it can cause a heart attack or stroke.

Paragraph F

Dr. Craven's observations suggested that aspirin completely prevented the chance of a heart attack. However, clinical trials have shown that, while aspirin significantly reduces the risk of heart attacks and strokes, it clearly is not universally protective. Craven himself recommended aspirin for heart attack prevention in men between the ages of forty-five and sixty-five, who were overweight and sedentary, factors known to lead to heart attacks. All of Craven's study patients were men, because part of his hypothesis was based on his observation that more men than women were suffering heart attacks. Also, although aspirin may be effective in preventing a stroke, it is important not to take aspirin when having a stroke. This is because strokes can have different causes. If a stroke is caused because of a blood clot in the brain, an aspirin may help. Some strokes, however, are caused by a burst blood vessel in the brain and this bleeding may get worse if an aspirin is taken due to its blood-thinning properties.

Paragraph G

Aspirin is generally a very safe drug. Like many drugs taken orally, it can cause some gastrointestinal irritation, but this is usually avoided if it is taken with food. It can also cause nausea, vomiting, heartburn and rashes, though these reactions are all fairly rare. Of course, the one reason why aspirin is so effective with helping people ward off heart attacks and strokes is that it thins the blood. It should therefore not be taken if someone is having an operation, as any opening of the skin will bleed more freely than usual. Children should not usually take aspirin. It can help in some rare conditions, but potential risks to children's metabolism has forced doctors to only use it sporadically.

Paragraph H

Aspirin's chemical name is acetylsalicylic acid. It is made today by placing acetic anhydride and toluene in a mixing tank, before transferring the mixture to a reaction chamber, where salicylic acid is added and the chamber heated. After the chemical reaction has taken place, the mixture is cooled before filtration occurs. The exiting product is acetylsalicylic acid, which can then be converted to the form of aspirin that is required. Residue from filtration can be treated for a short while, before it can again be re-used in the process.

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Questions 28 - 35

The text on the previous pages has 8 paragraphs (**A – H**).

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, **i - x**, in boxes **28 - 35** on your answer sheet.

i	Initial Discovery Rejected
ii	Ancient Use
iii	Manufacture
iv	A Dangerous Precedent
v	Aspirin Proved as a Heart Drug
vi	Unreliable Approaches to Research
vii	Side Effects
viii	Further Research Uncovers New Uses
ix	Extra Funding Allocated
x	Limitations

28 Paragraph A

29 Paragraph B

30 Paragraph C

31 Paragraph D

32 Paragraph E

33 Paragraph F

34 Paragraph G

35 Paragraph H

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Questions 36 - 38

Do the following statements agree with the views of the writer of the text?

In boxes **36 - 38** on your answer sheet write:

YES *if the statement agrees with the writer's views*

NO *if the statement doesn't agree with the writer's views*

NOT GIVEN *if it is impossible to say what the writer thinks about this*

36 Aspirin is more effective for a certain target age group.

37 Craven was annoyed by the initial lack of acceptance of his theories.

38 Aspirin is a useful first response for someone suffering from a stroke.

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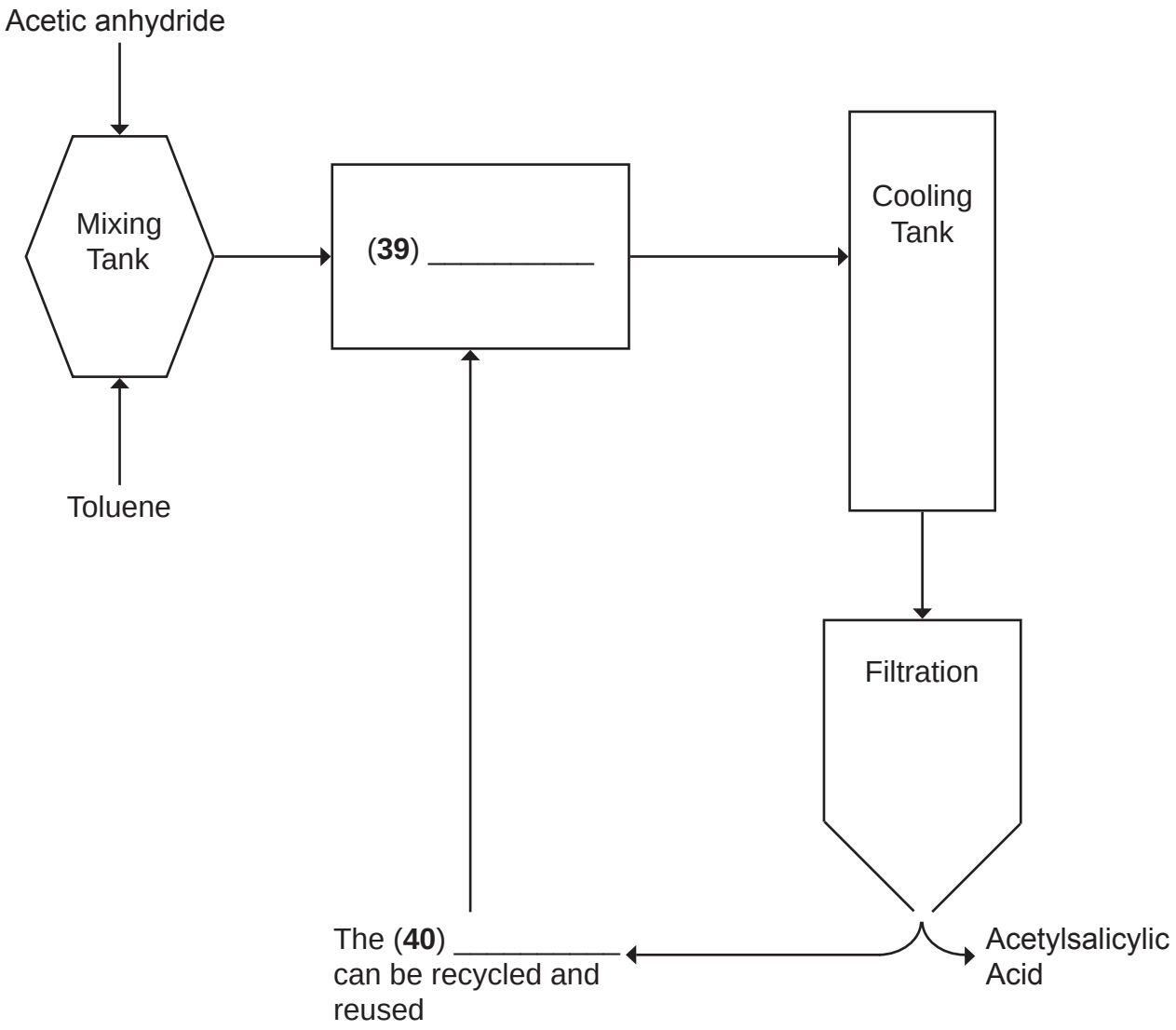
Questions 39 and 40

Label the diagram below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **39 and 40** on your answer sheet.

Aspirin Production



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GENERAL TRAINING WRITING PRACTICE TEST 3

WRITING TASK 1

You should spend about 20 minutes on this task.

You and your family have just come back from a holiday staying in a rented apartment overlooking the sea. The apartment was very unsatisfactory.

Write a letter of complaint to the manager of the agency from which you rented the apartment. In your letter,

- **give details of the things that were unsatisfactory**
- **explain the reactions of the members of your family**
- **ask the manager what he / she is going to do about the situation**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Sir / Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Many people believe in the idea of school children wearing a school uniform, but should teachers as well be required to conform to a dress code?

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 3

Section 1

* Tell me a little about your country.
* What are some of the advantages and disadvantages of living in your country?
* Where would you advise a visitor to your country to visit? (Why?)

Topic 1 Libraries

* Do people in your country go to libraries? (Why/Why not?)
* What function do libraries have in communities?
* Do you feel that using a library should be free?
* Do you think libraries are a thing of the past or do you think they have a future?

Topic 2 Sports

* Do you play any sports? (Why/Why not?)
* What sport would you/did you encourage your child to play?
* Why do you think people like to watch sports?
* What is your attitude to high risk/dangerous sports?

Section 2

Describe a memorable place that you have visited
You should say:
where this place is
when you first went there
what you did there
and explain why this place is so memorable for you.

Section 3

Topic 1 Cities

* Do you prefer to live in a city or in the countryside? (Why?)
* What are the advantages of living in a big city?
* What are some of the problems of living in a modern city?
* How do you think cities will change in your country over the next 50 years?

Topic 2 The Environment

* Does your country suffer from pollution problems?
* How does your country's government deal with pollution?
* What do you feel is more important, the environment or people's standard of living? (Why?)
* Do you think overpopulation is an important environment issue?

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 4

GENERAL TRAINING LISTENING PRACTICE TEST 4

SECTION 1 Questions 1 - 10

Questions 1 - 5

Complete Jake's reservation change form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the listening for each answer.

The Sutherland Hotel
Reservation Change Form

Example	***Answer***
Reservation Number	EZT 486 ***(eg) 978***

Customer's Name	Mrs. Jane (**1**) _____
Address	(**2**) _____ Richmond Rise Birkdale Auckland
Postcode	0626
Date of Birth	14th (**3**) _____ 1985
Reservation Website Used	(**4**) _____

(**5**) _____ not charged by the website!

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Questions 6 - 10

Complete Jake's summary email confirming the change in hotel reservation.

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

Re: your reservation change

Dear Madam,

Thanks for your call. I have made the change you requested to your booking and I have summarised the information below:

The two adults in the booking have not changed. Two children have been added: Mark ((**6**) _____ years) + Max (eight years). The boys will have a twin room with no (**7**) _____. Original booking from Friday 22nd May - Wednesday 27th May. New booking from Saturday 23rd May - Wednesday 27th May.

Price changes: Adult booking 1 day fewer. Boys: Mark is charged the full rate; Max is charged the child rate. Old price NZ$1200; new price NZ$(**8**) _____.

The booking is held by a VISA card with the last four numbers 8537. Previous (**9**) _____ paid does not need to be increased.

(**10**) _____ is included for all guests in the booking.

Best wishes,

Jake

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SECTION 2 Questions 11 - 20

Questions 11 and 12

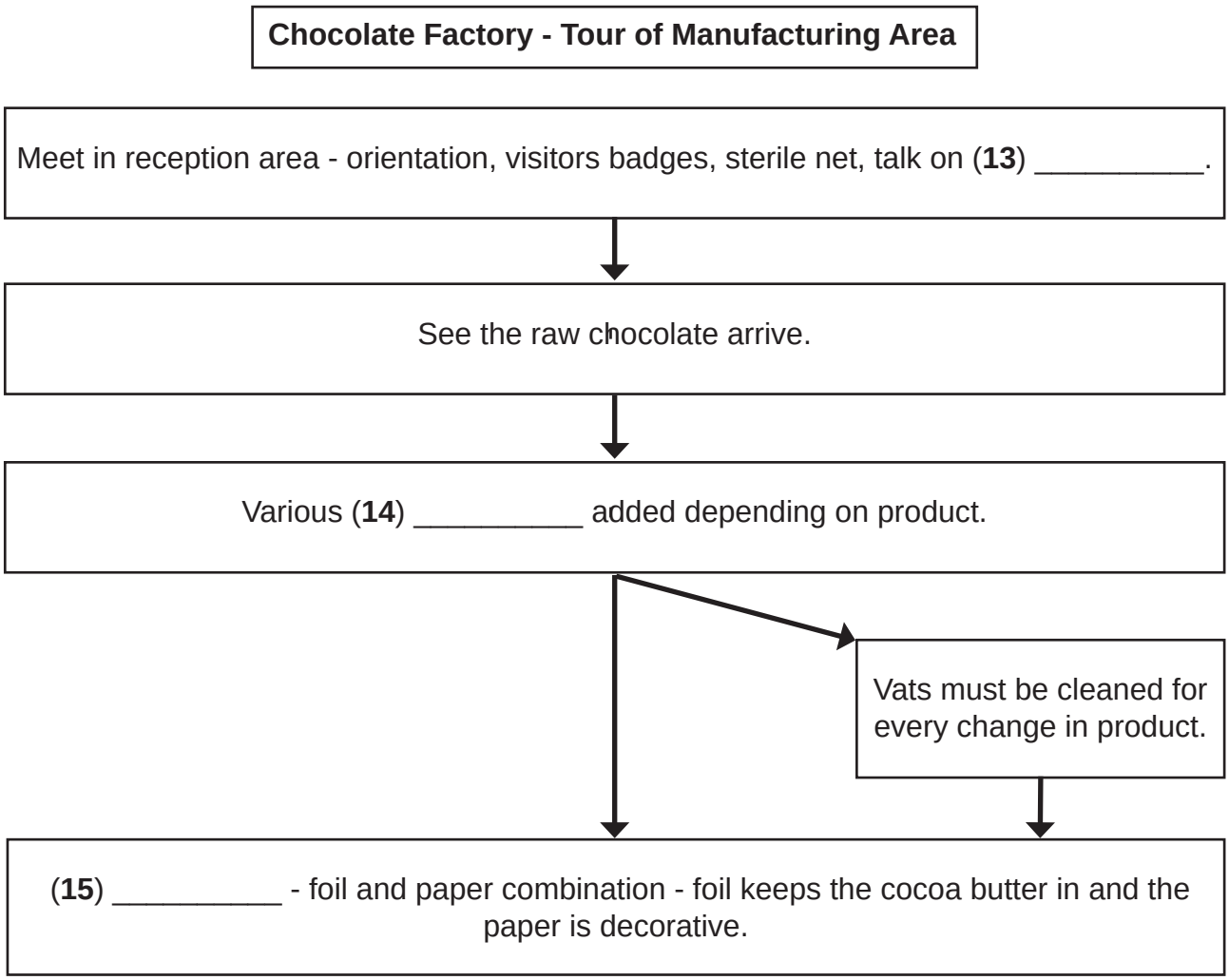
Answer the questions below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

11 When was the chocolate factory built?

12 How many full-time employees work at the factory?

Questions 13 - 15

Complete the flow chart describing the tour of the chocolate factory. Use **NO MORE THAN THREE WORDS** from the listening for each answer.



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Questions 16 - 20

Complete the notes below on the second part of the talk on the tour of the chocolate factory. Use **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the listening for each answer.

Return to admin. area after the manufacturing tour:

* a film on the history of chocolate
* a (**16**) _____ on the company's marketing + sales strategies

Tasting

The (**17**) _____ will help you choose from all our products; (don't eat too much - especially children)

Administration

Individuals and Small Groups

One tour in morning starting at (**18**) _____ a.m.; one tour in afternoon starting at 2 p.m.

Adults - $13
Senior citizens - $9
Children - $6

Larger and School Tours

Adults - $ (**19**) _____
Senior citizens - $9
Children - $4 (accompanying school staff free)
(these tours can be at any time, but must be booked in advance)

* All guides have police screening for working with children
* Free parking for cars and coaches
* Complete (**20**) _____ access
* Guide dogs welcome (but not in the manufacturing areas)

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SECTION 3 Questions 21 - 30

Questions 21 - 25

Complete the tables below on Tina and Edward's course change situations.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

Tina			
	Year 1 Subjects	*Main Subject Now*	*New Main Subject Wanted*
	History	History	Linguistics
	French		
	Linguistics		
Notes			
Misses linguistics in her 2nd year. Liked history, but finds she has to study too many (**21**) _____ she doesn't want to. Even with 3rd year (**22**) _____, she will still have too many compulsory things to study.			

Edward			
	Year 1 Subjects	*Main Subject Now*	*New Main Subject Wanted*
	History	History	Earth Sciences
	English		
	Earth Sciences		
Notes			
Studied Earth Sciences in year 1, as he wanted something different; had no problem in the 1st year. Likes History and English, but finds he has too many (**23**) _____ in these subjects. Did additional summer (**24**) _____ and discussed it with his family. In Earth Sciences, students are assessed by smaller assignments, (**25**) _____ and shorter exams.			

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Questions 26 - 28

Choose **THREE** letters, **A - F**.

Which **THREE** people need to sign Edward's form so that he can change subject?

A Professor Holden

B Doctor Flynn

C Mr Thomas

D Professor Atkins

E Mr Morton

F Miss Morgan

G Professor Evans

Questions 29 and 30.

Choose the correct letter **A, B, or C**.

29 Other than taking the forms to the registrar's office, Professor Holden says that the only other way to get the forms to the registrar's office is

A to give the completed forms to him.
B to email the completed forms.
C to post their completed forms.

30 The registrar's office is found

A on the third floor of the offices above the post office.
B on the third floor of the administrative building opposite the post office.
C on the second floor of the administrative building opposite the post office.

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SECTION 4 Questions 31 - 40

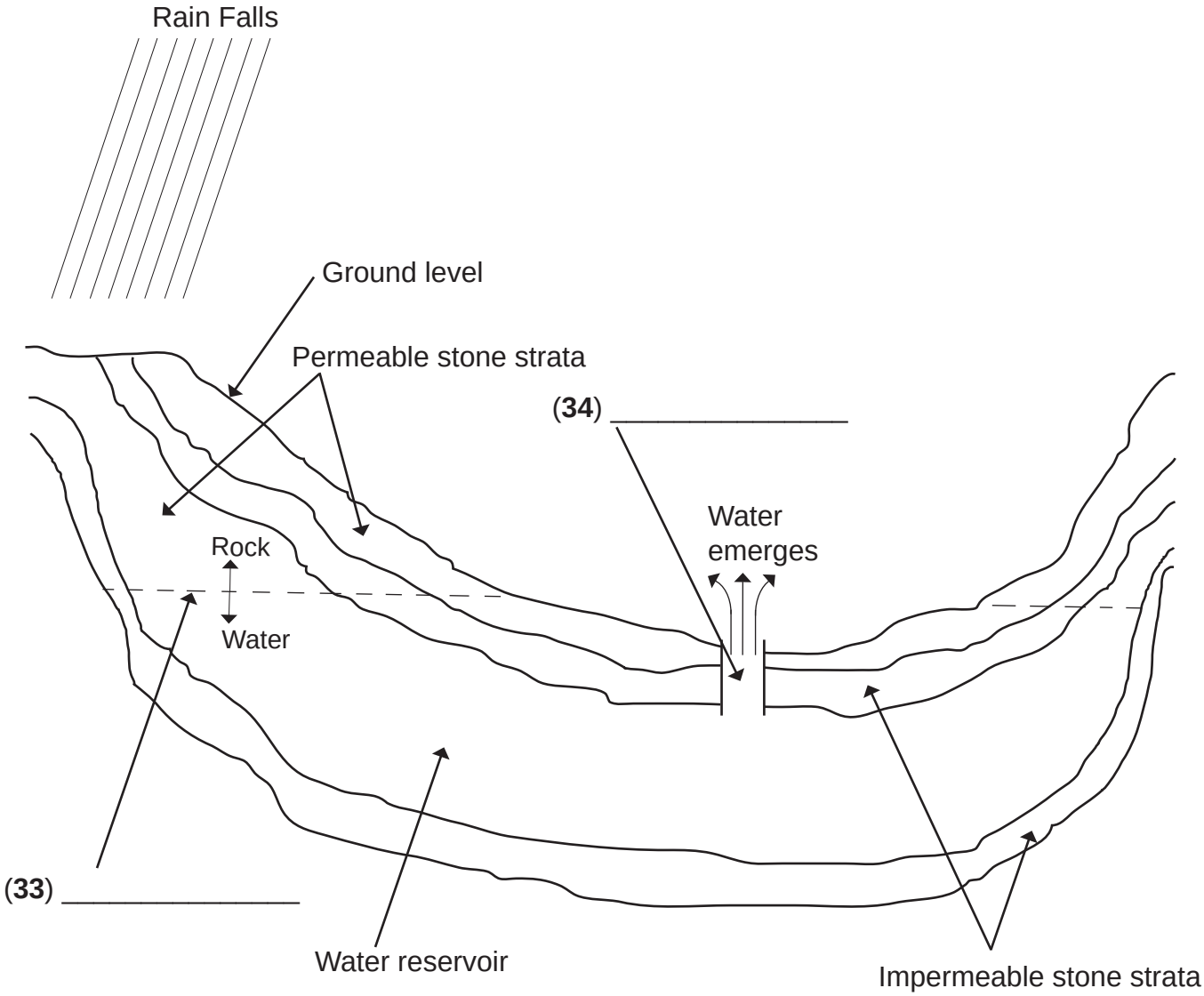
Questions 31 - 34

Complete the notes and diagram related to the Great Artesian Basin below.

Write **NO MORE THAN THREE WORDS** from the listening for each answer.

The Formation of the Great Artesian Basin

Gondwana, a land mass created in the Triassic age, had a (**31**) _____ in its north west corner. Due to great movement of the earth over the next 100 million years, the ocean level rose and fell. The natural dip filled with water, which left deposits of **(32**) _____ that created the impermeable stone strata that would hold the Great Artesian Basin's water reservoir.



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Questions 35 - 40

Complete the notes below. Use **NO MORE THAN THREE WORDS** from the listening for each answer.

* It's estimated 65,000,000,000 megalitres are in the Great Artesian Basin.
* It brings life to arid areas in Australia - various flora and fauna survive in these unique (**35**) _____.
* Water also gets into river systems helping them flow in dry times.
* Man-made bore holes create artesian wells - these support agriculture and (**36**) _____.

* Modern usage of the Great Artesian Basin has caused problems:
  - Some wells and sources are dry.
  - Some bore holes can't be turned off - wastes water and supports weeds + feral animals.
  - 95% of water from these running bore holes (**37**) _____ or soaks away.
  - Many old bore holes badly made - water escapes.

* New strategy created to manage the water:
  - Capping - putting lids on bores (water accessed by using a (**38**) _____).
  - Piping - replaces channels / drains; water goes to (**39**) _____ preventing wastage.

* Strategy to protect water from the Great Artesian Basin is vital to all of Australia. If water from the Great Artesian Basin is lost...
  - ... 70 towns would disappear.
  - ... AUS$1 billion would be lost from the beef, wool and sheep industries.
  - ... the effect on Australia's food production system would mean that more food would have to be imported (this would affect Australia's (**40**) _____ and whole economy).

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GENERAL TRAINING READING PRACTICE TEST 4

SECTION 1 Questions 1 - 14

Questions 1 – 6

Complete the sentences below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **1 - 6** on your answer sheet.

1 Using the washing machine where it's too cold can affect its controls and can damage its _____.

2 _____ installed for protection of the washing machine should be removed before the washing machine is first used.

3 Poorly attached drain lines can result in _____.

4 If the _____ is used properly in the washing machine, de-scaling should not be necessary.

5 Clothing should be rinsed in _____ if it has been treated with any solvents before a washing cycle.

6 Filling the washing machine to its recommended maximum for the appropriate programme will allow users to fulfill the machine's _____.

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Instructions for your New Washing Machine

* Young children should not be allowed to touch the machine or play with its controls. They should be supervised when the machine is in operation. Older children may use the machine if they have been instructed how to use it and if they are aware of the dangers of misuse.

* Your new washing machine should not be installed in a place where temperatures may drop below 0° Celsius or the functioning of the electronic controls may not work properly and water hoses may burst or split.

* Before first use, ensure that the protective transit bars have been removed from the back of your new machine. If they are still there during operation, it can result in damage to your machine.

* If you leave your new washing machine for any length of time, make sure that you turn off the machine's stopcock.

* If the drain line of your new washing machine is placed in a wash basin, make sure that water can drain away fast enough to avoid flooding. Ensure too that the drain line is secure or the force of the water exiting it may dislodge its position, which also can result in flooding.

* Check all items placed into your new washing machine for coins, nails, paper, tissues and other similar things, as they may clog up or break the machinery.

* Correct use of detergent will avoid the need for descaling, but if it's necessary, it's important to use one of the suggested de-scaling agents given at the end of this booklet and follow the agent's instructions carefully.

* Any items pre-washed in solvent-based agents should be carefully rinsed in cold water before being washed in your new washing machine.

* The first time you use your new washing machine, make sure it's empty.

* Water and energy consumption are linked to the size of your laundry load. To exploit your new washing machine at its full potential, always fill your machine with the maximum dry load for the programme you have chosen.

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Questions 7 - 11

Answer the questions below**.**

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **7 - 11** on your answer sheet.

7 Where does non-recyclable rubbish end up?

8 What should householders be careful not to leave in their bio-waste?

9 Where should rubbish bins be left for collection?

10 What is the maximum number of bulky items that can be picked up at any one collection?

11 What will the bulky rubbish collectors not pick up?

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Re: Rubbish Collection in your Area

Dear Householder,

In order to help protect our environment, your local town council has set itself certain targets regarding rubbish collection and recycling. We hope to reduce the amount of non-recyclable waste that we send to landfill sites and increase recycling. In order to reach our targets, we ask householders to divide their rubbish up by type. We have delivered differently coloured rubbish bins with instruction to each house in the area. All you need to do is to put your rubbish into the correct bin and leave the bins out on the correct day for collection.

Collection Days for your Area

Bio-waste*	Every Wednesday
Glass and metal	Every other Thursday
Plastics	Every other Thursday
Non-recyclable waste	Every Friday

* Bio-waste is burned to generate power. Because of this, please ensure no plastic is in your bio-waste or the fumes from it burning will pollute the air.

Collections will take place before 10 a.m. Rubbish bins ought to be put out on the pavement the night before the collection, but they must be returned to your property within 24 hours of the collection.

Bulky Items

We will collect bulky household waste that will not fit into your bin. This service is free, but must be booked online in advance. You can book up to six household items per collection. If you have more than six items, you will need to book another collection once the first one is finished, or take the items to the council's Re-Use Centre. The bulky service does not collect any building waste. You can get rid of some materials free of charge at the council's Re-Use Centre, but there may be a fee for others.

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Questions 12 - 14

Do the following statements agree with the information given in the advertisement for Blackstone Solicitors?

In boxes **12 – 14** on your answer sheet write:

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

12 Blackstone Solicitors has a fixed price of only £50 for the first meeting with one of their solicitors.

13 Blackstone Solicitors specialise in immigration cases.

14 Blackstone Solicitors can conduct initial consultations online.

BLACKSTONE SOLICITORS *Do you need expert legal advice?*

Blackstone Solicitors will provide you with the highest quality legal services at highly competitive prices.

Experts in conveyancing, wills, probate, power of attorney, migration and family law.

* Over 30 years experience
* Free initial consultation
* Nationwide service
* No hidden charges
* Discounts for over 65's
* 24-hour helpline

www.blackstonesolicitors.com
0800 738 2435

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SECTION 2 Questions 15 – 27

Questions 15 - 20

Complete the notes below.

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

Write your answers in boxes **15 - 20** on your answer sheet.

New Zealand Business Structures

Sole Traders

The owner is the business, but can take on employees.
Owner wholly responsible for (**15**) _____, business operations and profits.
Good way to start due to less red tape - owner and business are the (**16**) _____.

Partnerships

2 or more people combine (**17**) _____, and share profits and losses.
All aspects of a partnership summarised in a partnership agreement.
If a partner is (**18**) _____, the other is responsible for all debts.

Companies

Separate from shareholders - creates limited liability (unless shareholder takes part in running the company and is doing so poorly).
Moneylenders often only offer loans when there is a (**19**) _____.
Shareholder income is subject to different (**20**) _____.
Companies must declare various company details at the Companies Office.

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Starting a Business in New Zealand - Types of Structures

Did you know there are a few different ways you can structure your business? It's possible to do business in New Zealand under one of three basic types of business structure. Each offers varying degrees of control and responsibility.

Sole Traders

If you're a sole trader, your business is built around you. The entire operation relies on you, but you can still employ others to help you. You're 100% accountable for your business' liabilities, but you also retain full control of the business and its profits. Many small business owners start out as sole traders, because sole traders aren't required to spend money following any formal or legal processes to establish their business, unlike companies. This is because sole traders and their businesses are considered to be the same legal entity.

Partnerships

A partnership is when two or more people or entities join together to pool their assets and divide the profits and liabilities in a business. They often bring different skills to the table and varying resources, with the division of profits and liabilities – in addition to individual roles and responsibilities – outlined in a partnership agreement. Individuals are liable for their own debts and you can also be liable for business debts incurred by your partners if they become insolvent.

Companies

Companies are separate legal entities to their shareholders. This provides shareholders with limited liability from any of the business' debts beyond the value of their shares in the company. However, if a shareholder is involved in the running of the business (as a director, for example), and he or she is found to have traded recklessly, fraudulently or not in the company's best interests, they can still be made liable. Most financial lenders will also only give a business loan in exchange for a personal guarantee overriding limited liability. Shareholder dividends undergo taxation at a different rate to the company itself. All companies have to declare their director and shareholder details by registering for incorporation with the Companies Office.

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Questions 21 - 27

Do the following statements agree with the information given in the text?

In boxes **21 – 27** on your answer sheet write:

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

21 All company expenses can only be paid at the end of every three months.

22 Employees can claim for food when staying at a hotel on company business.

23 Employees can only claim for using their car when the company cars are not available.

24 Employees cannot claim back any money on their personal cell phone contract, even when they use it for company purposes.

25 Employees can claim some money back on their own home Internet connection if they use it sometimes for work purposes.

26 Employees cannot claim taxi expenses for their customers when entertaining.

27 No expenses can be paid without production of the relevant receipt.

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Company Expenses - Information for Employees

Expenses are paid back to employees every quarter. Fill out digitally the expenses form, which is available in the company forms section on the shared drive of your computer. Send the expenses form to your line manager by email. Take all the relevant receipts for your expenses and place them in an envelope, which you must give to your line manager. Make sure your name and date references are on the outside of the envelope. Please keep a digital copy of the form that you send your line manager. We do not expect you to shoulder a financial burden for us. If you find that you are paying out of your own pocket more money than your personal finances can deal with, please get in contact with your line manager immediately and he/she will ensure that you are repaid immediately.

Travel

You can claim expenses for all your legitimate business travel, including when you travel to a temporary workplace.

Examples of items you can claim for while on company business:

- Travel on planes, buses, ferries and taxis
- Parking, congestion charges, travel tolls
- Hotel bills and meals
- Subsistence expenses (such as eating away from your usual workplace)
- An amount per kilometre using your own vehicle - this amount changes periodically
- $30 incidental expenses per day on day trips
- $60 incidental expenses per day on overnight trips

You cannot claim expenses for travel to and from your living place and usual office location.

Telephones and Internet

If you ever use your home phone or mobile for company business, you can claim the cost of these calls. You cannot claim the cost of rental or contract respectively, as this will be treated as a benefit in kind on which you will pay tax. If you use your own Internet connection, then you may only claim a proportion of the bill based on your company usage.

Entertainment

This can be a problematic area for the company when we make deductions against corporation tax. Expenses related to entertaining are allowed if they meet the following criteria:

- You are entertaining customers or potential customers
- None of your family or friends is present
- If the entertaining is not just a social event

You may be asked for details of any entertaining you claim for.

Please try and acquire receipts for any items for which you plan to claim. The company can reimburse you for some expenses without receipts, but we try and keep this to a minimum.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

The Alvarez Hypothesis

In 1980, Luis and Walter Alvarez offered their meteorite impact theory after examining research sites around the world. Their hypothesis suggested that the mass extinction of the dinosaurs was caused by the impact of a large meteorite on Earth about sixty-five million years ago.

Meteorites are lumps of stony or metallic material that were parts of asteroids. Meteorites commonly collide with Earth, but the majority are destroyed in the impact with the Earth's atmosphere. Asteroids are planetary bodies or objects that revolve around the Sun and most are found in the asteroid belt between Mars and Jupiter. Some meteorites survive after entering the Earth's atmosphere and impact on the Earth's surface. The Alvarez Hypothesis theorises that a meteorite the size of San Francisco, travelling faster than a bullet, slammed into Earth sixty-five million years ago. The impact delivered a destructive blast thousands of times more powerful than the combined yield of all the world's nuclear weapons, setting off earthquakes greater than eleven in magnitude and widespread tsunamis, and shrouding the globe for years in a thick cocoon of sky-blackening dust and debris. This cataclysm effectively ended the reign of the dinosaurs and opened the door for the ascension of mammals.

The story began in 1977 in Gubbio, Italy, a tiny village halfway between Rome and Florence, where geologists Luis and Walter Alvarez were collecting samples of limestone rock for a paleomagnetism study. The limestone outside of Gubbio, which was once below the sea, provides total geological evidence of the end of the Cretaceous period and the beginning of the Tertiary period. This time span is sometimes referred to as "the Great Dying," because a massive extinction claimed nearly seventy-five per cent of all the species of life on our planet, including, in addition to the dinosaurs, most types of plants and many types of microscopic organisms. Luis and Walter Alvarez found that forming a distinct boundary between the limestone of the two periods was a thin layer of red clay. Immediately below this clay boundary, the Cretaceous limestone was heavily populated with a wide mix of the fossils of tiny marine creatures. Above the clay layer, in the Tertiary limestone, however, only the fossils of a single marine species could be seen. The clay layer itself contained no marine fossils at all.

The two geologists consulted two nuclear chemists in Berkley, who had developed a technique called neutron activation analysis. This enabled precise measurements of very low concentrations of elements. Luis Alvarez believed that neutron activation analysis would help determine how long it took for the clay layer to form. To the amazement of everyone involved, the measurements showed that the clay layer was about six hundred times richer in iridium than the surrounding limestone. Iridium, a silvery-white metallic element related to platinum, is virtually absent from the Earth's crust, but high concentrations are common in extraterrestrial objects, such as asteroids. These same iridium results were subsequently also discovered in clay layers at locations in Denmark and New Zealand, and later dozens of other sites around the world where the geological record of the Cretaceous-Tertiary boundaries is also complete. These iridium-spiked layers of clay also contained an abundance of soot.

The four scientists published their paper: "Extraterrestrial Cause for the Cretaceous-Tertiary Extinction". This paper was immediately resisted by scientific critics, who argued that volcanic eruptions were behind the demise of the dinosaurs and cited as evidence the thousands of miles of volcanic rock in an area of India known as the Deccan Traps. However, that argument

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was weakened by two subsequent findings. First, there was the discovery of shocked quartz along with the iridium and soot in the clay layer samples from around the world, which could only have been produced in the heat and violence of a titanic smash. Second came the discovery in 1991 of the scene of the titanic smash - the Chicxulub crater. This meteorite impact was thought to have caused the broken up quartz. The Chicxulub crater is a 180-kilometer-wide, 20-kilometer-deep impact crater off the northern coast of the Yucatan peninsula in the Gulf of Mexico that is buried a kilometre deep. The discovery of this impact site answered critics of the Alvarez Hypothesis who'd been demanding to know: if an asteroid impact killed the dinosaurs, where's the crater?

The Chicxulub crater was explored by drilling over two months. The crater nowadays is buried beneath a thousand meters of sediment. Under this is a layer of what is known as impact breccias and then a layer of the impact melt. Beneath that is the rock that was needed to be brought to surface for research. The rock was shown to be made of anhydrite, which is a mineral that, if it were vaporised in an impact event, would produce the particular gases that could alter the Earth's climate.

The question of why the dinosaurs died out is still not definitively answered. Sixty-five million years ago is a large age gap to find conclusive evidence. Today, most scientists agree with the the Alvarez Hypothesis and that the Earth was indeed struck by a large meteorite at the end of the Cretaceous period. Whether this was the actual reason the dinosaurs died out or whether it was only a contributing factor will probably never be proved.

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Questions 28 - 34

Choose the correct letter **A, B, C or D**.

Write the correct letter in boxes **28 - 34** on your answer sheet.

28 Most meteorites colliding with Earth

A usually have trajectories that head towards the sun.
B are broken up and destroyed when they enter the Earth's atmosphere.
C are usually found beyond the farthest planet.
D lost their power to threaten Earth millions of years ago.

29 The Alvarez Hypothesis theorised that the impact of the meteorite

A triggered a nuclear explosion.
B was preceded by a series of earthquakes.
C had no effect on sea life.
D darkened the sky of the Earth.

30 Gubbio was a good place to research for Luis and Walter Alvarez, because

A it was close to where they lived.
B the area had a strong magnetic field.
C rock there provides a complete geological record of the relevant time frame.
D it is close to the sea.

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31 “The Great Dying” was a time when

A all life on Earth was wiped out.
B almost three-quarters of life on Earth was wiped out.
C only plants were left alive on Earth.
D only a few dinosaurs were left alive.

32 The thin layer of red clay found by Luis and Walter Alvarez

A was coloured by the decay of the limestone on either side.
B had no fossils from the sea.
C contained only a few dinosaur fossils.
D was a record of the first few million years of the Tertiary period.

33 The surprise from the neutron activation analysis results was

A how exact the measurements were.
B how fast the clay layer took to form.
C how slow the clay layer took to form.
D how high the levels of a certain element were.

34 Samples around the world from the same time period also showed

A uneven results of irridium.
B the Cretaceous period ended at different times around the world.
C high levels of soot.
D similar fossil records.

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Questions 35 - 37

Complete each sentence with the correct ending (**A - F**) below.

Write the correct letter (**A - F**) in answer boxes **35 - 37** on your answer sheet.

35 The paper that was published on the Alvarez Hypothesis

36 The impact of the meteorite 65 million years ago

37 The site of the Chicxulub crater

A was not published until some time later.

B was discovered after the initial publication of the Alvarez Hypothesis.

C was initially preferred to the theory of volcanic eruptions killing the dinosaurs.

D was not accepted at once by fellow scientists.

E was replaced by soot in some research sites around the world.

F was later thought to be responsible for the broken up quartz in the rock samples.

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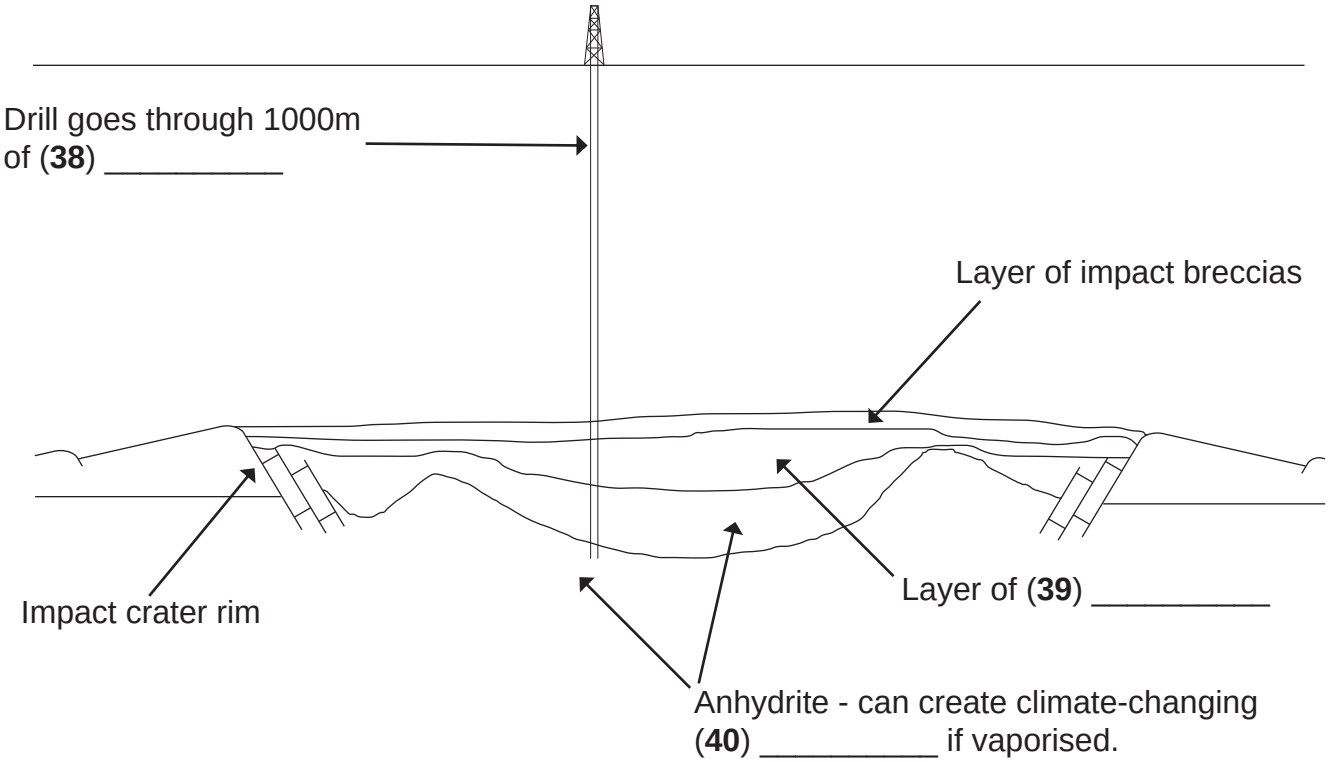
Questions 38 - 40

Label the diagram below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **38 - 40** on your answer sheet.

Drilling Operations at the Chicxlub Crater



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GENERAL TRAINING WRITING PRACTICE TEST 4

WRITING TASK 1

You should spend about 20 minutes on this task.

You and your neighbours have noticed that the rubbish collection services where you live have recently been quite bad.

Write a letter to your local council. In your letter,

* **explain what you have recently experienced**
* **explain what the neighbours have recently experienced**
* **ask what action will be taken to improve the service**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Sir / Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Today's society provides people with various ways to lose weight, such as special diets or exercise regimes. Many people believe though that poor food and today's lifestyle should be addressed first. What is your viewpoint of this situation?

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 4

Section 1

* Can you describe one of the rooms in your house/flat?
* Do you prefer living in a big house/flat or a small one? (Why?)
* What are some of the disadvantages of living in a big house?

Topic 1 Entertainment

* What is the most popular form of entertainment in your country?
* Do people in your country usually prefer to go out or stay at home in the evenings?
* Why do you think that successful entertainers are often paid so much?
* How popular is watching sport in your country as a form of entertainment?

Topic 2 Teenagers

* What is life like for a teenager in your country?
* What are some of the challenges that teenagers face today?
* Do you think teenagers should be allowed to drive? (Why/Why not?)
* What are parents' attitudes to boyfriends and girlfriends for teenagers in your country?

Section 2

Describe something you have bought recently
You should say:
what it is
where you bought it
what it looks like
and explain why you needed to buy this thing.

Section 3

Topic 1 Luxury

* What luxury item would you choose if you could have any one thing?
* Do you think luxury possessions bring happiness? (Why/Why not?)
* Should luxury items be taxed at a higher rate? (Why/Why not?)
* How have the lives of rich people changed over the last 30 years?

Topic 2 The Food Supply

* Where is your country's food mainly produced?
* What are some of the challenges that face food producers today?
* Do you believe that the world should use genetically modified food? (Why/Why not?)
* How can we reduce the amount of food wasted today both domestically and commercially?

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 5

GENERAL TRAINING LISTENING PRACTICE TEST 5

SECTION 1 Questions 1 - 10

Questions 1 - 5

Complete Roger's customer form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the listening for each answer.

Southern Trains
Special Ticket Form

Type of Ticket: *Example*:	***Season***
Customer's Name:	Sandra (**1**) _____
Address:	(**2**) _____ Andover Way Stanton ST6 3ED
Date of Birth:	8th October (**3**) _____
Previous Ticket:	YES / (NO)
Email Address:	sandra@(**4**) _____.com
Telephone: Home:	n/a
Work:	n/a
Cell:	(**5**) _____ 495 712

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Questions 6 - 10

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

6 For what journey will Sandra use her season ticket?

A Stanton to Bexington
B Stanton to Petersfield
C Stanton to Amberton

7 What type of ticket options does Sandra choose?

A Off-peak with weekends
B Peak with weekends
C Peak without weekends

8 What class of season ticket does Sandra choose?

A First class
B Second class
C Variable class

9 What is the monthly price of Sandra's season ticket?

A $98
B $158.40
C $172

10 From which platform will Sandra's trains leave?

A 4
B 7
C 6

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SECTION 2 Questions 11 - 20

Questions 11 - 15

Match the correct level at the Paradise Hotel with the needs given in **questions 11 - 15**.

Level 1	Level 2	Level 3	Level 4
Level 5	Level 6	Level 7	

11 A guest wants to see the concierge.

12 A guest wants to go to room 412.

13 A guest wants to go to the beach.

14 A guest wants to eat at the seafood restaurant.

15 A guest wants to do a yoga class.

Questions 16 - 20

Answer the questions below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

16 When will Monday's entertainment evening end?

17 Where will the quiz be held?

18 Who will sing the first song at the karaoke night?

19 Where can people book a table for the jazz night?

20 Where will live music be playing on Saturday and Sunday evenings?

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SECTION 3 Questions 21 - 30

Questions 21 and 22

Complete the table below on the advantages and disadvantages of the cigarette factory site.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

Location	*Advantages*	*Disadvantages*
Cigarette factory in town centre	Convenient Possible grants from the (**21**) _____	No room for a (**22**) _____ High site cost

Questions 23 - 25

Complete the sentences below.

Use **NO MORE THAN TWO WORDS** from the listening for each answer.

23 The financial part of the students' project includes detailing start-up costs and ten years of _____.

24 Tony points out that lots of _____ work would be required to shelter the field survey site from flooding.

25 Because there is always a lot of people travelling to the airport, there is lots of _____ already in place.

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Questions 26 - 29

Who will do each of the following jobs?

A	Alison
B	Tony
C	Sophie
D	Greg

Write the correct letter, **A, B, C or D** on your answer sheet.

26 Obtain permission to be on the land they want to survey

27 Search for other development plans on the land they want to survey

28 Text the postcode of the land they want to survey

29 Check that the equipment is free

Question 30

Choose the correct letter **A, B, or C**.

30 How did Tony get the money with which he will pay the deposit?

A A bank loan
B Some work he did
C Borrowed it from his parents

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SECTION 4 Questions 31 - 40

Questions 31 - 34

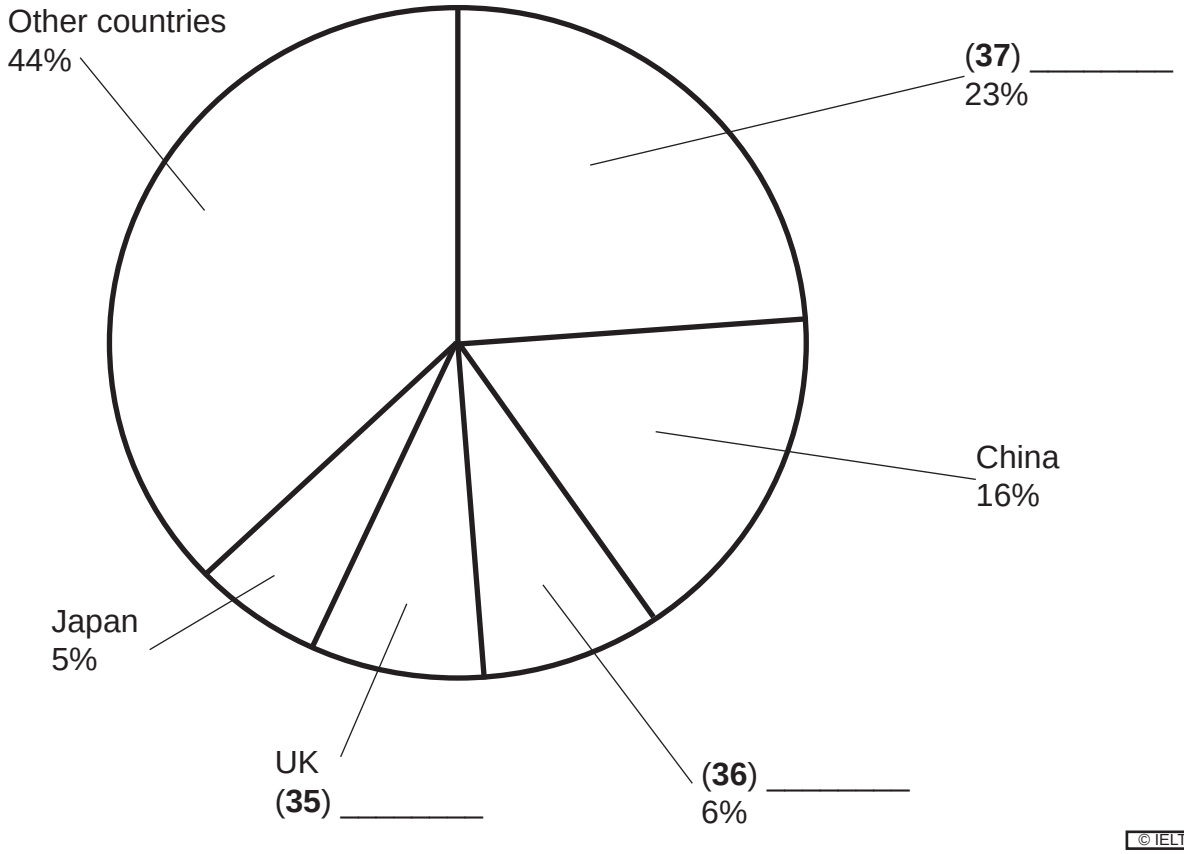
Complete the table below on events related to tea mentioned in the listening.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

Time Frame	***Events***
200 B.C.	First records of tea drunk in (**31**) _____
Latter ½ of the 16th century	Tea mentioned as a drink for Europeans
Last years of the 16th century	Dutch import tea to Europe commercially as they take over Portuguese (**32**) _____
The seventeenth century	British adopted tea
1689	First (**33**) _____ on tea in leaf form
The eighteenth century	Debate over whether tea is healthy or not
The mid - nineteenth century	Temperance movement recommended tea as an alternative to (**34**) _____
1964	Tax on tea is abolished

Questions 35 - 37

Label the pie chart below on world tea consumption. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.



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Questions 38 - 40

Complete the flow chart describing the process for making tea below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

The Process for Making Tea

Tea is grown at an altitude of 5000 to 7000 feet above sea level.

↓

Plucking - pluckers pick leaves + buds from *Camellia Sinensis* every seven days. Collected carefully in baskets.

↓

Withering - the leaves have (**38**) _____ extracted. Leaves spread on troughs with fans circulating warm air.

↓

Rolling - grooved rollers twist + break up leaves - extracts juices and breaks up the (**39**) _____ of the leaves.

↓

Fermentation - 60 to 100 minutes of oxidisation develops the tea's character. Drying then stops fermentation and removes dampness.

↓

Tea then graded, sorted and packed. Traders buy the tea at (**40**) _____. The traders use tasters to blend the tea to make brands and fill retail requirements.

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GENERAL TRAINING READING PRACTICE TEST 5

SECTION 1 Questions 1 - 14

Questions 1 – 7

There are five advertisements on the next page, **A - E**.

Which advertisement mentions the following information?

Write the correct letter, **A - E**, in boxes **1 – 7** on your answer sheet.

1 This advertisement is for a service that is not carried out in people's homes.

2 This advertisement is for a service that can look after children.

3 This advertisement is for a service that can take place the day people call.

4 This advertisement is for a service available at any time, day or night.

5 This advertisement is for a service that has its work covered by insurance.

6 This advertisement is for a service that can supply recommendations from previously satisfied customers.

7 This advertisement is for a service that can be contacted by email.

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A

Greenstar Drain Solutions

We: unblock drains, toilets, sinks, urinals, pipes, manholes...

Prompt and reliable 24-hour service - no call-out charge

Call your local drain engineer on 01863 854 932

www.greenstardrains.com

B

Repair and Service

Don't want to spend lots of money with branded servicing of your home appliances?

We will visit you to repair and service all makes of:

washing machines	cookers
dishwashers	tumble driers
fridge freezers	ovens

Same day service available.

www.magnatraining.com

C

Handy Andy - *your local handyman*

Come to us for all your home odd job needs.

- Free estimates
- Carpentry a speciality
- Painting and decorating
- Gardening and landscaping
- Roofing
- Member of your local tradesmen's association
- Fully insured

Call Andy on 01462 859 823
or contact him on handyandy@living.com

D

David English - MOT Testing

Every day, many satisfied customers leave our premises with their cars having passed their MOT car safety check. We have the experience and dedication to ensure that your car will sail through its check. We carry a wide selection of parts that often cause MOT failure, so you won't be left waiting for your vehicle. Drop your car off with us today or call us for more information on:

01462 975 883

No work is ever carried out before consultation with the owner!

E

Alice Stoneman
your local cleaner

Call me to make an appointment for me to clean your home. I can also iron, launder, cook and babysit.

All at highly competitive rates!

For your peace of mind, I have an up-to-date "police-checked" certificate.

AND

I can supply lots of genuine references with telephone numbers for you to double-check.

Call me, Alice, on 07770 888 231.

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Questions 8 - 14

Do the following statements agree with the information given in the text?

In boxes **8 – 14** on your answer sheet write:

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

8 The library is closed for maintenance once a month on the first Monday of each month.

9 If you become a member online, you can pick up your membership card the same day.

10 Under 16's and old age pensioners have reduced rates when borrowing audiobooks, music CD's and DVD's.

11 You can borrow a book for at least five weeks if you renew it.

12 Using the Inter Library Loan service incurs a small fee.

13 Library computer reservations cannot by made by email.

14 The library's computers for children can be used by adults if they are free.

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Illington Public library

Opening Hours

Monday 10 a.m. - 5 p.m.	Friday 9.30 a.m. - 7 p.m.
Tuesday 9.30 a.m. - 7 p.m.	Saturday 9.30 a.m. - 1 p.m.
Wednesday Closed	*Sunday Closed*
Thursday 9.30 a.m. - 7 p.m.	

Joining the Library

Membership of the library services is free. You can join without delay at the library when you come to visit us by presenting proof of your name and current address. You can join also online and then pick up your library card one day later when you visit us and show us your ID.

Borrowing

You will be able to borrow:

- 10 books or audiobooks for 4 weeks
- 8 music CD's for 2 weeks
- 5 DVD's for 2 weeks

You will usually have to pay to borrow audiobooks, music CD's, and DVD's. Please ask staff about concessions and special offers. If the item you require isn't available, you may reserve it online or at any library.

Renewals - You can renew most items for a further 2 weeks (up to a maximum of 3 times) in person, by telephone, or online. If you telephone, please have your library card and the items to hand.

Inter Library Loans

If you want a book or journal article that the library does not hold, you can request it free of charge through Inter Library Loans. The inter-lending team will try to obtain a copy from another Library Authority, but you must be a member of the Library.

Library Computers

We have 10 computers which can be booked by members of the public in the library. Booking can be done in person or by telephone. You cannot book a computer by email. From the library computers, you can access the Internet, including web based e-mail. Computers also have word processing and desktop publishing software installed. You can print items if you wish, at a small extra cost per sheet. In the children's section, there are 5 separate computers for use only by children under 14.

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SECTION 2 Questions 15 – 27

Questions 15 - 21

Complete the sentences below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes **15 - 21** on your answer sheet.

15 People often fear starting a website for their business because of the expense and their own lack of _____.

16 Constructing a website with E-Serve always begins with a fact-finding _____.

17 E-Serve can set up an e-Commerce system for start-up businesses or _____.

18 Customers won't receive _____ as the pricing of hosting with E-Serve is transparent.

19 One of E-Serve's _____ can explain to potential customers what is needed in terms of e-Marketing.

20 Websites often need to be altered, due to the extremely _____ nature of business today.

21 Training and _____ on the E-Serve client interface does not cost clients anything.

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E-Serve - The Best Website Hosting in Town

Having a website for a business today is a must, though some people shy away from it because they fear the expense and feel they are short of the technical knowledge. Here at E-Serve, we offer an affordable service and take care of all the specialised aspects, so you can focus on your business and products or services.

Making a Website

We create everything you need for a professional website. We will start with a consultation with you to find out what you require. We will then create a mock-up, so you can see what things will look like before we carry on. After that, we will make your website, while constantly in contact with you, so that things end up the way you want them.

e-Commerce

Not every business operates their selling online, but if you want this option, we have lots of experience with setting up a system that will suit you. We can cover all types of business, from beginners to worldwide traders. Changing your package is easy, and we can help your systems change and grow as your business does.

Hosting

With so many offers on the market, it can be hard to make a choice. We have various transparent packages that you can choose from. We never lock you into a contract, so you can withdraw at any time or change your package without incurring any unexpected charges.

e-Marketing

Having a website is not just about sticking a website onto the Web and waiting for the business to come to you. Operating a website on the Internet nowadays means marketing it hard through all aspects of social media, online PR and what is known as search engine optimisation. We can train you in all this or do a lot of it for you. It’s a complex business, so contact one of our sales executives who can give details on what you need to know and how exactly we can help you.

Client Training

Nowadays, businesses are tremendously dynamic and we understand that you will want to change your website from time to time. To save you having to ask us to change your website, we will train you to operate our systems, so that you can make the changes cheaply and when you want them. You won’t need any knowledge of web design, coding or computer languages. You will just need to log into our client interface and use our custom-made operating system to make your changes. Training will take place when your website is complete and refresher courses can be taken throughout the year. The training and refresher courses are all free of charge.

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Questions 22 - 27

Answer the questions below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **22 - 27** on your answer sheet.

22 From when do employees begin to build up paid sick leave?

23 Who should employees telephone if they are too sick to come to work?

24 When will employees have to make up work if they call in sick at the weekend?

25 What must employees have acquired if the company is to put reasonable adjustments into place?

26 After how long can the company dismiss someone on long-term sickness?

27 What organisation can be appealed to if employees feel they have been fired without cause?

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Calling in Sick

Everyone gets sick once in a while and we've issued these guidelines, so that you as an employee know what to do when this happens.

All our staff accrue paid sick leave (PSL) from their first day. You will be able to use your accrued PSL as paid time off...

* ... to deal with our own illness, injury or health condition.
* ... to take care of a family member (including domestic partners) with an illness, injury or medical appointment.

You only need a sick note from a doctor after three days in a row of being sick (including weekends). If you are ill just before or during your holiday, you can take it as sick leave instead.

When you realise that you feel too sick to come to work, you should please call the absence manager as soon as you can. When talking to him/her, briefly explain what you think is wrong with you and, if possible, when you might come back to work. If you can't get through to your line manager, write an email as soon as you can. It's important that we know you're sick as early as possible, so we can arrange cover for you to cope with urgent business that you would normally deal with.

As our company operates at weekends, we have a policy that states that if you call in sick at the weekend, you have to work the following weekend. This is not to punish you, but only to cover the time of the worker who has to work to cover you.

If you have developed any disabilities during your sickness, we are obliged to make reasonable adjustments to your work conditions, which could include shorter hours or adapting equipment.

If you are off work sick for more than four weeks, you will be considered long-term sick. A long-term sick employee is still entitled to annual leave. After eight months, we can dismiss an employee who is long-term sick, but before we can do this, we must:

* consider if you can return to work - eg working flexibly or part-time, doing different or less stressful work (with training if necessary).
* consult with you about when you could return to work and if your health will improve.

You can take your case to an employment tribunal if you think you've been unfairly dismissed.

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SECTION 3 Questions 28 - 40

Read the following text and answer Questions **28 – 40.**

Corks have been used as bottle stoppers for as long as we have had wine. The Greeks in the fifth century BCE sometimes used corks to close wine jugs. Following in their footsteps, the Romans also used the cork as a stopper and also coated corks with pitch to seal the closure. Cork was not immediately as successful as it is today and historian, Sally Marshall, explains why. “Cork’s success as a closure depends upon its fitting snugly into an opening with a relatively uniform diameter. Thus, it was not until the seventeenth century, when glass bottles were first made with openings more or less the same size, that the cork truly came into its own.”

Every time someone buys a bottle sealed with a natural cork stopper, they are helping to sustain one of the world’s most biodiverse forests and protect an extraordinary ecosystem and industry. Using cork also helps protecting jobs. Jose Rivera, a Portuguese cork grower, explains. “While it might seem counterintuitive, the best way to ensure that there is no shortage of cork is to use more cork. That is because the greater the demand for cork, the greater the economic incentive there will be to protect the cork oak forests for future generations.”

Cork’s unique attributes make it a multipurpose material. Because cork is composed of a honeycomb of microscopic cells, it is very light, easy to compress yet strong, impermeable to liquids and gases, adaptable to temperature and pressure, an insulator against moisture and noise, and resistant to fire. When it comes to preserving wine, cork allows just the right amount of oxygen to interact with the liquid, making it the perfect material to allow wine to age properly. Wine connoisseur, Jean Costaud, says it also adds to the wine experience. “It’s all to do with when the wine is opened. No artificial stopper can come close to reproducing the iconic “pop” when the cork is removed.”

With all the beneficial properties of corks as bottle closures, there is one significant defect. This is “corkiness”, a condition that exists when wine is tainted by the presence of a chemical compound called 2, 4, 6 - Trichloroanisole - TCA for short. This compound appears to be caused in the cork by the interaction of moisture, chlorine and mould that is always there. Corks are exposed to these elements during their production and TCA can form. Unfortunately, the human nose can detect this “corkiness” at concentrations as low as four parts per trillion! Jean Costaud explains the problem. “A lightly corked wine may simply smell like cork, while a badly corked wine smells musty, like damp cardboard or old newspapers. The usual rich aroma and taste of the wine is stripped away by the musty odor.”

Artificial corks and screw tops are the two main alternatives to natural wood corks. An artificial cork is made of ethylene vinyl acetate. It looks and feels very similar to real cork and a corkscrew is used to remove it from the bottle. It has two drawbacks: one is that it often fits so tightly in the bottle that it is very difficult to remove (a problem that will no doubt be resolved through research). American wine producer, Alice Deacon, is more interested in the second, more technical problem. “We want to know whether the synthetic material is truly non-reactive and inert over long periods of time. Will it impart any tastes of its own to the wine?” Naturally, wineries using these plastic corks are deliberately aging wines to see what happens, but it is too soon by several years to know the outcome. Nonetheless, more and more low- and mid-range producers are switching to an artificial cork.

The screw cap provides an excellent air-tight seal, although there is a question as to whether or not it will protect the wine over a very long period of time. The problem with the screw cap

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is psychological. Wine merchant, Mary Winters sums up her clients' feelings. "The image of a screw cap is firmly lodged in many minds as the epitome of cheap wine. Because of this, many of the fine wine producers we deal with are sensitive to the fine wine market. They hesitate to switch to a screw cap, because they do not want their wine to be perceived as of inferior quality."

Supporters of cork publicise its environmentally-friendly properties. The 6.6 million acres of cork oak forests in the Mediterranean Basin not only serve as a refuge for endangered species, they also help reduce greenhouse emissions. Environmentalist, Charles Wrathe, explains. "It seems like a small thing, but every cork stopper represents a carbon offset of 113.5 grams. Looked at differently, the 6.6 million acres of Mediterranean cork oaks capture approximately 14.4 million metric tons of carbon dioxide."

While waiting for the wine industry to make up its mind, cork has diversified. In recent years, fashion designers and shoe manufacturers have started to use cork to create their signature footwear. Mike Baker, a CEO at a footwear company, is a big fan. "The transformation of used wine corks into durable and attractive footwear is an easy and elegant way to extend the life-cycle of this remarkable material while providing consumers with a terrific and fashionable new product that literally lightens their carbon footprint."

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Questions 28 - 35

Look at the following statements (questions **28 - 35**) and the list of people below.

Match each statement with the correct person's initials.

Write the correct initials in boxes **28 - 35** on your answer sheet.

28 Screw caps can create the perception of a lower class product.

29 Real corks even have a satisfying auditory effect on the person opening a bottle.

30 There is a worry that artificial corks may also affect a wine's flavour.

31 Cork only became widely used when manufacturing methods were able to create uniformly-sized bottles.

32 Used real corks can be recycled as shoes.

33 Real corks can sometimes negatively affect the flavour of the wine.

34 Even a single real cork can help protect the environment.

35 Using as much real cork as possible will ensure there is no shortage of the material.

SM	Sally Marshall
JR	Jose Rivera
JC	Jean Costaud
AD	Alice Deacon
MW	Mary Winters
CW	Charles Wrathe
MB	Mike Baker

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Questions 36 - 39

Choose **FOUR** letters, **A - H**.

Which of the following sentences below accurately describe information regarding cork given in the text?

Write the correct letter, **A - H**, in any order in boxes **36 - 39** on your answer sheet.

A Cork does not allow any air at all to reach a bottle's contents.

B There is moisture in a cork that can lead to a wine bottle's contents being spoiled.

C Artificial corks closely resemble real corks.

D Wine producers have sent their product to university laboratories to assess the long-term effect of artificial corks.

E Artificial cork use is becoming more popular with wine producers.

F Cork is no longer grown around the Mediterranean.

G Cork forests are good places for animals at risk of extinction to live.

H Cork is a difficult material to recycle.

Question 40

Choose the correct letter, **A, B, C or D**.

Write the correct letter in box **40** on your answer sheet.

40 What is the best title for the text in section 3?

A A Material for the Future

B Cork: A versatile Material

C The End of the Line for Cork

D How Cork is Manufactured

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GENERAL TRAINING WRITING PRACTICE TEST 5

WRITING TASK 1

You should spend about 20 minutes on this task.

You have decided to go on a holiday to a foreign country for 2 weeks, and you want one of your friends to go with you.

Write a letter to your friend asking him to accompany you. In your letter,

* **explain where and when you want to go**
* **give details of the travel, dates and costs involved**
* **describe some of the things you want to do**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear John,

WRITING TASK 2

You should spend about 40 minutes on this task.

Many people nowadays travel abroad for their university education. Why do people do this and would / will you consider doing this yourself?

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 5

Section 1

* Can you tell me about a shop that is near where you live?
* Who does the shopping in your household?
* Do you prefer shopping in smaller family-owned shops or larger supermarkets? (Why?)

Topic 1 Newspapers and the News

* Do you like to read newspapers? (Why/Why not?)
* Why do people like to be kept up-to-date with the news?
* With the rise of the Internet, do you think paper newspapers will soon be a thing of the past? (Why/Why not?)
* Why is there always a focus on bad news?

Topic 2 Languages

* What languages can you speak?
* Do you think people at school should study a foreign language? (Why/Why not?)
* What are some of the advantages of speaking various languages well?
* Do you think English will keep its importance in the years to come?

Section 2

Describe a memorable party that you went to
You should say:
whose party it was
when the party was
who was at the party
and explain why this party was so memorable.

Section 3

Topic 1 Celebrations

* What events in your country are celebrated by holding a party?
* What is a polite way of refusing a party invitation?
* What kinds of decisions and considerations are needed when planning a party?
* What are the characteristics of a good host and hostess at a party?

Topic 2 Parties and Alcohol

* What is your viewpoint about people drinking alcohol at a party?
* How should the police deal with people who get out of control at parties because of alcohol?
* How do you think attitudes to alcohol have changed in your country over the last 30 years?
* What can be done to stop young people abusing alcohol?

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 6

GENERAL TRAINING LISTENING PRACTICE TEST 6

SECTION 1 Questions 1 - 10

Questions 1 - 5

Complete the house insurance claim form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Clover Insurance
Claim Form

Policy taken out: *Example*:	***8 months*** ago
Policy Holders' Names:	1 (**1**) _____ Hudson
	2 Milly Hudson
Address:	(**2**) _____ Battersea Avenue Endford
Postcode:	EN6 9GD
Policy Number:	(**3**) _____
Type of Policy:	(**4**) _____
Police Case Number:	315 166 (**5**) _____

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Questions 6 - 10

Choose **FIVE** letters, **A - J**.

What **FIVE** things from the list below will Mrs. Hudson claim on from her home insurance?

A A window

B A door

C The house locks

D Jewelry

E Silver tie pin

F Silver picture frame

G About 500 pounds cash

H A picture

I An antique table

J A porcelain vase

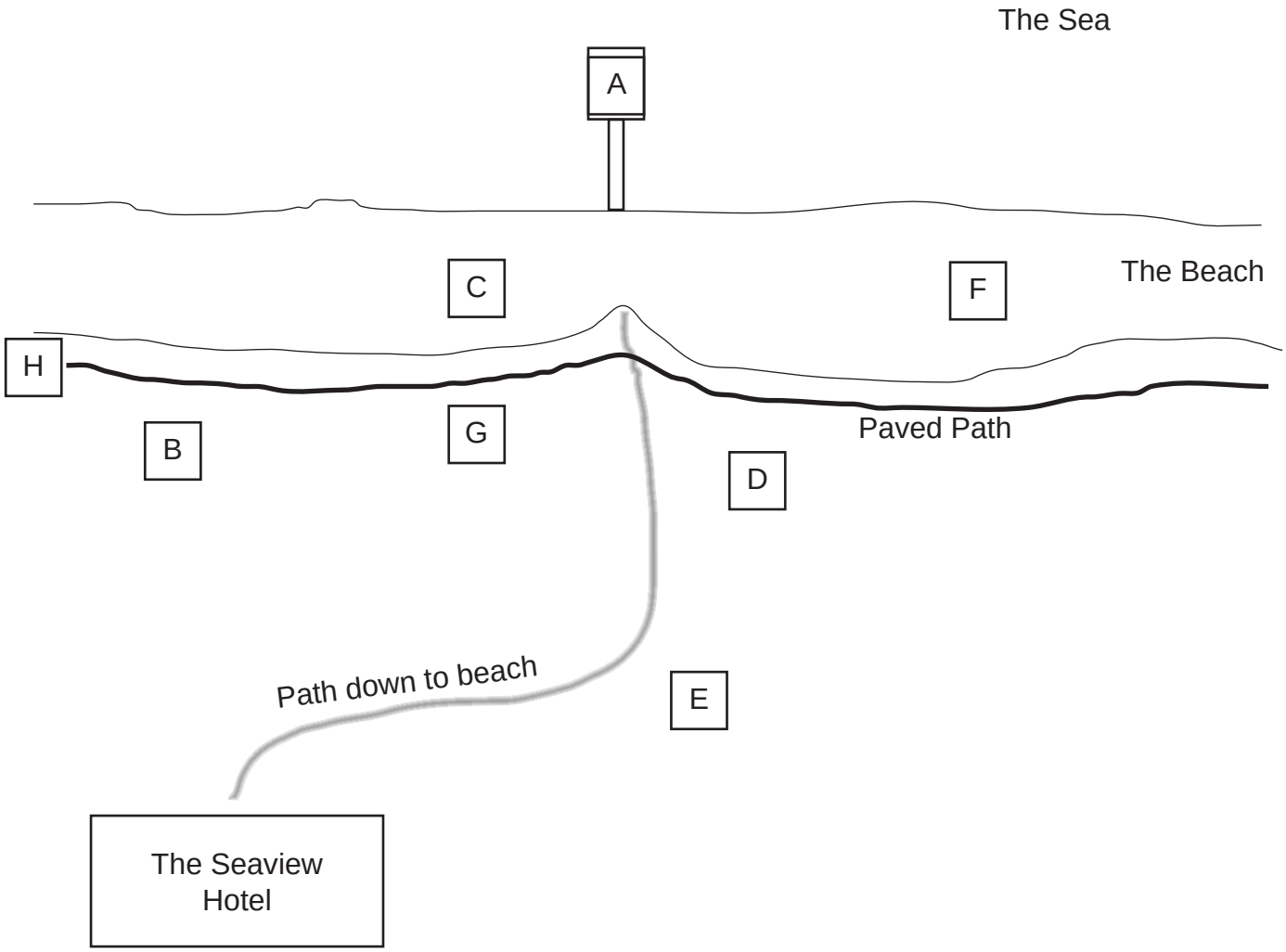
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SECTION 2 Questions 11 - 20

Questions 11 - 15

Below is a map of the beach near the Seaview Hotel. There are **8** locations marked (**A - H**). Questions **11 - 15** list 5 locations on and near the beach. Match the locations in questions **11 - 15** with the correct locations on the map and write the correct letter (**A - H**) next to questions **11 - 15**.



11 The lifeguards' shed _____

12 Lifeguards' flag _____

13 Rent a chair _____

14 The restaurant _____

15 Rent a kayak _____

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Questions 16 - 20

Answer the questions below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

16 When will *Murder in the Library* finish?

17 What is between the Playhouse Theatre and the Summer Showhouse?

18 Where does the speaker recommend to watch the firework display?

19 Where will the culinary festival be held?

20 How does the speaker advise the listeners to go to the Comedy Club?

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SECTION 3 Questions 21 - 30

Questions 21 - 25

Complete the sentences below.

Use **NO MORE THAN TWO WORDS** from the listening for each answer.

21 Richard said he wanted to study a language from outside _____ before he went to university.

22 The tennis club allowed Richard to work without a _____.

23 Richard found the _____ of Arabic very easy.

24 Richard found that he improved his spoken Arabic most in _____ after work.

25 Richard said that the _____ of some restaurants' food was not so good.

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Questions 26 - 30

Complete Richard's interview notes below. Use **NO MORE THAN THREE WORDS** from the listening for each answer.

Interview Notes

The two languages I will study at university will be (**26**) _____ and French.

The teaching will consist of the following:

Year 1	* School-type lessons on grammar * Seminars (6 - 10 people) to discuss set readings - focus on fluency and (**27**) _____
Year 2	* School-type lessons on grammar (more obscure/difficult areas) * Seminars on literature and cultural topics
Year 3	* Spent in two countries; 5 months each * Study at university or work * What is studied at a foreign university must be an (**28**) _____; the university has a list * Student can arrange work placements themselves or the university can use its (**29**) _____
Year 4	* No more lessons on grammar. Replaced by seminars on language points (teachers and students can bring up topics) * Lectures on literature

Year 4 also has the final exams:

Early May — Oral exam (with native speaker teacher)

Early June — Two (**30**) _____ exams
A listening exam
Two literature exams (dependent on topics I choose)

Course grade calculated on exam performance, various course assignments and the third year dissertation.

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SECTION 4 Questions 31 - 40

Questions 31 - 38

Complete the table below on the development of the match as described in the listening.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the listening for each answer.

INVENTOR	DATE	NOTES
The ability to make fire spread slowly around the world due to the natural constraints of rain and wind; it's also difficult to (**31**) _____ fire.		
The Chinese	5th - (**32**) _____ century AD	Sulphur coated sticks developed and later used throughout China.
Hennig Brandt	2nd half of 17th century	Explored the (**33**) _____ of pure phosphorus. Very useful for later inventors.
Jean Chancel	1805	Created the 1st match, but not like today's. Sticks tipped with chemicals dipped into sulphuric acid to create fire. The fire released (**34**) _____ that could make users sick. This method did not become popular.
John Walker	1826	This method used (**35**) _____ to ignite the match in a fold of sandpaper.
	1827 - 1829	Walker's matches popularised, but lost popularity and later banned because of their (**36**) _____.
Charles Sauria	1830's	Made the 1st match using white phosphorus.
	By 1850	Effective, but the match's habit of (**37**) _____ led to their ban as well.
Johan Lundström	The late 1840's	Used red phosphorus, but on the (**38**) _____, not the match, which was healthier and safer.
	By 1858	Lundström could manufacture 12 million match boxes a year. Became the match people use today.

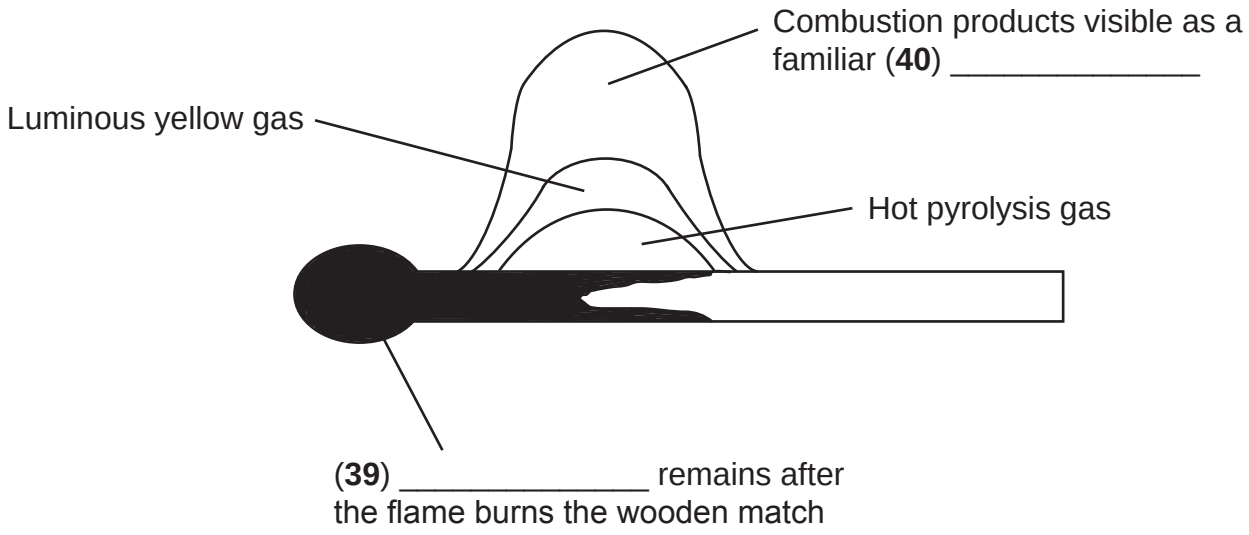
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Questions 39 and 40

Label the image of gas release in Lundström's safety match below. Use **NO MORE THAN TWO WORDS** from the listening for each answer.

Gas Release in Lundström's Safety Match



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GENERAL TRAINING READING PRACTICE TEST 6

SECTION 1 Questions 1 - 14

Questions 1 – 7

There are seven advertisements on the next page, **A - G**.

Which advertisement mentions the following information?

Write the correct letter, **A - G**, in boxes **1 – 7** on your answer sheet.

1 Bookings are not possible.

2 Sleeping takes place with other people in the room.

3 Working in the city centre is necessary.

4 Check the website for deals.

5 A representative can visit.

6 Guests can cook themselves.

7 Dining takes place next to the water's edge.

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A

Harbour View Hotel *****

Spend a night, weekend, week or fortnight with us and experience the luxury and beauty of this newly-opened 5* hotel. Choose from 3 separate restaurants for your lunch and dinner and work off the delicious food in our gym or one of our heated pools, or just lie on a lounger by the pool or on our private beach. All our rooms have a view of the magnificent harbour below us and you can have a cool drink on the terrace every afternoon or evening, with the same view spread out in front of you.

Consult our website for availability, prices and special offers!

B

The Oyster - *The city's premier fish and seafood restaurant.*

Nestling on the sea shore, The Oyster offers only locally sourced fish and seafood, freshly caught in a sustainable way and prepared by our expert chefs. Enjoy our food in our à la carte restaurant or informal bistro. Either way, you'll get an experience to remember.

Call ahead to book, as inclement weather and private functions can affect opening hours.

C

The Golden Onion - Want budget food without the budget decor? The Golden Onion is famed throughout the city for its no frills and no nonsense menus. Johnny (the owner) has the philosophy to eat well without robbing people's pockets. No reservations, just turn up. Closed on Tuesdays. Student discounts for lunches and weekday dinners. 18 Station Road, Holt.

D

Aloha - discount accommodation.

Staying in the city and short on cash? The Aloha offers you dormitory style accommodation and shared bathrooms at a fraction of what a hotel would charge. A buffet breakfast is included in the rate. Book online or give us a call on 07463 465 284.

E

Major city centre hotel requires a smart and multi-skilled person for reception duty. Experience and the ability to speak more than one language essential. Send your CV, photo and a covering letter with your reasons why you fit this job to the personnel manager at the Grand Hotel, Holt.

F

Treetops Camping - Situated 5 miles from the city centre, Treetops offers a place for you to relax in nature away from the hustle and bustle of the city. Bring and pitch your own tent or rent one of our self-catering cabins (capacity 5). Check our website for details: www.treetops.com.

G

Morgan Catering Supplies

Whether you're a hotel or a restaurant, Morgan Catering Supplies will be able to fulfill all your food needs. Fresh and local produce is our speciality, though we also have access to all foodstuffs from around the world. Call one of our salespeople, so we can visit your premises or discuss things on the phone. 01742 657 299

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Questions 8 - 14

Do the following statements agree with the information given in the text?

In boxes **8 – 14** on your answer sheet write:

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

8 The car boot sale is easily reached by public transport.

9 The car boot sale is cancelled in bad weather.

10 Sellers must finish and leave by 2.30 p.m.

11 Sellers with a lot to sell can bring a truck at extra charge.

12 The website provides any latest news regarding the car boot sale.

13 People who walk to the car boot sale will not be charged for entry.

14 Activities for children are available.

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Hardley Heath Car Boot Sale

The Hardley Heath Car Boot Sale is one of the largest in the area. Join us on every Sunday morning of the year to buy or sell at the Hardley Heath Arena. Surrounded by beautiful terraced amphitheatres and extensive areas of secure car parking, the multi-functional and all weather Hardley Heath Arena is *THE* all purpose open air arena complex. The Hardley Heath Arena has easy access from different roads for drivers and the number 76 bus stops right outside.

For the uninitiated, a car boot sale is when ordinary people clear out things they don't want any more, put them in the car boot and then sell the contents to the public. It's a great way to get rid of things and make money as a seller and to find bargains if you're a buyer.

Open every Sunday, from 15th March to 15th December, rain, shine or snow!

For Sellers

Open for setting up from 5.00 a.m.
Try and be with us by 6.30 a.m.
£10 per car
£15 per van
No lorries, please!
No reservation required
Hot food and drinks available from 5.30 a.m.

For Buyers/Browsers

Open from 7.00 a.m.
Parking for 5000 cars (50p per car/motorbike)
On foot no charge
Hot food and drinks available all day
Supervised fun and games area for kids

A recent review from our website: *"Great, great, great! Would not miss it - every Sunday I am there without fail and always come away with a bargain."*

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SECTION 2 Questions 15 – 27

Questions 15 - 20

Answer the questions below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **15 - 20** on your answer sheet.

15 What feature of the Eastways package label allows a package or letter to be tracked?

16 What is offered to silver customers if they pass their monthly limit?

17 How many letters can be delivered for free with Eastways' gold service?

18 Who will discuss the specialised service offered for online traders?

19 What factor influences the change in Eastways' prices?

20 What are readers advised to find on Eastways' website?

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Eastways Courier Services

Eastways offers the most flexible and cost-effective courier service on the market today. We can pick up a package from your premises or you can drop things off at any of our centres, which are manned 24 hours a day. You can prepare and pay for any of the parcels that you want to send at your offices or at home. All you need to do is to log in to our website and fill in the package and receiver details. The fee is calculated automatically and charged to your account. You can pay by credit card if you don't have an account yet. You then just need to print out the label and stick it on the package. The bar code on the label will be scanned every time your package is moved, and in this way you can track your package 24 hours a day and know exactly where it is and what its status is.

Bronze Service

20 letters or packages free of charge of weight up to 20 kilograms; discounts on national and international pick-ups and deliveries when 20 letters or packages are passed.

Silver Service

50 letters or packages free of charge of weight up to 20 kilograms (discounts on weights over this); considerable discounts on national and international pick-ups and deliveries when 50 letters or packages are passed.

Gold Service

Unlimited numbers of letter and packages of weight up to 20 kilograms (considerable discounts on weights over this); all pick-ups and deliveries free of charge for national and international deliveries.

Online Trader Service

Successful businesses that sell online require a specialised, efficient and cost-effective service. To receive a bespoke service, call 0300 654 112 to discuss your requirements with a sales executive on our team. Our service can include dedicated daily pick-ups, weekend pick-ups and specialised bulk discounts.

Please consult our website for current details of our price lists. Prices vary considerably due to fuel price fluctuations and our costs and charges are updated regularly to reflect rises and drops.

Check our website for recommendations from hundreds of satisfied businesses in your area.

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Questions 21 – 27

Complete the flow chart below.

Write **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **21 – 27** on your answer sheet.

My First Day at MediaWork

Send a digital passport photo for the ID card. Keep the (**21**) _____.

↓

Get the ID card from (**22**) _____ and wear it around my neck with its green cord.

↓

(**23**) _____ the card at the entrance – this keeps track of all employees' time in the building.

↓

Report to my department and then attend the (**24**) _____ in the 10th floor meeting room. Sign the (**25**) _____ regarding the company using tracking cameras and software.

↓

Go to the IT department on the 3rd floor to get the necessary (**26**) _____. Call IT if there are ever any problems with these.

↓

Check and sign the (**27**) _____ in my department.

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MediaWork PLC - Security for New Staff

Welcome to your new job at MediaWork. In order to ensure your personal security and the security of the company, we ask you to read, take note of, and act on the information below.

First, we require a passport sized digital photo for your company ID card. Please email us one as soon as possible. If you have to pay for one, please retain the receipt, so that you can be reimbursed.

When you arrive for your first day at work, please go to reception. They will be expecting you and will issue you with your ID card. The card has a long green cord attached to it. Please wear the ID card around your neck at all times whilst in the company building. In this way, it's easy to spot anyone who should not be in the building.

After you receive your ID card and every time you enter or leave the company building, please swipe your card on the reader at the entrance. The reader is at chest level for people who already have the cards around their necks. The swiping of your card allows the company to track your working hours, so that they can correctly assess any overtime or flexitime that you do. It also allows the company to know who is in the building at any one time, in case there is a fire practice or emergency.

After you have reported to your department, your first day induction will begin with a security briefing. This will let you know about various security procedures that are necessary in our company. This will take place in the meeting room on the 10th floor. During it, you will be asked to endorse a waiver, allowing us to monitor your movements around the building on our CCTV system and your movements on the Internet. Our systems are designed to cover all people's movements around the building for security purposes and they are not designed to single out you or any other individual.

After your security briefing, please go to the IT department on the 3rd floor. The IT people will assign you all the passwords that you will need to operate our systems. Please commit these to memory as soon as you can. If you feel that any of your passwords are compromised, let the IT department know as soon as possible, so that they can cancel them and issue new ones.

Finally, on return to your department, you will be asked to read and initial our visitors' policy. We all have visitors from time to time and your visitors must be met at reception by you, so that you can sign them in. Visitors will be issued a visitors' card, which has a bright blue cord that must be worn around their necks for easy identification.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

A History of Bread

Paragraph A

Although bread is not a staple food in all countries around the world, it is in many and in others it is of great importance. As an example, the UK bakery market is worth £3.6 billion annually and is one of the largest markets in the food industry. Total volume at present is approximately just under 4 billion units, the equivalent of almost 11 million loaves and packs sold every single day. There are three principal sectors that make up the UK baking industry. The larger baking companies produce around 80 per cent of bread sold in the UK. In-store bakeries within supermarkets produce about 17 per cent and high street retail craft bakers produce the rest. In contrast to the UK, craft bakeries still dominate the market in many mainland European countries. This allows genuine craftspeople to keep alive and indeed develop skills that have been passed on for thousands of years.

Paragraph B

Recent evidence indicates that humans processed and consumed wild cereal grains as far back as 23,000 years ago. Archaeologists have discovered simple stone mechanisms that were used for smashing and grinding various cereals to remove the inedible outer husks and to make the resulting grain into palatable and versatile food. As humans evolved, they mixed the resulting cracked and ground grains with water to create a variety of foods from thin gruel, to a stiffer porridge. By simply leaving the paste to dry out in the sun, a bread-like crust would be formed. This early bread was particularly successful, when wild yeast from the air combined with the flour and water. The early Egyptians were curious about the bread ‘rising’ and attempted to isolate the yeast, so that they could introduce it directly into their bread. Bakers experimented with leavened doughs and through these experiments Egyptians were the first to uncover the secret of yeast usage. Hence, the future of bread was assured.

Paragraph C

As travellers took bread-making techniques and moved out from Egyptian lands, the art began spreading to all parts of Europe. A key civilisation was the Romans, who took their advanced bread techniques around Europe with them. The Romans preferred whiter bread, which was possible with the milling processes that they had refined. This led to white bread being perceived as the most valuable bread of them all, a preference that seems to have stuck with many people. The Romans also invented the first mechanical dough-mixer, powered by horses and donkeys.

Paragraph D

Both simple, yet elusive, the art of controlling the various ingredients and developing the skills required to turn grain and water into palatable bread, gave status to individuals and societies for thousands of years. The use of barley and wheat led man to live in communities and made the trade of baker one of the oldest crafts in the world.

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Paragraph E

Before the Industrial Revolution, millers used windmills and watermills, depending on their locations, to turn the machinery that would grind wheat to flour. The Industrial Revolution really moved the process of bread making forwards. The first commercially successful engine did not appear until 1712, but it wasn't until the invention of the Boulton & Watt steam engine in 1786 that the process was advanced and refined. The first mill in London using the steam engine was so large and efficient that in one year it could produce more flour than the rest of the mills in London put together. In conjunction with steam power, a Swiss engineer in 1874 invented a new type of mill. He designed rollers made of steel that operated one above the other. It was called the reduction roller-milling system, and these machines soon became accepted all over Europe.

Paragraph F

Since Egyptian times, yeast has been an essential part of bread making around the world, but yeast was not really understood properly until the 19th century. It was only with the invention of the microscope, followed by the pioneering scientific work of Louis Pasteur in the late 1860's, that yeast was identified as a living organism and the agent responsible for dough leavening. Shortly following these discoveries, it became possible to isolate yeast in pure culture form. With this newfound knowledge, the stage was set for commercial production of baker's yeast and this began around the turn of the 20th century. Since that time, bakers, scientists and yeast manufacturers have been working to find and produce pure strains of yeast that meet the exacting and specialised needs of the baking industry.

Paragraph G

The basics of any bread dough are flour, water, and of course, yeast. As soon as these ingredients are stirred together, enzymes in the yeast and the flour cause large starch molecules to break down into simple sugars. The yeast metabolises these simple sugars and exudes a liquid that releases carbon dioxide into the dough's minute cells. As more and more tiny cells are filled, the dough rises and leavened bread is the result.

Glossary

to leaven – the process of adding yeast to bread and allowing it to 'rise'

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Questions 28 - 34

The text on the previous pages has 7 paragraphs (**A – G**).

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number (**i – x**) in boxes **28 – 34** on your answer sheet.

i	A Key Ingredient
ii	Bread as an Industry
iii	South American Influences
iv	Techniques Spread
v	A Time of Change
vi	Taxes Affect Trade
vii	The Ancient Process
viii	The Essential Process
ix	New Recipes
x	Respect for a Skill

28 Paragraph A

29 Paragraph B

30 Paragraph C

31 Paragraph D

32 Paragraph E

33 Paragraph F

34 Paragraph G

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Questions 35 - 38

Do the following statements agree with the views of the writer of the text?

In boxes **35 - 38** on your answer sheet write:

YES	*if the statement agrees with the writer's views*
NO	*if the statement doesn't agree with the writer's views*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

35 Few mainland European countries today favour the craft style bread made by independent bakeries.

36 The first leavening effects were done accidentally.

37 The Romans were responsible for one of today's favoured types of bread.

38 Pasteur's work in the 19th century allowed bread to be manufactured more cheaply.

Questions 39 and 40

Label the diagram below.

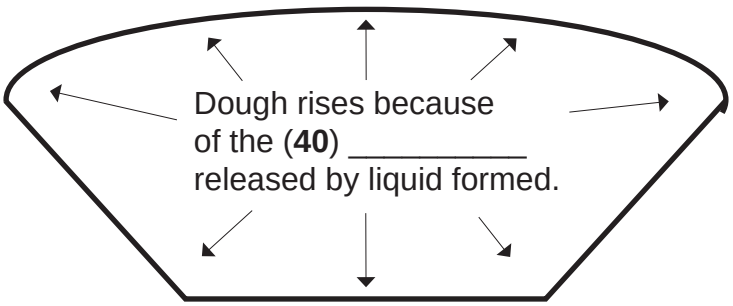
Write **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **39 and 40** on your answer sheet.

The Leavening Process



Dough made with flour, water and yeast. (**39**) _____ in the mixture produce sugars from the starch.



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GENERAL TRAINING WRITING PRACTICE TEST 6

WRITING TASK 1

You should spend about 20 minutes on this task.

You have seen an advertisement for an evening course to study a foreign language.

Write a letter to the institution offering the course. In your letter,

* **ask for details of the course**
* **ask if the course teachers are qualified native speakers**
* **request that the institution sends you their brochure**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Sir / Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Do you feel that it is a good idea for governments to place a restriction on the number of children a family can have in order to control rising population numbers?

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 6

Section 1

* Can you describe to me the room where you sleep?
* How much sleep do you need every night?
* Do you like to sleep during the day? (Why/Why not?)

Topic 1 Fashion

* Are you a fashionable person?
* What clothing fashions are popular in your country?
* Do you think that the fashion industry involves too much money for what it is?
* Can people be fashionable without spending too much money?

Topic 2 Mobile Phones

* When did you get your first mobile phone?
* Do you feel that they are too common in today's society?
* Where would be good places to ban the use of mobile phones?
* How can we stop young people using their mobile phones so much?

Section 2

Describe an advertisement that is particularly memorable for you
You should say:
what this advertisement is for
when you saw it
what is in the advertisement
and explain why this advertisement is so memorable for you.

Section 3

Topic 1 The Advertising Industry

* Do you feel that you are affected by advertising? (Why/Why not?)
* What makes an advertisement memorable?
* Should advertising be allowed to target children?
* How do you think the advertising industry has changed during your lifetime?

Topic 2 Advertising and the Tobacco Industry

* How do you feel about tobacco products being advertised in the media?
* What do you think about the claim that tobacco advertising just persuades people to change brands rather than persuading them actually to take up smoking?
* How can the packaging of cigarettes either encourage or discourage people to start or continue smoking?
* Should tobacco advertisers and tobacco companies be at least partially responsible for financing the treatment of smoking-related diseases?

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GENERAL TRAINING LISTENING PRACTICE TEST 7

SECTION 1 Questions 1 - 10

Questions 1 - 5

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

Example

Pete went on holiday to

A the UK.
B the United States.
Ⓒ Canada.

1 Pete missed his flight because

A he went to the wrong airport.
B he was caught in a traffic jam.
C the road to the airport was closed.

2 Pete managed to get a flight

A for free two days later.
B the next day, but not free of charge.
C for free the next day.

3 Pete's airline paid for

A a hotel for the night.
B some food while he waited.
C a return taxi to his friend's house.

4 Pete spent most of his flight

A talking.
B reading.
C sleeping.

5 Pete's final problem in Toronto was that

A the airline lost his bags.
B he waited for hours in immigration.
C he had forgotten his warm coat.

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Questions 6 - 10

Choose **FIVE** letters, **A - J**.

What **FIVE** things from the list below did Pete do during his visit to Toronto?

A Pete went up the CN Tower

B Pete visited the Exhibition at Fort York

C Pete went to the Royal Ontario Museum

D Pete visited the Air and Space Museum

E Pete visited the Art Gallery of Toronto

F Pete watched a hockey game

G Pete visited the Hockey Hall of Fame

H Pete watched a football game

I Pete watched a baseball game

J Pete watched a basketball game

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SECTION 2 Questions 11 - 20

Questions 11 - 15

Complete the summary of the first part of the talk on Sunnyside Farm.

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

A History of Sunnyside Farm

The start of the Open Day introductory talk is on the history of the Wilson family at Sunnyside Farm. From around 1900, the farm was arable, producing (**11**) _____ for the local area. After World War 1, the farm took the unusual step of producing meat for (**12**) _____. The farm was closed in World War 2, but re-opened afterwards. In the early 1970's, the farm produced milk. The switch to milk was a financial risk, but successful. Around 10 years ago, the farm had too much (**13**) _____ from big companies. Mr. and Mrs. Wilson switched to farm tourism, getting the idea after a (**14**) _____. This project is mainly aimed at (**15**) _____.

Questions 16 - 20

Match the Sunnyside Farm activities (questions **16 - 20**) with their locations (**A - F**).

	ACTIVITY		**LOCATION**
16	See museum of dairy farming	**A**	The East Barn
17	Milk cows	**B**	The South Field
18	Feed lambs	**C**	The Old Dairy
19	Watch sheepdogs in action	**D**	The North Field
20	See the future campsite location	**E**	The West Stable
		F	The West Field

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SECTION 3 Questions 21 - 30

Questions 21 - 25

Choose the correct letter **A, B, or C**.

21 What was the main objection to Dominic's training?

A The expense
B He would miss a meeting
C He would have to travel too far

22 When do Grace and Dominic arrange to meet?

A An hour before work on Monday
B After work on Friday
C Thursday morning

23 Why will Grace need her computer at her meeting with Dominic?

A To look at the new designs
B To view the model Dominic has made
C To have the sales forecasts on it

24 How will Dominic pay for his hotel?

A He will pay himself and claim the money back
B He will use the company credit card
C The company will give him cash in advance

25 How will Dominic travel to his training?

A By plane
B By car
C By train

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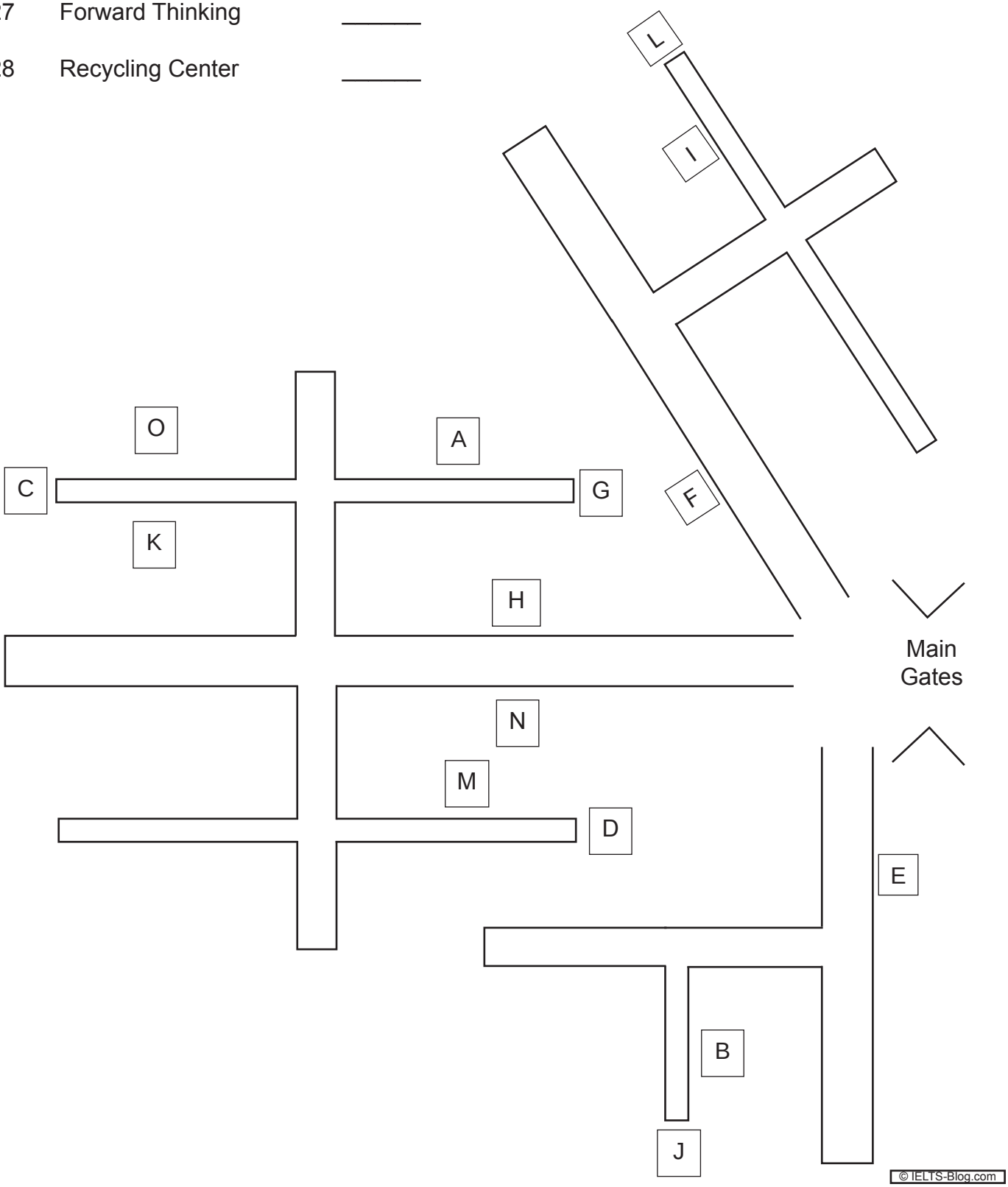
Questions 26 - 28

Below is a plan of the Green Bay Business Park with **15** locations marked (**A - O**). Questions **26 - 28** list **3** locations in and next to the conference reception room. Match the locations in questions **26 - 28** with the correct locations on the map and write the correct letter (**A - O**) next to questions **26 - 28**.

26 The GPS Center _____

27 Forward Thinking _____

28 Recycling Center _____



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Questions 29 and 30

Complete the sentences below.

Use **NO MORE THAN TWO WORDS** from the listening for each answer.

29 Dominic only needs to take the _____ with him to identify himself.

30 Forward Thinking will give Dominic a _____ so that he can use the internet during the training day.

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SECTION 4 Questions 31 - 40

Questions 31 - 40

Complete the notes below**.** Use **NO MORE THAN THREE WORDS** from the listening for each answer.

Childhood Obesity & Sugary Drinks

Over last 30 years, US obesity rates doubled for ages 2 to 5 and tripled for ages 6 to 11.

(**31**) _____ and environmental pressures often to blame. Sugary drinks that have no or very small nutritional value are widely available. These drinks include soft drinks, sports drinks, fruit drinks, flavoured teas and coffees, and energy drinks.

Sugary Drink Facts and Statistics

* American consumption of soda doubled over last 25 years.
* The average American drinks 1.6 cans of soda a day (makes 500 annually).
* (**32**) _____ drink even more soda than the average.
* Soda's are 13% of teenage calorie intake.
* Soda has taken over from milk as most popular young person's drink.
* Recent studies proves link between sweet drinks and teenage obesity (some studies have conflicting results.
* Sweet drinks also encourage teeth problems and weak (**33**) _____.

Sugary Drinks and Caffeine

Sugary drinks can include around 10 grams of caffeine per ounce. The recommended dose for children is well under 100 grams a day. Excess caffeine in children can lead to (**34**) _____, sleep problems and agitation. It can also lead to high blood pressure and headaches.

Energy Drinks and Alcohol

Young people can mix alcohol and energy drinks. Leads to more alcohol drunk and very high (**35**) _____ intake from the energy drinks and alcohol.

Possible Action

Replace sugary drinks with water or (**36**) _____.
Monitor children and ask schools to remove (**37**) _____ selling sugary drinks.
Observe (**38**) _____ when dealing with kids - no treats can lead to binge eating/drinking.
Parental (**39**) _____ important - children base their actions on their parents' habits.

Conclusion

Parents should control their children's sugary drink intake and without obsession. Children should learn to love water and this will help their future health and weight. The answer therefore to developing healthy behaviour in children will be (**40**) _____.

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GENERAL TRAINING READING PRACTICE TEST 7

SECTION 1 Questions 1 - 14

Questions 1 – 10

There are 6 advertisements, **A – F**, on the next page.

Which advertisement mentions the following information?

Write the correct letter, **A - F**, in boxes **1 – 10** on your answer sheet.

1 This advertisement says there are cheaper prices if reservations are made online.

2 This advertisement says they will come to the clients' homes.

3 This advertisement says they will buy from or sell to clients.

4 This advertisement says clients can pay in installments.

5 This advertisement says their employees' work is covered by insurance.

6 This advertisement says their service will deal with women more quickly.

7 This advertisement says they sell a second hand product.

8 This advertisement says they have international experience.

9 This advertisement says they can include in their service a place to stay the night.

10 This advertisement says a zero-cost car is provided as part of their service.

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A

Archer Insurance
Low Cost Quality Car Insurance

Give yourself peace of mind - get insurance that is worth having, but will not break the bank.

***** All motor histories considered
***** Monthly payment options
***** Young drivers welcome
***** Free courtesy car included during repairs
***** No claims bonus available
***** Legal protection cover included
***** Breakdown cover included
***** 24-hour claims service

Call Freefone 08008 777 111

B

County Car Rentals

All vehicle types from economy cars to SUV's and vans.
Special deals are available for long rentals.
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C

Perfection Car Valeting

* Fleet + contract work available
* Competitive pricing
* Cleaners fully insured
* We come to you service

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www.perfectioncarvaleting.com

D

Stanford Breakdown Services

Breaking down in your car can be a frustrating and potentially dangerous situation. Our country-wide network guarantees to get to you within 60 minutes of your call, with a female priority service in action. One modest payment will cover you and your car with our standard service and upgrades are available that include transport home, hotel accommodation and extra family cars.

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E

Williamson Motors
45 Beach Parade, JU8 9UT

We are stockists of a large range of used cars. All our sales are guaranteed for one year following purchase with free servicing for two years. Buying a used car can be stressful - our salespeople provide a professional and pressure-free situation, where you will be comfortable throughout the whole sales process.

We buy as well as sell - call us today for a quote for your car: 07770 756 284.

F

John Hopkins - *Professional Restorer*

For over 30 years, I have been restoring classic cars for clients around the world. I can provide a perfect service covering mechanics, upholstery, bodywork and electrics. This is naturally a bespoke service, so email me today to arrange an appointment.

johnhopkins@classiccars.com

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Questions 11 – 14

Complete the summary below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes **11 - 14** on your answer sheet.

Complaining about your Energy Supplier

It's not common to have to complain about an energy supplier. Before (**11**) _____ begins, contact the supplier and try to resolve the issue. The Citizens Advice Consumer Service can sometimes assist with this. Companies all have obligatory (**12**) _____ to deal with dissatisfied customers and should resolve the problem quickly. You can refer the problem to the OSE if you're not satisfied after (**13**) _____. The OSE can direct the supplier to complete certain action and its orders are (**14**) _____ for the company.

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Complaining about your Energy Supplier

Energy suppliers in this country are generally very efficient. People only hear about the horror stories that are the exception and not the rule. Sometimes, however, you may have cause to complain to or about the company that supplies your energy.

Before starting any formal action, you should contact the energy company directly. The phone number and website will be on your energy bill. You can make a complaint by email, in writing or on the phone. Explain to the energy company what the problem is and what you want them to do about it. The Citizens Advice Consumer Service can help you through the process if you can't find the energy company's details or need support. They will give you information and advice, and lend you their expertise if you need it.

All companies are required to deal proactively with complaints from domestic consumers and they all have mandatory complaints procedures detailing how they do this. The energy company should respond and try to resolve your complaint. You then need to decide if you think their response is reasonable and will solve the problem you have.

The Ombudsman Services in charge of Energy (OSE) can investigate if the complaint hasn't been resolved to your satisfaction at the end of eight weeks. The OSE is the free independent scheme set up to investigate complaints from domestic consumers that the energy company cannot resolve. The OSE can require the company to correct the problem, apologise, explain what happened, and make a financial award. Its decisions are binding on the energy company, but not the consumer.

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SECTION 2 Questions 15 – 27

Questions 15 – 21

There is some advice on customer service, **A – F,** on the next page.

Which section of advice mentions the following information?

Write the correct letter, **A - F**, in boxes **15 - 21** on your answer sheet.

15 Don’t take a phone call in front of customers.

16 Smile when you see customers.

17 Never use bad language if customers might hear you.

18 Don’t take bad things personally when dealing with customers.

19 Don’t chat for too long with customers.

20 Greet people in an appropriate way.

21 Make sure customers don’t leave without the things they’ve paid for.

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Customer Service Advice

Everyone enjoys great customer service, whether you are in a shop or a restaurant. Good customer service creates repeat business, happier employees and better profitability.

A Welcome Customers Correctly

It's usually fine to be less formal with younger people, but older customers often don't appreciate being called "you guys" or similar. Use your common sense, and be polite. Remember, no one objects to being called "sir" or "madam"!

B Use Positive Body Language

Customers don't want their day affected by your bad day! Look as though you're happy that the customer has come into your shop or restaurant and look as though you want to serve him/her.

C Strategies for When Things Get Busy

There's always a time when there are lots of people to deal with at the same time. Everyone expects at some time to be kept waiting, but if they see people trying to get them served, they'll be happier. Here are some tips: speak to the waiting customers and tell them you're trying to get to them. Try and get extra help to deal with the waiting customers. Don't answer the phone when there are waiting customers. Don't allow a talkative customer to take up too much of your time when others are waiting. Apologise for the wait when the customer is served.

D Stay Calm when Dealing with Angry Customers

Sometimes you'll have to deal with someone with a bad attitude. Stay calm, don't take anything to heart and be polite, no matter what the customer says. Sometimes the customer will be right, so listen carefully, be sympathetic and apologise with genuine feeling. Often this approach will calm the customer down. If you start to get abuse, just ask your manager to take over. If you can, take a short break afterwards and allow yourself to calm down - you'll probably be angry inside!

E End the Experience Well

Before the customer leaves, make sure he/she has the correct change, check the goods when you're packing them to make sure they have what they paid for and that everything is the right size and undamaged.

F Create a Professional Atmosphere

Dress smartly with ironed clothes, make sure your hair is tidy, be clean shaven (if you're a man), have clean hands, eat or drink in your break room, never swear and don't talk about customers in front of other customers.

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Questions 22 – 27

Complete the flow chart below.

Write **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **22 – 27** on your answer sheet.

The Recruitment Process

1. Plan the Vacancy A resignation, new business or planned (**22**) _____ may create the need for a new worker. A selection committee (min. 3 or 4 people) will create a (**23**) _____, maybe using the previous one as a basis.

↓

2. Advertising and Applications The vacancy will be advertised or a (**24**) _____ may be consulted. Applications will be vetted. An interview short list will be made and unsuccessful applicants can be contacted with an (**25**) _____. Interviewees will be contacted with some brief information.

↓

3. Interviews and Assessment The selection committee will conduct the interviews, using questions that will test candidates' (**26**) _____. The selection committee will choose the best candidate or will opt for a second interview with max. 3 interviewees before choosing the best candidate and a (**27**) _____.

↓

4. Check References and Offer Job It is essential to check the candidate's claims before a job offer is made.

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The Recruitment Process

1 Plan the Vacancy

The first step in the recruitment process is to decide if your organisation needs a new employee. The need might come from someone leaving the company or increased business activity or scheduled expansion. If it's decided a new employee is needed, a selection committee should be formed. This should be made up of three or four people, at least two of whom should be from the prospective employee's future department, so that they will know about what the job will entail. The selection committee should create a job description for the vacancy. If the vacancy is for someone who has left, the previous job description would be a good starting point.

2 Advertising and Applications

The advertisement for the vacancy needs to be posted in appropriate places. A headhunter firm might be used if the vacancy warrants it. Applications will be received and should be reviewed by the selection committee. The committee should create a short list and contact unsuccessful applicants. A short email will suffice. Applicants on the short list should be contacted and invited to interview. Applicants will need to know when and where the interview will be and who it will be with. Some basic guidelines can often be appreciated.

3 Interviews and Assessment

The interviews should be conducted by the selection committee. They should have questions and/or tasks ready. Although questions will normally be related to the job description, the committee may want to include various questions that stretch and surprise the candidate to test his/her suitability. The selection committee will assess the interviewees and either choose a successful candidate or make a second short list for a second interview. The second interviews will usually be for a maximum of three candidates. Questions will normally relate to the issues that stopped an outright selection in the assessment stage. The selection committee will assess the second interviewees and choose a successful candidate and a back-up in case the job offer is refused.

4 Check References and Offer Job

This is an essential part of the process to ensure that everything the successful candidate has said is true. When the selection committee is satisfied, the job offer can be made.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

A History of the Watch

Paragraph A

The earliest dated evidence of a timepiece is a fragment of a Chinese sundial from circa 1500 BC, which suggests there were rudimentary attempts to keep time during this period. Later, wealthy Romans were known to carry around pocket-sized sundials, though these cannot be regarded as predecessors of the modern watch. It would take developments in measuring hours without the sun, such as water clocks, sand glasses, and candles uniformly burning away the hours to begin to measure time in the increments understood today. All of these ways for tracking time were utilised in the East, particularly in China during the Middle Ages. However, despite its more advanced culture, it appears that China had less use for the kind of accurate timekeeping that came to rule the West, because of their unique understanding of the Earth's rhythms and their different relationship with nature.

Paragraph B

The first mechanical clock probably emerged out of monasteries, developed by monks as alarm mechanisms to ring the bells according to the regular and regimented hours of their religious rituals. Once the twenty-four equal-hour day was developed, the chiming of the bells gradually fell in line with the clock. Early clocks, both large tower as well as turret clocks and the smaller models that they were based on, were propelled by weight mechanisms. By the fifteenth century, however, the mainspring was developed, employing the stored power of a tightly coiled spring. This was soon followed by a device called the fusee, which equalised the momentum of a spring as it uncoiled. Smaller versions of this mechanism led to the invention of the watch.

Paragraph C

Early watches were bulky and ornate and, like the early spring-powered clocks, kept time with only an hour hand, though still rather inaccurately due to errors from friction. These early watches were made in many places around the world, but the earliest manufacturing dominance in the watch industry was by the British. The British factory systems emerging out of the industrial revolution and the development of the railroad combined to give birth to a strong and profitable business. The small-scale manufacture of watches in the early eighteenth century was a dual system of production that combined craftspeople in the metalworking industry putting out product from their workshops to be acquired and assembled in factory systems. The strategy, however, proved to be short-lived in light of more integrated approaches to manufacturing. This, poor transportation and communication among participants in the British watch industry led to them losing their market dominance.

Paragraph D

The defining factor of the twentieth-century technological evolution in watchmaking was precision. Watches have always evolved with respect to trends in fashion, but the mechanics of the standard spring-powered device itself had undergone few changes in three hundred years, until the advent of electronics in the middle of the twentieth century. Since precision in

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watchmaking was the driving force behind innovation, it is easy to understand how an accurate watch that could be made inexpensively would come to dominate the market. Gradually, improvements in battery technology, the miniaturisation of batteries, additional components combined with quartz technology and integrated circuit technology combined to produce the most accurate timepieces ever assembled.

Paragraph E

The Japanese correctly identified quartz analog as the future of watchmaking and were particularly adept at developing it. Building upon early knowledge gained in part from American industries, they developed large vertically integrated factories for their watchmaking companies. These firms quickly controlled their protected domestic market and built solid foundations in manufacturing based in Hong Kong that have helped them prosper until they dominated internationally. All the major watch producers utilised Hong Kong as a cheap source of labor for assembling products as well as purchasing components for watches, but the Japanese were the best at controlling their distribution channels.

Paragraph F

Watches are not limited to mere time keeping and the measurement of seconds, minutes, and hours are potentially only one function of a watch. Anything else has come to be called “complications” in watchmaking. As an example, perpetual calendars have been built into watches for more than two centuries. Such calendars have included everything from days and months to phases of the moon and adjustments for leap years. Modern technology, especially inexpensive batteries and microchips, allow for such “minor” complications in even cheaper watches. Meanwhile, time continues to be measured in increasingly precise manners, and so the evolution of the personal timepiece seems destined to continue into eternity.

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Questions 28 - 33

The text on the previous pages has 6 paragraphs (**A – F**).

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number (**i – ix**) in boxes **28 – 33** on your answer sheet.

i	The Early Watch Manufacturing Industry
ii	Increased Investment
iii	Early Methods of Measuring Time
iv	Twentieth-Century Innovations
v	Watchmaking Beyond Time and Technology
vi	The First Clocks
vii	Industry Competition
viii	The New Industry Leader
ix	From Early Watches To Now

28 Paragraph A

29 Paragraph B

30 Paragraph C

31 Paragraph D

32 Paragraph E

33 Paragraph F

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Questions 34 - 37

Do the following statements agree with the information given in the text?

In boxes **34 - 37** on your answer sheet write:

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

34 China in the Middle Ages did not share the West's obsession with precise time.

35 Religious worship times probably led to the development of the first mechanical clock.

36 Friction was used in early watches to help with accuracy.

37 The early British watch industry exported their product around the world.

Questions 38 - 40

Complete each sentence with the correct ending (**A - F**) below.

Write the correct letter (**A - F**) in answer boxes **38 - 40** your answer sheet.

38 Poor transport and communication

39 Developments in battery technology and miniaturisation, along with other technological advances

40 Controlling distribution channels

A made one entrepreneur a millionaire.

B led to the British watch industry losing their early dominance of the watch market.

C allowed unprecedented economies of scale.

D led to the most accurate timepieces being developed.

E proved to be a competitive advantage of Japanese companies.

F led to a modern set of factories being built.

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GENERAL TRAINING WRITING PRACTICE TEST 7

WRITING TASK 1

You should spend about 20 minutes on this task.

You are the manager of a restaurant that has received a letter of complaint about poor service from a member of your staff.

Write a letter of apology to the person who has complained. In your letter,

* **say how sorry you are that the person has had a poor experience**
* **explain what action has been taken against the staff member**
* **offer a free meal for four people at the restaurant as a gesture of goodwill**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Mr. Smith,

WRITING TASK 2

You should spend about 40 minutes on this task.

Some of today's schools insist that all students have their own laptop computer in class to assist in their education. Do you feel that this would be an advantage to students' education or would it be an unnecessary complication?

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 7

Section 1

* Can you describe the street you live in?
* What kinds of things can make a good neighbourhood?
* What things are important in a neighbourhood for bringing up children?

Topic 1 Older People

* At what age do people retire in your country?
* What are some of the things in your country that retired people like to do with their spare time?
* Does your country have specialised retirement homes for the elderly?
* How does the government in your country support older people?

Topic 2 Family

* Do you get on with all your family?
* What do you think are more important, friends or family?
* Do you think it's important for married people to have children? (Why/Why not?)
* How are family decisions made in your family?

Section 2

Describe the first computer you owned
You should say:
what kind of computer it was
when you got it
what types of things you used it for
and explain how using a computer changed your life in any way.

Section 3

Topic 1 Computers

* Do you often use a computer?
* How have people's attitudes changed towards computers over the years in your country?
* How has school education changed to cope with the modern use of computers?
* How can you see society changing further because of computer technology?

Topic 2 The Internet

* What are some of the advantages and disadvantages of modern access to the Internet?
* Do you think people spend too long on the Internet?
* What dangers are involved in using the Internet?
* How do you think life with the Internet will change over the next 20 years?

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 8

GENERAL TRAINING LISTENING PRACTICE TEST 8

SECTION 1 Questions 1 - 10

Questions 1 - 5

Complete the Sunshine Tours customer details form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Sunshine Tours
Customer Details

Type of Holiday: *Example*:	***Cruise***		
Customers' Names:	1	Keith Waters	Age: 32
	2	(**1**) _____ Waters	Age: (**2**) _____
	(no children)		
Interests & Hobbies:	Travelling, swimming, jogging, (**3**) _____, history, reading		
Budget:	$7000 - $(**4**) _____		
Dates:	1st July - 16th July		
Cruise Duration:	At least (**5**) _____		

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Questions 6 - 10

Complete Keith's notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Maria Cristina	Sea Queen
Spanish boat Starts in Barcelona Cost - $10,500 (not including **(6)** _____) All food and drinks included Inside cabin (upgrade to sea view for $800) On board cinema (different films every night) **(7)** _____ on destinations Classes (ie. painting, cooking, art appreciation and others) **(8)** _____ included	Spanish boat Starts in Marseille Length - 2½ week cruise Cost - $**(9)** _____ (including flights) Sea view cabin Food included, but not drinks (water free) Cinema **(10)** _____ + gym

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SECTION 2 Questions 11 - 20

Questions 11 - 15

Complete the sentences below.

Use **NO MORE THAN TWO WORDS/AND OR A NUMBER** from the listening for each answer.

11 The Read for All charity especially targets _____ parents.

12 The Read for All charity mainly tries to contact parents at _____.

13 Parents who want help with finding books can go to the Read for All charity's centre or visit their _____.

14 The Read for All charity's app costs _____ to download to a smartphone.

15 _____ families can also benefit the Read for All charity in terms of improving English for the whole family.

Questions 16 - 18

Choose the correct letter **A, B, or C**.

16 The Read for All charity gets most of its operating funds from

A the government.
B one individual.
C the general public.

17 Jake suggests radio listeners can make a donation to the Read for All charity

A online.
B by dropping into one of the charity's centres.
C by post.

18 The Read for All charity can sometimes pay

A a modest hourly rate for people who work for them.
B for some overnight accommodation if volunteers live far from a centre.
C for workers' expenses if they provide a receipt.

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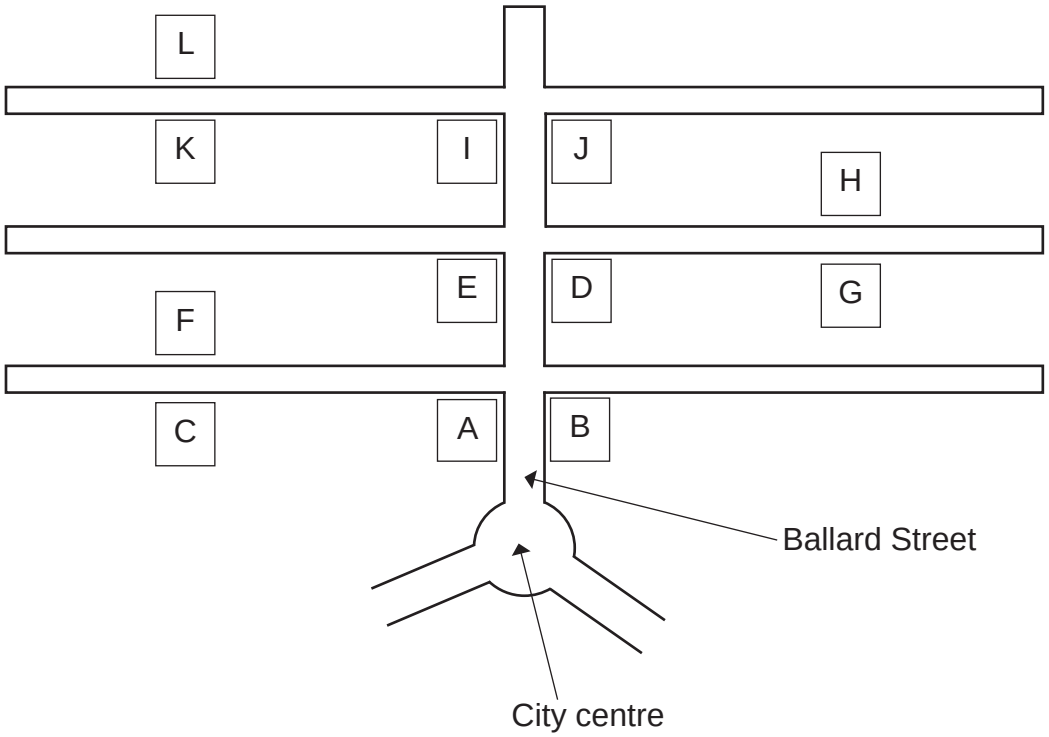
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Questions 19 and 20

Below is a basic map used to show where the Read for All Charity's offices are. The map has 12 locations marked **A - L**. Match the locations in questions **19 and 20** with the correct locations on the map and write the correct letter (**A - L**) next to questions **19 and 20**.

19 Cinema _____

20 Main Town Post Office _____



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SECTION 3 Questions 21 - 30

Questions 21 - 25

Complete the table below on the essay status of two of Mr. Stevenson's students.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

	Subject	**Problems**	**Recommendations**
AMY			
	World (**21**) _____ and the car industry	(**22**) _____ of her sources	Check the (**23**) _____ on the department website
WILLIAM			
	How (**24**) _____ affects employment in Northern Territory	Written too much	Focus on the (**25**) _____ of his essay - going through the essay and improving the style will cut many words

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Questions 26 - 30

Choose the correct letter **A, B, or C**.

26 Why was Anna delayed starting her essay this month?

A She was sick
B She had other work to prepare
C Her parents were visiting

27 Where does Mr. Stevenson recommend that Anna study?

A The library
B Mr. Stevenson's dedicated study periods
C Quietly at home

28 What does Mr. Stevenson ask Anna to provide him with for an extension?

A A copy of the department rules
B A paper from her doctor
C An application form for the extension

29 What was Anna's first possible topic to write about?

A Foreign investment helped by reduced tax deals offered by the Australian government
B Australian taxes invested in overseas investment
C How foreign governments' tax deals help Australian businesses invest overseas

30 What was Anna's second possible topic to write about?

A The travel business in Australia and New Zealand
B Taxation issues between Australia and New Zealand
C A history of trade between Australia and New Zealand

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SECTION 4 Questions 31 - 40

Questions 31 - 35

Match the person or people (questions **31 - 35**) with their actions (**A - G**).

31 The Sumerians

32 The Roman Emperor Valentinian

33 Camilo Baldi

34 Jean Michon

35 Wilheim Preyer

A Stressed the importance of the link between handwriting and brain functions

B Was the first paid for his autograph

C Wrote the first signature in handwriting that we still have

D Used seals to identify ownership

E Started a school of graphology

F First wrote about the science that was to be called graphology

G Interpreted handwriting for the police

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Questions 36 - 40

Complete the summary of the development of the e-signature.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

The Development of the e-signature

E-signatures have made the hand-written signature (**36**) _____. Technologies such as the fax and the Internet created a need for contracts and agreements to be signed without the presence of the signer. E-signatures did not satisfy previous basic law requirements for hand-written signatures, as they did not create a (**37**) _____. The UN created a (**38**) _____ in 1996 that set out rules that allowed electronic business to go ahead, as e-contracts and paper contracts would meet with (**39**) _____ in law. Although online businesses can use 'click-to-agree', there is still demand for an electronic hand-written signature, as it can help (**40**) _____ in law and create a human touch. This kind of hand-written signature is available on software used to create electronic signatures.

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GENERAL TRAINING READING PRACTICE TEST 8

SECTION 1 Questions 1 - 14

Questions 1 – 7

Answer the questions below**.**

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes **1 - 7** on your answer sheet.

1 For how long has Lanscombe Farm been in the organic food business?

2 What information will potential customers need to find out the Lanscombe Farm delivery charge?

3 What do people have to provide with their email address in order to set up an account?

4 For what payment method does Lanscombe farm not charge extra?

5 When will customers receive their weekly box deliveries?

6 How often are the Lanscombe Farm's open days?

7 What is the source of Lanscombe Farm's cheese?

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Lanscombe Farm

refresh your diet today!

We've been growing and selling organic fruit and vegetables on our farm now for twenty years and we offer a home delivery of vegetables and/or fruit to your doorstep. You can set up regular deliveries of our selections and/or you can order bespoke selections delivered when and where you want them. Deliveries are free within a certain distance of our farm. A modest delivery fee is charged after that. Customers should go to our website and put their postcode into our rangefinder to see how much it is to get our products to them.

In order to organise deliveries, you need to set up an account with us. Go to our website and click on the icon *OPEN AN ACOUNT*. All you need to give us is your email address and of course a password. You don't pay anything until you order something. Payment is done with worldpayments.com, a large online payment system. We at Lanscombe will never see or keep any of your sensitive financial details.

Although you are welcome to telephone us at any time to discuss our products and hear what's seasonal, payment is done only by card on our website. In this way, your payments are always secure. Credit cards are subject to a small fee dependent on the type of card, but debit cards are free.

For customers of our weekly delivery, boxes are sent out every Friday, so you have all your fruit and vegetables ready for the weekend. In your box, you'll have a selection of seasonal fruit and vegetables, which are guaranteed to be fresh and organic.

If you are as serious about your fresh fruit and vegetables as we are, we would expect that you might want to visit us and see where and how your food is produced. We have open days twice a year and you can wander around our fields, greenhouses and packing rooms and meet all of our team who prepare your food.

We don't only deliver organic fruit and vegetables, but we also have regular deliveries of fresh dairy products and eggs from local organic farms. Furthermore, our nearest bakery supplies us with an amazing range of bread, rolls, cakes, pies and tarts that you should try.

Check our website out now!!!

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Questions 8 – 11

Complete the summary below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **8 - 11** on your answer sheet.

Cut your Energy Bills - Solar Power

Using solar energy can drastically cut your bills and help the environment. Enough solar panels were installed last year to power 130,000 homes. Those interested should consider four points: *A*. A quality solar energy system is a (**8**) _____. *B*. A good installation company can help with opportunities in obtaining (**9**) _____ and explaining funding possibilities. *C*. Your solar system should suit your home, needs and sun exposure - inspect all your installer's (**10**) _____. *D*. Your solar panels should have been tested to be equal or better than the panels' nameplate power rating to ensure they are good as they should be. Check too on your potential system's (**11**) _____ in case there's a future problem.

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Cut your Energy Bills - Solar Power

Are you fed up with excessive electricity bills? Well, look no further than solar energy systems.

Did you know that you could cut your electrical costs and show off your environmental savvy by installing solar panels? Last year, 792 megawatts of new residential solar systems were put online in the U.S., which is enough to power the equivalent of more than 130,000 homes.

Think you might want to give solar panels a try? Think about these four key points:

Quality Products. Solar panels are a long-term investment in your home; you want them to last. A quality system should last for at least 25 years.

Experienced Installation. A qualified, experienced installer not only designs your solar panels, but can also save you money by guiding you through the process of securing tax rebates and financing options.

Intelligent Design. Your residential solar system must be designed to produce the right amount of power for your home and lifestyle. A good installer will review your previous year's energy bills and analyse the orientation and shading of your roof to determine the best design. Check your installer's credentials and ensure they are an authorised installer.

Guaranteed Performance. Be sure to choose solar panels that have gone through a factory-tested process called "plus sorting", which ensures the panels have met or exceeded their nameplate power rating. Panels that don't undergo this process are as much as 5 percent less efficient than advertised. And don't forget the warranty - solar panels are constantly exposed to the elements and can degrade if not of sufficient quality; you need to ensure your protection.

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Questions 12 - 14

Do the following statements agree with the information given in the text below?

In boxes **12 – 14** on your answer sheet write:

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

12 Employees will be notified of any fire evacuation practices two weeks before they take place.

13 Visitors to the building must always wear a visible, plastic ID on a cord around their necks.

14 Locks must never be used on windows or doors during a fire evacuation practice.

Brelford Town Hall Fire Practices

We are required by the district fire services to perform two fire evacuation practices every year. We must tell the fire services two weeks in advance when these fire evacuation practices will be and they might come and observe how they are being conducted. The fire services can direct us to do more if they are not satisfied with our performance. Employees will not be notified about the dates and times of the fire evacuation practices. Mandatory fire training will be held twice a year.

Employees should be aware of and follow the following instructions:

* All employees must be aware of the evacuation procedures that are posted in every room and they should be aware of all the evacuation exits that can be used in the case of an emergency.
* Visitors to the building must sign in and out when they arrive.
* All employees should let their department secretary know when they leave the building.
* All employees must gather quietly at a muster point after evacuating the building.
* Heads of department must perform a roll call of their staff and report anyone missing to the building manager.
* The building manager will check to see that all visitors are out of the building.
* All windows and doors should be shut (but not locked) when people are evacuating the building.

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SECTION 2 Questions 15 – 27

Questions 15 - 20

Complete the notes below.

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

Write your answers in boxes **15 - 21** on your answer sheet.

APPRENTICESHIPS WITH BOWMAN'S BUILDING

Bowman's carries out a variety of building projects and is a large employer. The government has created (**15**) _____ to help Bowman's train a steady supply of skilled craftsmen through apprenticeships that could lead to a (**16**) _____ or the chance to go into business. Classwork in (**17**) _____, combined with workplace time will teach apprentices trade skills and give them the chance of acquiring a (**18**) _____.

Apprenticeship Components	
Classroom	Supervised by teachers A bad (**19**) _____ or bad results can mean the end of the apprenticeship
Workplace	A normal working situation Apprentices gain skills and experience Each apprentice assigned to a (**20**) _____ (fully trained to instruct and assess young people)

Apprentices will be paid a wage (the amount is dependent on the apprenticeship) and any costs will be met. Application for an apprenticeship is to be done on Bowman's (**21**) _____.

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Bowman's Building – Opportunities for Apprentices

Bowman's Building (or Bowman's as we are known) is a nationwide company that is involved in the building of housing estates, business parks and government projects. We employ hundreds of people at any one time and we also contract in various other businesses when needed. In order to sustain the supply of skilled craftsmen, the government has offered Bowman's subsidies in order to train apprentices. Successful apprentices might find a permanent job with us or maybe they will go out and start their own business.

Our apprenticeships are carried out in partnership with local colleges and your training will include classroom as well as building site time. If successful, you will end the apprenticeship with practical trade skills and a nationally recognised qualification.

In the classroom component, you will work under the close supervision of class teachers. You will follow the timetable provided and a poor attendance record or extremely poor grades can result in your apprenticeship being stopped.

In the workplace component, you'll be placed in a normal working situation. You'll gain skills and use the actual tools, equipment and materials that you'll be using when you're fully trained. Each apprentice will be allocated a qualified tradesperson. He/she will be responsible for making sure you acquire the skills needed to pass the practical part of your apprenticeship. All these tradespeople will have had company training on how to teach young people and how to assess you critically, helpfully and fairly.

As an apprentice, you'll be paid a weekly wage and your college fees and any registration costs will be paid by Bowman's and/or the government. The amount you are paid will depend on the type of apprenticeship that you choose.

In order to apply for an apprenticeship with us, you will need to visit our website (www.bowmansbuilding.com). Click on the APPRENTICESHIPS icon and follow the on-screen instructions.

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Questions 22 - 27

Complete the table below.

Write **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **22 - 27** on your answer sheet.

Types of Dismissal	
Fair	* Employers mustn't dismiss people without a (**22**) _____ - there are various. * Court procedure unnecessary.
Unfair	* Can be claimed for any dismissal. * Example reasons: the employers lied over the cause of the dismissal, the cause was unfair and the employer's behaviour was (**23**) _____.
Constructive	* Because an employer breaks the (**24**) _____. * Example Reasons: wage cuts, demotion, harassment, overworking or dangerous conditions. * This isn't automatically (**25**) _____, but hard for an employer to prove otherwise.
Wrongful	* When an employer acts improperly in the dismissal process. * An employee might claim unfair dismissal at an (**26**) _____.
Summary	* When an employee is dismissed immediately without benefits, normally due to (**27**) _____.

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Dismissal - Notes for UK Employers and Employees

Dismissal is when an employer ends an employee's contract. There are five types of dismissal in UK law:

Fair

Employers are required to have a valid reason to dismiss employees. This can be if they're incapable of doing their job to the required standard, they're capable, but unwilling to do their job properly or if they've committed some form of misconduct. There's no reason for employers to go through the courts, as long as they act fairly.

Unfair Dismissal

If employers dismiss an employee, the employee can still claim unfair dismissal. This could be because of a variety of reasons, including the cause the employer gave for the dismissal wasn't the real one, the reason the employer gave was unfair or the employer was unreasonable in their actions, e.g. by failing to give them plenty of warning about the dismissal.

Constructive Dismissal

This is when an employee resigns because an employer breached the employment contract. This could be a single serious event or a series of less serious events. An employee could claim constructive dismissal if an employer cuts their wages, demotes them, allows harassment, increases workload unfairly or makes them work in hazardous surroundings. A constructive dismissal isn't necessarily unfair, but it would be difficult for an employer to show that a breach of contract was fair.

Wrongful Dismissal

This is where an employer doesn't follow correct procedures during the dismissal process. If an employee thinks an employer has dismissed them unfairly, constructively or wrongfully, the employee might take the employer to an employment tribunal.

Summary Dismissal

This is when an employer dismisses someone instantly without notice or pay in lieu of notice, usually because of gross misconduct. A fair procedure must still be followed.

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SECTION 3 Questions 28 - 40

Read the following text and answer Questions **28 – 40.**

Water Stress and Scarcity

Water stress and scarcity occur when there is an imbalance between the availability of water and the demand for water. When we hear people talking about water stress and scarcity, we often think of drought, but this is only one of several causes. Alex Karpov, a representative from the World Health Organisation, explains some of the other issues that also impact the availability of fresh water. “The deterioration of ground water and surface water quality, competition for water between different segments of society, for example, between agricultural, industrial, and domestic users, and even social and financial barriers, are all causes of water stress and scarcity today.”

While approximately three quarters of the Earth are covered by water, only a small proportion of it is available as fresh water. Of the available fresh water supplies, nearly 70 per cent is withdrawn and used for irrigation to produce food, and the demand just keeps growing. Although there is currently no global scarcity of water, more and more regions of the world are chronically short of water. At present, 1.1 billion people have little choice but to use potentially harmful sources of water, and 2.6 billion people, which is around half the developing world, lack access to adequate sanitation. As Kathie Coles, an executive from the charity World of Water, describes, the situation will deteriorate. “Over the next 20 years, an estimated 1.8 billion people will be living in countries or regions with an absolute water scarcity, and two-thirds of the world population may be under stress conditions. This situation will only worsen, as rapidly growing urban areas place heavy pressure on water supplies.”

Of course, there have been different initiatives put into place around the world to help with water stress and scarcity. While larger scale projects, such as the construction of piped water systems, remain important objectives of many development agencies, a shortage of time and finances will leave hundreds of millions of people without access to safe water in the foreseeable future. Georgina Ronaldson, a spokesperson for the World Bank, recently announced a way to deal with current difficulties. “To help developing countries, various concerned organisations have developed the Safe Water System (SWS), which is an adaptable and flexible intervention that employs scientific methods appropriate for the developing world.”

The SWS has been criticised in various corners as being too amateurish, but Ronaldson continues to justify the approach. “The use of relevant technologies is important, as in many places around the world, water provision efforts suffer from a lack of technical knowledge to effectively manage or adapt a system to a community’s changing needs.” The SWS is a community-based, integrative approach to improving health and quality of life through increased access to improved water, sanitation, and hygiene. Darren Stanford, a water quality engineer, explains the important three-step methodology. “The first is an assessment of the water delivery system from catchment to consumer. The second is implementing appropriate interventions, which can include protection of source waters, improvements to the water delivery system, introduction of Safe Water Systems, improved sanitation, and hygiene education. The third is the evaluation of the impact of the interventions on the health and quality of life of the consumers.”

One example of how poor water access can affect local populations is the problem of guinea worm in remote parts of Africa. This is a preventable parasitic infection that affects poor

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communities that lack safe drinking water. The infection is transmitted to people who drink water containing copepods (tiny water fleas) that are infected with the larvae of the guinea worms. Once ingested, these larvae take up to one year to grow into adult worms; the female worms then emerge from the skin anywhere on the body. Will Goodman, a doctor with the World Health Organisation, says that this can affect communities in different ways. “The emergence of the adult female worm can be very painful, slow, and disabling and prevents people from working in their fields, tending their animals, going to school, and caring for their families.”

Currently, many organisations are helping the last nine endemic countries (all in sub-Saharan Africa) to eradicate guinea worm. Since the Guinea Worm Eradication Program began, the incidence of guinea worm disease has declined from 3.5 million cases per year in 20 endemic countries to 25,018 reported cases in 2006 from the 9 remaining endemic countries. The eradication efforts make use of simple interventions for providing safe drinking water, including using cloth filters and pipe filters to strain the infected copepods from the water, applying chemicals to the water supplies to kill the larvae, and preventing infected people from entering and contaminating the water supplies, as the worms emerge from their skin. Providing borehole wells and other supplies of safe drinking water in endemic villages is another important component of the eradication efforts.

The provision of borehole wells is one of the principal aims of the SWS. Many existing dug wells in communities only pierce the topsoil, do not reach deep enough and are therefore readily affected by drought or by the natural declines from summer to autumn in the water table. SWS borehole wells can pierce the bedrock and access a deeper aquifer with water that is not affected by surface drought. These are also unaffected by guinea worm infestation and the water is much safer for human consumption.

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Questions 28 - 34

Look at the following statements (questions **28 - 34**) and the list of people below.

Match each statement with the correct person's initials.

Write the correct initials in boxes **28 - 34** on your answer sheet.

28 Local water demands around the world can sometimes change too much for the local infrastructure to cope with effectively.

29 The fast growth of towns will create more areas around the world suffering from water scarcity or water stress.

30 A measurement of the success of the implemented water intervention strategies is a key step in the Safe Water System.

31 A lack of money is one of the potential causes of water scarcity.

32 In the future, more than half of the world's population will live in an area suffering from water stress.

33 Poor water sanitation can lead indirectly to fewer workers being active in agriculture.

34 There is a current initiative today to use suitable technologies to deal with people affected by water difficulties around the world.

AK	Alex Karpov
KC	Kathie Coles
GR	Georgina Ronaldson
DS	Darren Stanford
WG	Will Goodman

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Questions 35 - 38

Choose the correct letter **A, B, C or D**.

Write the correct letter in boxes **35 - 38** on your answer sheet.

35 Over two-thirds of the Earth's available fresh water

A is inaccessible by equatorial communities.
B is becoming heavily polluted.
C is used for farming.
D is used by industry.

36 Some of the bigger initiatives implemented by many organisations

A lack the money to help people for some time.
B are affected by corruption.
C do not get the required government backing.
D are obstructed by bureaucracy.

37 A Safe Water System project begins with

A a finance assessment of the whole scheme.
B a decision regarding whether new or improved water systems are needed.
C an evaluation of how water needs to reach people in any given community.
D a hygiene evaluation of the affected area.

38 Some of methods used to combat guinea worm contamination

A have failed, because of a lack of funding.
B are easy to implement.
C have made the situation worse.
D require trainers to visit the communities.

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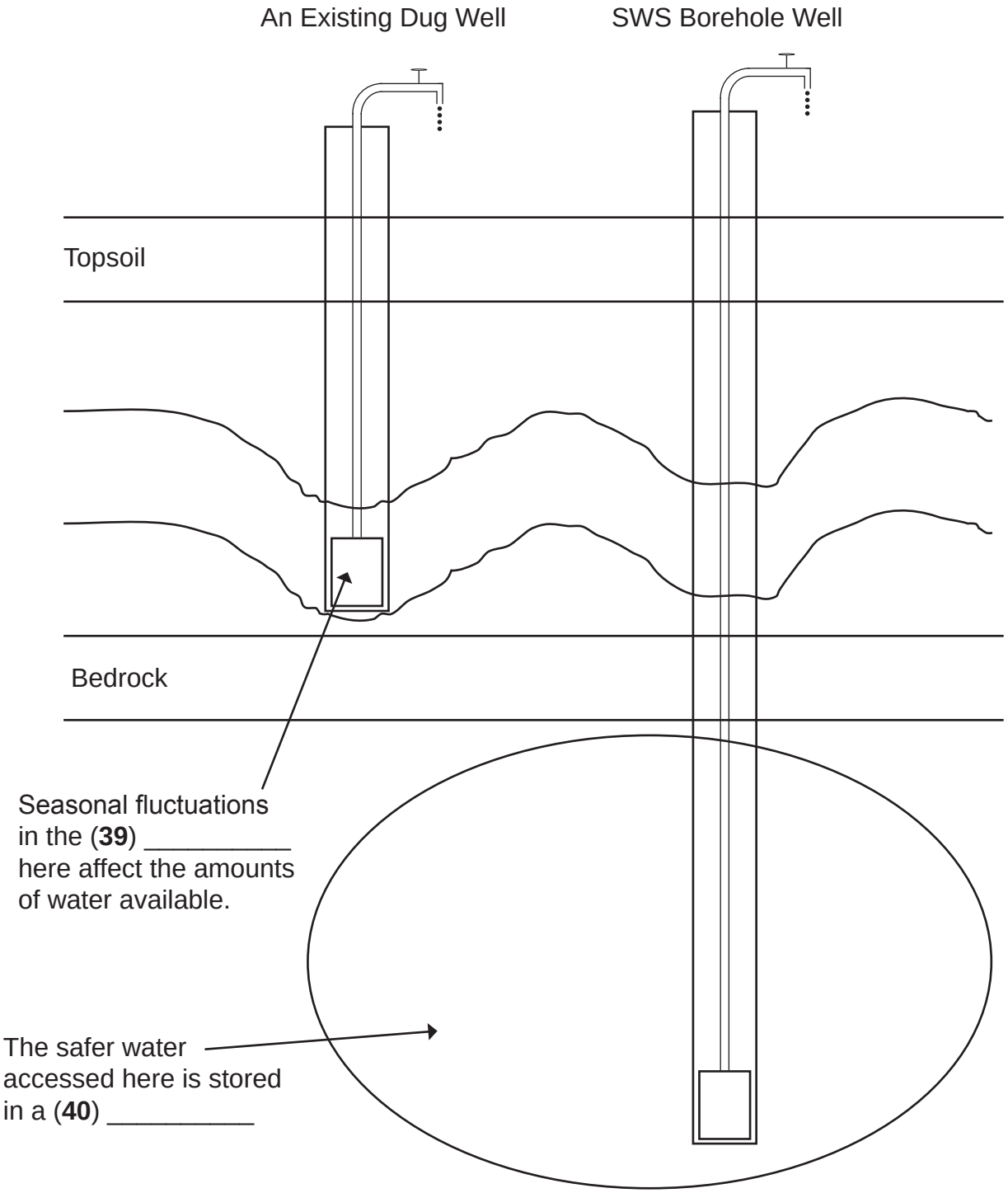
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Questions 39 and 40

Label the diagram below.

Write **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **39 and 40** on your answer sheet.



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GENERAL TRAINING WRITING PRACTICE TEST 8

WRITING TASK 1

You should spend about 20 minutes on this task.

You recently bought some food at a supermarket, but, when you got home, you found that the food was in bad condition.

Write a letter to the manager of the supermarket. In your letter,

* **explain what happened to you**
* **give details of the day and time of the purchase**
* **ask the manager what he / she intends to do about your experience**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Sir / Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

It seems clear that obesity in today's society is to some extent due to the availability of fast food. Should governments place a tax on fast food to reduce the amount of fast food consumed?

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 8

Section 1

* Can you describe to me a hotel where you have once stayed?
* Do you like staying in hotels? (Why/Why not?)
* Do you think hotels are over-priced? (Why/Why not?)

Topic 1 The Police

* What are people's attitudes to the police in your country?
* What are the qualities of a good policeman or policewoman?
* What do you think about the kind of job the police have to do?
* Do you feel the police is a suitable job for a woman? (Why/Why not?)

Topic 2 Photography

* Do you take photographs? (Why/Why not?)
* Is it important to keep photographs?
* What dangers are there nowadays with photographs and the Internet?
* Can taking a photograph of someone famous be an invasion of privacy? (Why/Why not?)

Section 2

Describe a business that you know well
You should say:
what kind of business it is
what relationship you have with this business
how successful this business is
and explain whether you think this is a good or bad business and why

Section 3

Topic 1 Business

* Would you like to own your own business? (Why/Why not?)
* What are the advantages and disadvantages of owning one's own business?
* What sort of things can affect the success of a business?
* How has the business environment changed over the last 30 years?

Topic 2 Charity and Helping Others

* Do you believe in giving money to organisations that help others? (Why/Why not?)
* Why do you feel organisations for helping others are necessary in today's world?
* What kind of people need the help of these organisations that help others?
* Do you think that the need for organisations for helping others will be more or less necessary in the future?

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 9

GENERAL TRAINING LISTENING PRACTICE TEST 9

SECTION 1 Questions 1 - 10

Questions 1 - 5

Complete Sarah's People Central form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

People Central
New Potential Staff

Type of Job Desired: *Example*:	***Accountancy***
Name:	Mark (**1**) _____
Address:	13 Wellington Street South Brisbane Queensland
Postcode:	4101
Date of Birth:	(**2**) _____ May 1988
Email Address:	markc@(**3**) _____now.com
Telephone: Home:	07 3554 7671
Cell:	046 9153 (**4**) _____
Preferred Work Area:	The Brisbane area Within a drive of approx. (**5**) _____ from home

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Questions 6 - 10

Complete the sentences below.

Use **NO MORE THAN TWO WORDS** from the listening for each answer.

6 Mark will send _____ of his professional certificates to Sarah.

7 Mark could happily travel to Gold Coast Printing by _____ as well as by car.

8 The _____ nature of the job at the import export company is a problem for Mark.

9 Mark is worried about _____ at a smaller company like the fishing company, Barracuda.

10 Mark will not need to pay a _____ for any job placement.

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SECTION 2 Questions 11 - 20

Questions 11 - 17

Complete the notes below on the Sway Road Health Centre.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Sway Road Health Centre

Six full-time doctors
Just over (**11**) _____ patients
2 centres - Sway Road and Church Road

Registering - come during opening hours; bring a (**12**) _____, proof of address (dated within 3 months of application) and medical card (or fill out a registration from). Staff will ask for your medical history and organise a (**13**) _____ to be taken.

Appointments - contact only by phone and not by (**14**) _____. Call only during opening hours.

Opening Hours

(**15**) _____ a.m. - 1 p.m. and 2 p.m. - 7 p.m. Monday to Friday
(call only between 1 p.m. & 2 p.m. in an emergency)
(closed weekends and (**16**) _____)

The best option for emergencies is to go to hospital or call an ambulance.

Medical Students - consultations with doctors or nurses may have a student present; there is no obligation to have a student present.

Travel Service - lots of vaccinations available. Complete a (**17**) _____ at reception - available from reception or the website. The nurse will make vaccination recommendations. Get a vaccination card. Vaccinations to be paid for on the day of vaccination.

Questions 18 - 20

Answer the questions below. Use **NO MORE THAN THREE WORDS** from the listening for each answer.

18 Where is the suggestion box found at the health centre?

19 Who will deal with any complaints made?

20 What area is closed off during the open morning?

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SECTION 3 Questions 21 - 30

Questions 21 - 25

Match Kevin's level of satisfaction (**A - C**) with the things related to his training days (questions **21 - 25**).

21 The hotel accommodation

22 Directions to the training

23 The trainer

24 Conference centre facilities

25 The other trainees

A	Not satisfied
B	Quite satisfied
C	Very satisfied

Questions 26 - 30

Match Kevin's problems over the weekend (**A - J**) with the solutions to the problems (questions **26 - 30**).

26 Kevin had to spend some of his off-work time at the office.

27 The office systems were out of date.

28 The office systems initially wouldn't accept the new software.

29 A bug got into the company's computer systems.

30 The burglar alarm went off in the offices.

A	Kevin bought replacement computers	**F**	Kevin received some extra holiday time
B	More antivirus protection was needed	**G**	Kevin hired a consultant
C	Fixed by the company's antivirus protection	**H**	Kevin ran an update
D	Kevin gave a password to the security firm	**I**	Kevin called a friend from the training
E	Kevin's boss sorted the problem out	**J**	Kevin was paid a good bonus

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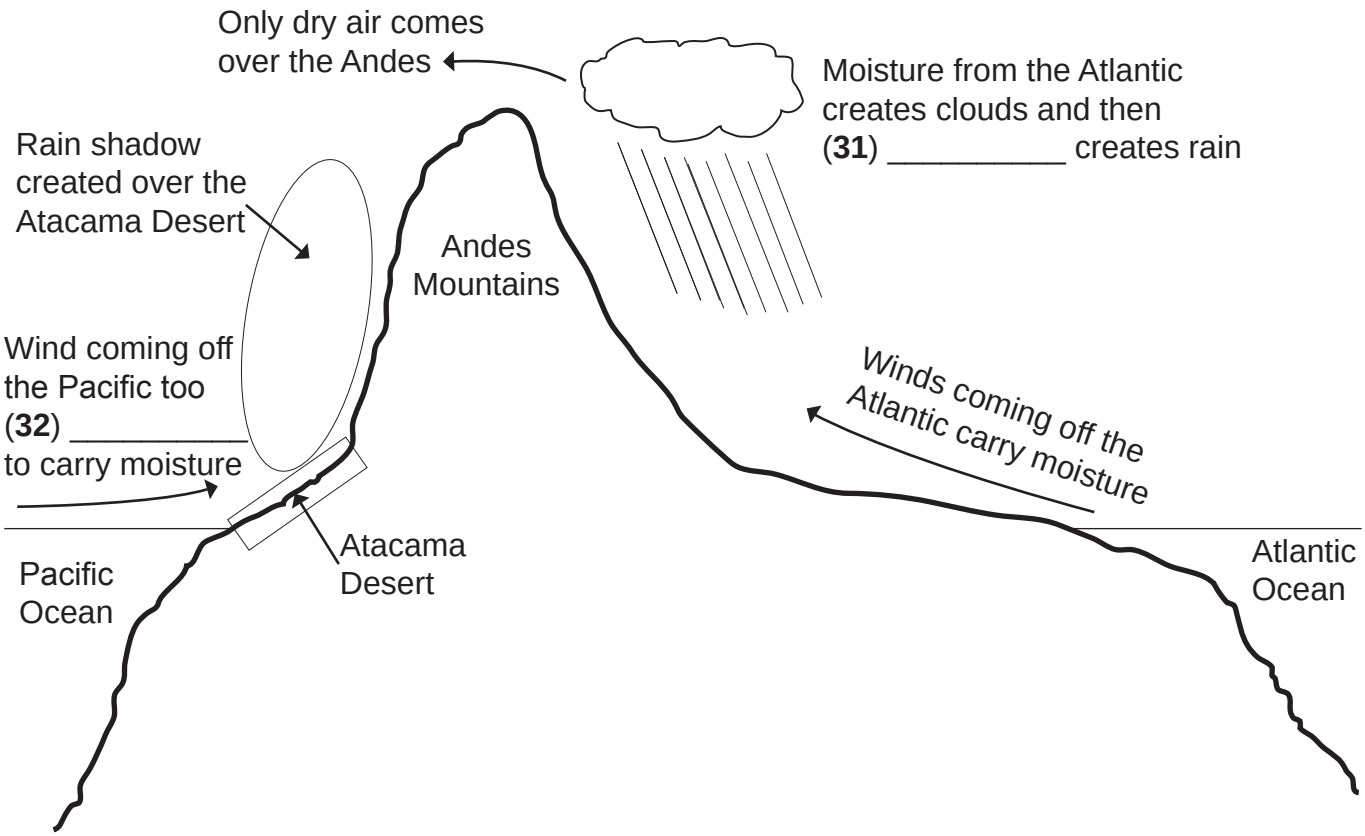
SECTION 4 Questions 31 - 40

Questions 31 and 32

Complete the diagram below on the rain shadow over the Atacama Desert.

Write **NO MORE THAN ONE WORD** from the listening for each answer.

The Atacama Desert and its Rain Shadow



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Questions 33 - 40

Complete the notes below on the rest of the lecture on the Atacama Desert.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

The Atacama Desert

The Atacama Large Millimetre Array

Because the Atacama Desert is so high and the sky overhead so clear, the Atacama Large Millimetre Array (ALMA) has been placed there. Made up of 66 antennas, its high resolution images will allow study of the earliest galaxies and the (**33**) _____ of our galaxy's planets. The ALMA is 100 times more powerful than previous similar telescopes.

The Atacama Desert

Northern ⅓ of Chile - 1000 km up to the border of Peru.
Barrier of (**34**) _____ in the west and the Andes in the east.
Average elevation is 4000m (the highest desert in the world).
Temperatures average between 0 and -25˚C.

Flora and Fauna

Some life exists - local populations use some plants for (**35**) _____.
Animal life is rare, but there are some reptiles, mice and foxes.

Natural Resources and Agriculture

The Atacama was Chile's main source of income pre World War 1.
Chile possessed a (**36**) _____ on the nitrate trade. Mines abandoned after synthetic nitrate was invented in Germany.
Other minerals are mined in the Atacama - 30% of world's (**37**) _____ is mined in the Atacama and sulphur is also extracted; these resources caused conflict with Bolivia.
Very little agriculture because of the lack of water. Some lemons, potatoes and alfalfa.

Tourism

Now a major income source.
Volcanoes, geysers, lagoons etc. attract holiday-makers and (**38**) _____.
Visitors need education to understand the (**39**) _____ of the environment.
Urbanisation and mining have caused problems.
Some farming of natural plants of the Atacama is done, interrupting their (**40**) _____.

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GENERAL TRAINING READING PRACTICE TEST 9

SECTION 1 Questions 1 - 14

Questions 1 - 7

Complete the table below.

Write **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **1 - 7** on your answer sheet.

The Beaver Valley Hotel - Activities for Residents	
ACTIVITY	**NOTES**
Horse Riding	* 10 minutes away * (**1**) _____ available for adults and children * Tours available with experienced (**2**) _____ * Different treks available * Not too expensive * Bookings at reception
Kayaking	* Hotel-owned kayaks for 1 or more people * Map, (**3**) _____ and advice supplied by hotel * 3 possible length kayak trips available * Set down and pick up supplied * Free for residents * Bookings at reception
Hiking	* Variety of difficulty * Maps and advice provided on stops for (**4**) _____ * Range from short to whole day
The Local Volcano	* 7 miles away * Cone-shaped hill is extinct volcano * Moderate climb with (**5**) _____ for rests * (**6**) _____ provide formation and history details * Great view - even the distant mountains can be spotted sometimes * Return travel by bus is very easy
Flea Market	* 7 a.m. start * Pick up a bargain * Plenty of cafés and restaurants
Check the (**7**) _____ before you go on any outings!	

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The Beaver Valley Hotel - Activities for Residents

In our location in the Beaver Valley, we are lucky to have so many possibilities for things to do. Here is a taster of some of our favourites.

For those of you interested in horse riding, we are in partnership with a local riding club. Just 10 minutes drive away from the hotel, John will give you a wonderful time with his fantastic team of horses. They offer various things. You can get lessons for yourself and/or your child, or you can take a guided trek into the local forests and hills. You'll be taken for up to four hours around the local area to see the wonderful countryside and hopefully lots of the local animals. There are various sights to take in, such as castles, and John's guides know the area well and exactly where to go. If you enjoy it, the riding centre has various routes to offer, so, if you're not too stiff, you can do a different trek later in the week. They're very reasonably priced, so ask us at reception to give John a call to make a booking.

As we are next to the Beaver River, we decided to buy a range of one-person and two-people kayaks. We'll take you to a good starting point on the river and give you a map, so you know where you're going. For safety, there are life vests provided and we'll give you some hints on kayaking. Then, after two, four or six hours, we'll pick you up at pre-arranged points. The river never flows that fast and is not deep, so this is a safe outing for all the family. This activity is free of charge for residents of the hotel, so come to reception again to make a booking.

If horses and water are not your thing, there are lots of hiking trails, which range from easy to demanding. We have plenty of maps of the trails and advice on places to pause for refreshments. Hikes vary from a one-hour stroll to all-day walks that will tire you out and sharpen your appetite for dinner.

About seven miles from the hotel, you may have seen a modestly-sized conical hill. It's a local secret that this hill is actually an extinct volcano from millions of years ago. It's been eroding all that time, so it's not that difficult a climb and there are well-tended paths with benches on which to take a break. In addition, there are lots of information boards scattered around, so that you can learn about the formation of the volcano and its history. When you reach the top, there is a magnificent view and, on a clear day, you can even see the distant mountain range. Buses leave from outside the hotel every hour, on the hour, and return with the same frequency.

Every Sunday, the local market town holds a flea market. It begins at 7 a.m., so get up and get there early to see if you can pick up a bargain. The market square also has lots of cafés and restaurants, so if you've done enough browsing, you can make yourself comfortable and sip a tea, coffee or cold drink.

As you can see, lots of our activities are outside, so make sure you inform yourself regarding the weather forecast to avoid getting too wet (if that bothers you!).

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Questions 8 - 14

The text on the following page has 7 sections (**A – G**).

Choose the correct heading for each section from the list of headings below.

Write the correct number (**i – x**) in boxes **8 – 14** on your answer sheet.

i	Exchanging your Old Printer
ii	Running out of Ink
iii	Starting to Print
iv	Troubleshooting
v	Safety Instructions
vi	Printing Materials
vii	Positioning your New Printer
viii	How to Clear Blockages
ix	Printer Maintenance
x	Using Coloured Inks

8 Section A

9 Section B

10 Section C

11 Section D

12 Section E

13 Section F

14 Section G

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Using your New Electronix Printer

A Your new Electronix printer is an electronic device and you should therefore always observe some basic precautions: connect your printer to properly grounded electricity outlets, replace any damaged or frayed cables, don't open or try and fix your printer yourself, and unplug your printer whilst replacing the ink cartridge.

B Do not block or cover the openings in the printer's cabinet. Keep your new Electronix printer away from excessive direct sunlight and put it on a secure table that will not fall over easily. Put your printer in a place away from children.

C When you connect your new Electronix printer to your computer, you should be able to print straight away, as most computers have all common printer software already installed. If you cannot print, you will be able to find the driver software online or on the CD that is provided with your new Electronix printer.

D Your new Electronix printer will work with all sizes of standard printer paper. Do not use any metallised paper in it, as this will not work. Do not try and print using any plastic sheets or plastic coated paper. Your new Electronix printer uses heat in its printing process, which will melt any plastic used.

E Your ink cartridge can be replaced at most reputable high street dealers or you can order one online on our website. Consult your instruction manual or our website for instructions on how to replace your cartridge. Using a different brand of ink in your new Electronix printer will invalidate your warranty.

F Your new Electronix printer does not require any servicing, but cleaning it periodically can extend its life and performance - a good time for doing this can be when you're changing your ink cartridge. Use only soft tissues or a soft brush for cleaning and don't use any chemicals.

G If your printer malfunctions in any way, check our *Problems with your Printer* guide that is available on our website. Follow the instructions given there. We have found that 80% of customer problems are resolved using our guide. If there are still problems after using our guide, go to one of the recommended repair outlets that are also available on our website.

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SECTION 2 Questions 15 – 27

Questions 15 – 21

Complete the flow chart below. Write **NO MORE THAN THREE WORDS** from the text for each answer. Write your answers in boxes **15 – 21** on your answer sheet.

Our Employee Appraisal Process

1. The Interview The job description used at the employee's original interview will outline the roles and responsibilities; these will be formalised in the employee's (**15**) _____.

↓

2. 3-month Review This ends the employee's (**16**) _____ and ensures things are going smoothly.

↓

3. Before the Annual Meeting (**17**) _____ of the annual meeting should be given 2 weeks before, so that the employee can prepare and submit a (**18**) _____ covering four key points.

↓

4. The Meeting Appropriate time should be set aside and it should be fairly (**19**) _____ to create an effective atmosphere. The meeting will discuss what the employee submitted before the meeting.

↓

5. The (**20**) _____ (part of the meeting) Although the employee gives input, the manager alone awards this.

↓

6. The Report This will be written by the manager and sent to the employee within a week of the meeting.

↓

7. The Second Meeting The report is discussed and signed by manager and employee.

↓

8. Appeal If desired, employees can use the appeal process laid out in the (**21**) _____.

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Our Employee Appraisal Process

Employees in our organisation are clearly engaged in their work and doing their best for our organisation. In order to recognise employees' commitment, we run an annual appraisal program. In a way, the program begins with when an employee is interviewed for his/her job. The job description will have outlined the roles and responsibilities of the employee's position. The contract will then stipulate these things officially.

The appraisal process of an employee should begin a year after the employment began with the first annual review, although there will be a 3-month review of the employee at the conclusion of the probation period. The three-month review allows both employer and employee to be sure that their commitment to each other is warranted.

Before the annual meeting, the employee should receive at least two weeks' notice. The employee should give a self-evaluation statement to the manager(s) conducting the meeting giving his/her views of his/her performance over the year in terms of the roles and responsibilities. He/she should note:

* what things are perceived to have gone well over the year
* what things should have gone better over the year
* how things should be improved over the next year
* potential targets in the coming year for the company and the employee's personal growth

There should be plenty of time allocated to the appraisal meeting. It should be reasonably informal, so that the employee is at ease and can discuss his/her performance without any undue pressure. The agenda of the meeting will follow the four points referred to above.

At the end of the meeting, there will be a rating of the employee's performance. The employee will give his/her input regarding this, however, awarding it will be the sole responsibility of the manager(s) conducting the appraisal. The employee will be outstanding, standard or unsatisfactory.

After the meeting, the manager will write up a report and present it to the employee within a week. The rating will be included within this report. There will then be a second meeting with the employee to discuss this report to ensure that it is fair and then both the manager and the employee should sign it when they are happy with it. The report will form a basis for the following year's annual appraisal meeting. If there is any conflict over the report, then there is an appeal process for the employee. Employees should consult the company handbook to inform themselves about this process.

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Questions 22 - 27

Complete the sentences below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **22 - 27** on your answer sheet.

22 Domestic and work _____ can become unclear due to social media usage.

23 An excessively formal social media policy at work could be an _____ step.

24 The _____ nature of social media developments means that social media policies can easily become out of date.

25 It can be _____ to check the social media pages of potential employees.

26 Anyone in the workplace should often check their social media _____ to stop unwanted access to their private life.

27 Employers should consider the _____ of their employees when dealing with the sensitive issue of social media in the workplace.

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Using Social Media in Companies – *a guide for companies, workers and unions*

The impact of social media on the workplace is increasing. Social media is the broad term for internet-based tools used on PCs, laptops, tablets and smart phones to help people make contact, keep in touch and interact. This trend can affect communications among managers, employees and job applicants, how organisations promote and control their reputation, and how colleagues treat one another. It can also distort what boundaries there are between home and employment.

Key Points

Develop a policy: Employers should include what is and what is not acceptable for general behaviour in the use at work of the Internet, emails, smart phones and social media, such as networking websites, blogs and tweets. However, it might prove impractical to have an overly formal policy that also includes rigidly covering the use of social media in recruitment.

Rules for recruitment: While a rigid policy on using social media in recruitment could soon become obsolete, because the trend is so dynamic, it is still advisable for an employer to have at least some rules, or procedures, which managers and employees should follow.

Screening job candidates: In particular when recruiting, employers should be careful if they assess applicants by looking at their social networking pages, as this may be discriminatory.

Who can see profiles? Employees should regularly review the privacy settings on their social networking pages, as they can change. Also, they should consider whether they want or need co-workers to see those profiles.

Talk to staff: Employers should inform and consult their employees if planning to monitor social media activity affecting the workplace.

Update other policies: For example, an organisation's policy on bullying should include references to 'cyber bullying'.

Be sensitive: Employers should promote a work-life balance - the line between work and home is becoming increasingly blurred by the use of modern technology.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

The horse used to be an indispensable part of human life and it was used for transport, war, industry, and for fun. In order to support society's dependence on the horse, whole industries grew up around it. There were sectors to breed them, shoe them, saddle them, teach people to ride them, feed them, care for them, and finally to dispose of them at the end of their useful lives. The industrial revolution and in particular the invention of the internal combustion engine was the end of the horse's central role in people's lives. Today, it seems there is a further threat to the horse that is causing a drop in its numbers. The American Horse Council (AHC) recently addressed this decline at its National Issues Forum. Leaders from various stakeholders spoke about the decrease in registered horses and the impact on their segment of the horse industry.

There has been an enthusiastic response to the forum's discussions. "People have been talking about the decline in horse numbers for some time, however, this is the first time the issue has been discussed in a comprehensive fashion," said AHC president Jay Hickey. "It was a very good program and attendees now have a better comprehension of current conditions and what actions are being taken."

Tim Capps, Director of the Equine Industry Program at the University of Louisville, gave the opening address at the forum and tried to pinpoint the reasons for the drop in today's numbers of registered horses. The economy was cited by Capps as the single largest factor, but there are probably several other factors as well. Capps believes the horse industry was in a bubble that peaked about six years before, which was similar to an earlier bubble in the 1980's. The bubble burst and caused the resulting damage to the horse industry. Capps also cited the roles of the increasing cost of horse ownership and participation in shows, concerns about welfare, and increased competition for leisure and gambling dollars.

In addition, Capps explained that there has been a decline in the number of young horses and registered horses over the last several years that is impacting all breeds and segments of the industry and the leaders of the industry are aware of this decline and are taking action. Capps also noted that this is not the first such decline in the number of horses, and in previous instances there was later a strong rebound in numbers. Examples of this were most notably during the Great Depression and in the mid-1980s. Capps pointed out the horse industry often parallels the wider economy and the current situation closely mirrors the impact the Great Depression had on the industry. In the past, the growth following such declines was often propelled by individuals outside the industry becoming interested and investing in the industry, noted Capps. He believes it will again be important to look beyond current horse industry participants to promote growth in the industry now and in the future.

Jim Gagliano, Jockey Club President, reported on the effects of the drop in numbers on the horse racing industry. "The thoroughbred foal crop has been declining and is responsible for a drop in the number of starts, number of horses in the field, the number of owners, and the number of racing days. This in turn has led to a drop in turnover for all sectors in the industry and makes the industry a less attractive one for new entrants and existing businesses." Forum attendees also heard what actions are being taken by the racing industry. Mr. Gagliano said that organisations are working to promote the best races and make better use of social media and online resources to attract a younger demographic, and develop new owners.

Following up on the need for more and better marketing, Patti Colbert of PCE Enterprises

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has come up with the *Time to Ride* initiative. This ambitious national campaign and contest targets the goal of giving 100,000 new people a horse experience in the following calendar year. Ms. Colbert reported that *Time to Ride* had accomplished its initial goal to sign up 1,000 stables, instructors, new participants and others in the horse community to host events. Colbert enthusiastically explained the next step. “These hosts will now compete for $100,000 in cash and prizes and several have already hosted their first event.”

The forum also heard from associated service providers who are also being impacted. Jeff Blea, President of the American Association of Equine Practitioners (AAEP) talked about the impact on the veterinarian community and how fewer horses mean less work for horse vets. Blea additionally spoke about the AAEP programs to help veterinarians create long-term and successful relationships with horse owners and support an increase in horse breeding.

The forum has clearly identified that the problem is not only a decline in the number of registered horses, but also a decline in horse owners and people participating in horse activities. However, there is also good news, as industry organisations are taking action both individually and collectively. Hickey explains why people are not overly worried just yet. “The industry also has one great advantage: the enduring appeal of the horse. With continued effort on the part of the entire horse community, the industry will come out of the current economic climate even more robust.”

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Questions 28 - 35

Look at the following statements (questions **28 - 35**) and the list of people below.

Match each statement with the correct person's initials.

Write the correct initials in boxes **28 - 35** on your answer sheet.

28 The poor economic conditions in the horse industry are discouraging the starting of new horse-related businesses.

29 The strength of the horse industry often reflects the prevalent economic climate.

30 Participants at the American Horse Council National Issues Forum now have an improved understanding of the issues challenging today's horse industries.

31 Recent promotion has already led to more people being introduced to horse riding.

32 Organisations related to the horse industry are improving their use of modern digital marketing.

33 Today's horse industries will emerge from the slump even stronger than they were before.

34 Vets are also involved in helping in movements to increase the numbers of horses being born.

35 The lasting fascination that people have with the horse will be one reason that the industry will recover.

JH	Jay Hickey
TC	Tim Capps
JG	Jim Gagliano
JB	Jeff Blea
PC	Patti Colbert

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Questions 36 - 39

Do the following statements agree with the information given in the text below?

In boxes **36 – 39** on your answer sheet write:

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

36 The industrial revolution created an increase in the numbers of horses required in industry and transportation.

37 The horse industry has reacted well to previous drops in the number of horses.

38 The current decline in horse numbers is still a reaction to the economic slump in the 1980's.

39 The *Time to Ride* movement has gained political as well as industry support.

Question 40

Choose the correct letter, **A, B, C or D**.

Write the correct letter in box **40** on your answer sheet.

40 What is the writer's purpose in the text in section 3?

A To explain why the American Horse Council is the best organisation to deal with the expansion of the horse industry.

B To review initiatives addressing current challenges to the horse industry.

C To describe the historical decline of the horse.

D To summarise organisations devoted to the welfare of the horse today.

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GENERAL TRAINING WRITING PRACTICE TEST 9

WRITING TASK 1

You should spend about 20 minutes on this task.

A friend of yours has always admired your car. You have now decided to sell it.

Write a letter to your friend to ask if he is interested in buying your car. In your letter,

- **explain why you are selling your car**
- **describe the good points and any bad points about your car**
- **suggest the friend visits you to see and drive your car**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Tim,

WRITING TASK 2

You should spend about 40 minutes on this task.

Many parents give jobs to their children to do around the house in order to develop their characters and self-sufficiency. Discuss this idea and give your opinion.

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 9

Section 1

* Can you describe the countryside near to where you live?
* Do you like spending time in the countryside? (Why/Why not?)
* What area of the countryside in your country would you tell a tourist to visit? (Why?)

Topic 1 Walking

* Do you like walking? (Why/Why not?)
* Why do you think people walk less today than before?
* Do you agree that walking is sometimes considered the best exercise? (Why/Why not?)
* How can we encourage people to walk more?

Topic 2 Gardens and Gardening

* Do you like gardens? (Why/Why not?)
* Is gardening popular in your country? (Why/Why not?)
* Do you think it's important for towns to have public gardens? (Why/Why not?)
* Do people in your country grow fruits and vegetables in gardens? (Why/Why not?)

Section 2

Describe a memorable book that you once read
You should say:
what this book was
when you read it
what happened in the book
and explain why this book is so memorable for you.

Section 3

Topic 1 Reading

* Do you like reading? (Why/Why not?)
* How have attitudes to reading changed in your country over the last 50 years?
* How do you feel about how electronic books are taking over from the traditional form?
* How can we get young people to read more today?

Topic 2 Journalism

* How is the job of journalist viewed in your country?
* Do you feel censorship of journalism is a necessary thing nowadays? (Why/Why not?)
* How is news usually reported in your country?
* How do you think the reporting of news will change over the next 50 years?

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 10

GENERAL TRAINING LISTENING PRACTICE TEST 10

SECTION 1 Questions 1 - 10

Questions 1 - 5

Answer the questions below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Example	*Answer*
Which is Charlotte's preferred postcode?	***AE5***

1 How many bedrooms does Charlotte want?

2 How much per week is Charlotte planning to spend on rent?

3 Which room does Charlotte want partially furnished?

4 What would Charlotte be responsible for if she rented an apartment with a garden?

5 What commission does Anglian Estates charge for arranging an apartment rental?

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Questions 6 - 10

Complete Charlotte's notes on the three apartments that Matthew describes.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

Grantham Gardens

First floor
Recently (**6**) _____
Right number of rooms
No garden, but a balcony with a good view
10-minute walk from St. Mary's
OK for budget
Quite a high (**7**) _____

Lawrence Close

Ground floor flat - access to garden from the (**8**) _____
150 square metre garden
Right number of rooms
Not walking distance to St. Mary's, but there is a (**9**) _____
Slightly over budget

Greene Road

Good for budget
Right number of rooms
Walking distance to St. Mary's
3rd floor (purpose-built building)
Elevator
Shared garden
(**10**) _____ kitchen and living room
Very modern
Very well looked after

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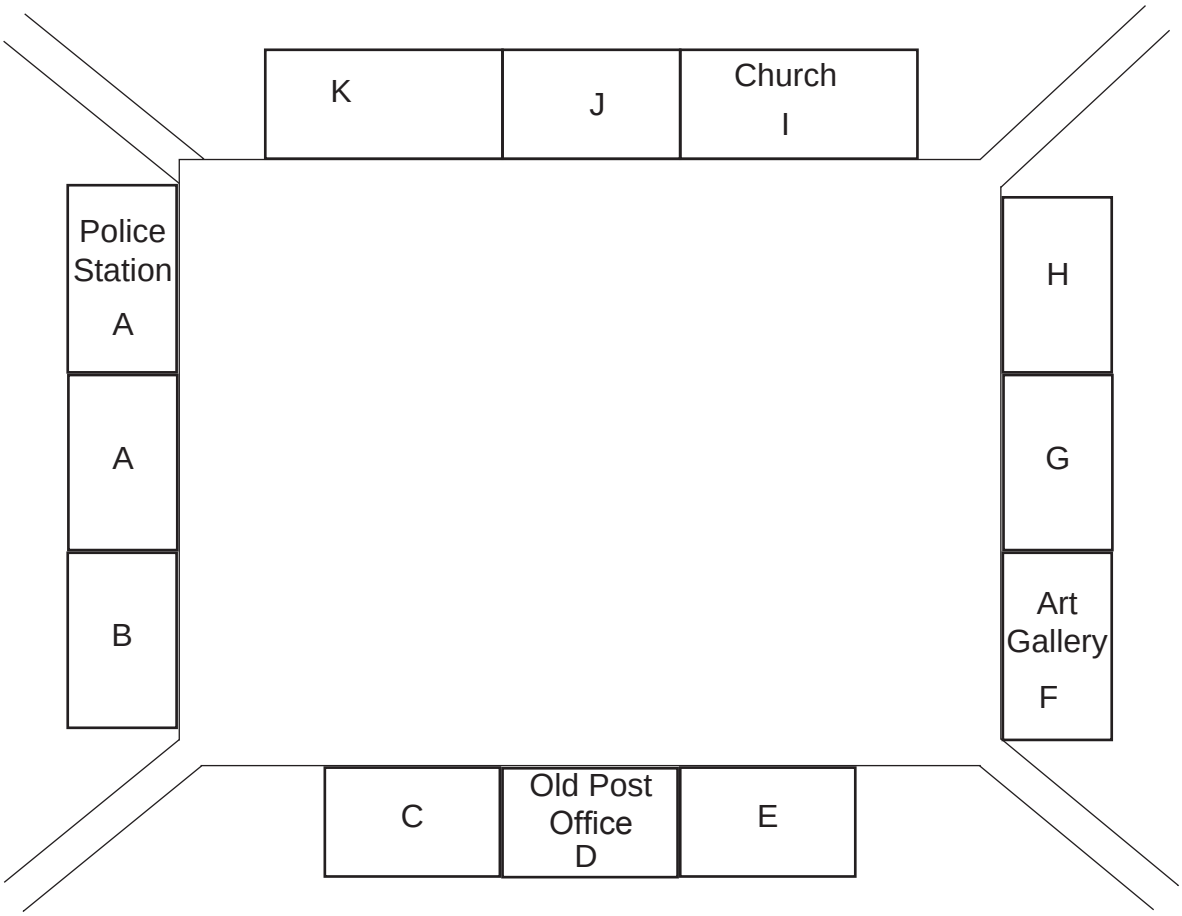
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SECTION 2 Questions 11 - 20

Questions 11 and 12

Below is a plan of the town square. There are **12** buildings marked **A - K**. Questions **11 and 12** give **2** locations. Match the 2 locations with the correct buildings.

The Town Square



11 The Tourist Information Office

12 The Town Hall

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Questions 13 - 15

Choose **THREE** letters, **A - K**.

Which **THREE** of the following can happen at the new citizens advice office?

A They can find people a job

B They can tell people about their holiday rights at their jobs

C They can give people advice on debt

D They can give people loans

E They can tell people how to pay a tax bill

F They can give details to people of a good accountant to use

Questions 16 - 20

Match the situations in questions **16 - 20** with the appropriate room (**A - I**).

16 You're new to the area and you want to find a school for your children.

17 You want to give money to the citizens advice office to help them.

18 You've been sacked from your job and you think it's unfair.

19 You want to apply for unemployment money and you don't know if you're eligible.

20 You've bought a second hand car from a showroom, but it's not working properly and the showroom won't help you.

A Reception

B Room 1

C Room 2

D Room 4

E Room 9

F Room 18

G Room 25

H Room 27

I Room 29

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SECTION 3 Questions 21 - 30

Questions 21 - 25

Match the invention (questions **21 - 25**) with the business, industry or process it affected (**A - G**).

Choose **FIVE** answers from the list below and write the correct letter (**A - G**) next to questions **21 - 25**.

21 The Aerosol Spray

22 The Spinning Machine

23 The Battery

24 The Sextant

25 Light Polarisers

A The mobile phone business

B The paint business

C The sunglasses business

D The ship building industry

E The photography business

F The clothing industry

G Navigation

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Questions 26 - 28

Choose the correct letter **A, B, or C**.

26 What was the problem with using quick dry ink in fountain pens?

A The ink did not flow in the pen properly
B The ink was too soft
C The ink was too acidic

27 Who first produced a pen with a metal ball bearing at the end of a pen?

A Lazlo Biro
B John Loud
C An unknown earlier inventor

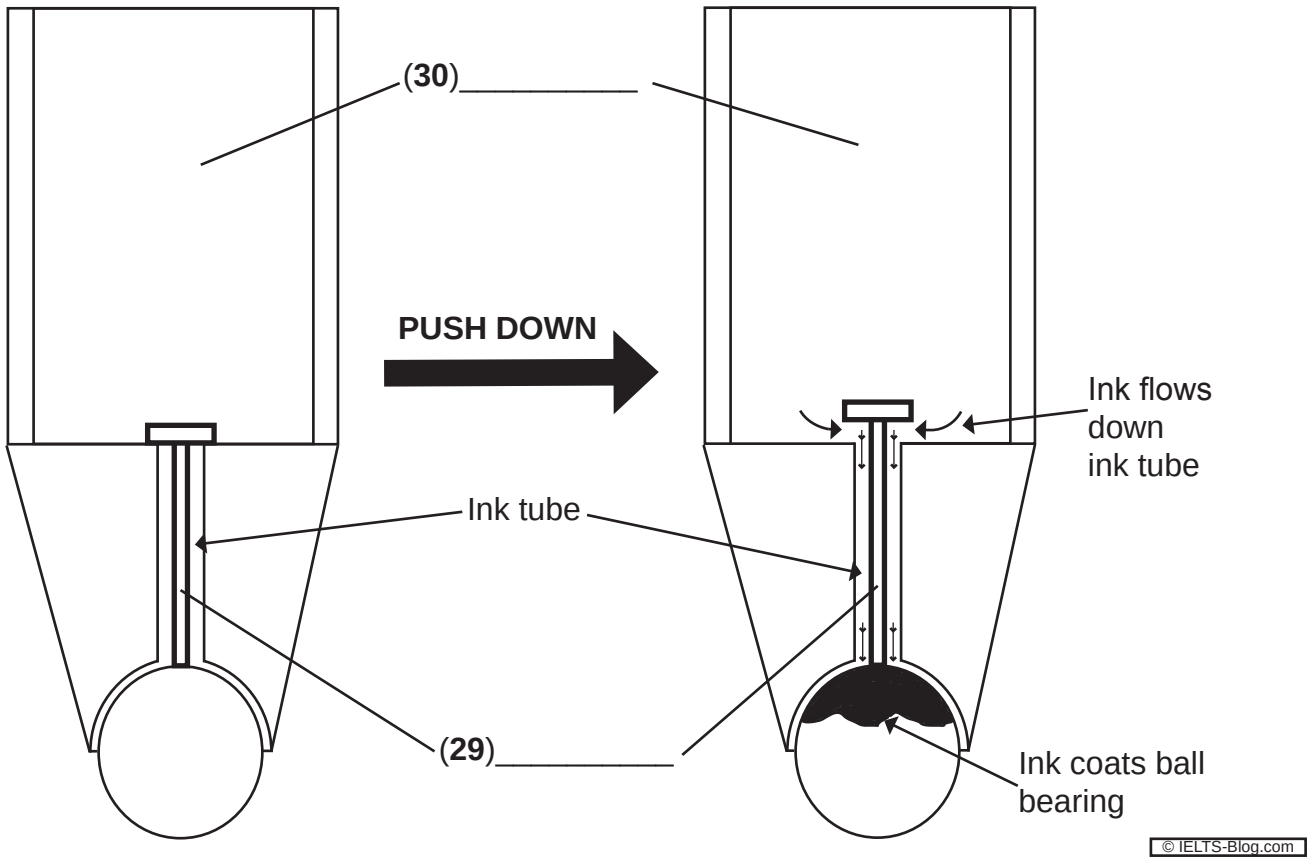
28 In which country did Biro first manufacture his ball point pens?

A The UK
B Argentina
C The US

Questions 29 and 30

Complete the diagram below on Biro's ballpoint pen.

Write **NO MORE THAN THREE WORDS** from the listening for each answer.



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SECTION 4 Questions 31 - 40

Questions 31 and 32

Choose the correct letter **A, B, or C**.

31 Domesticated rice has experienced

A the introduction of improved fertilisers in order to make it grow.
B changes at the genetic level.
C special pesticides to protect it.

32 The origins of domesticated rice

A are in China.
B are in India.
C are disputed.

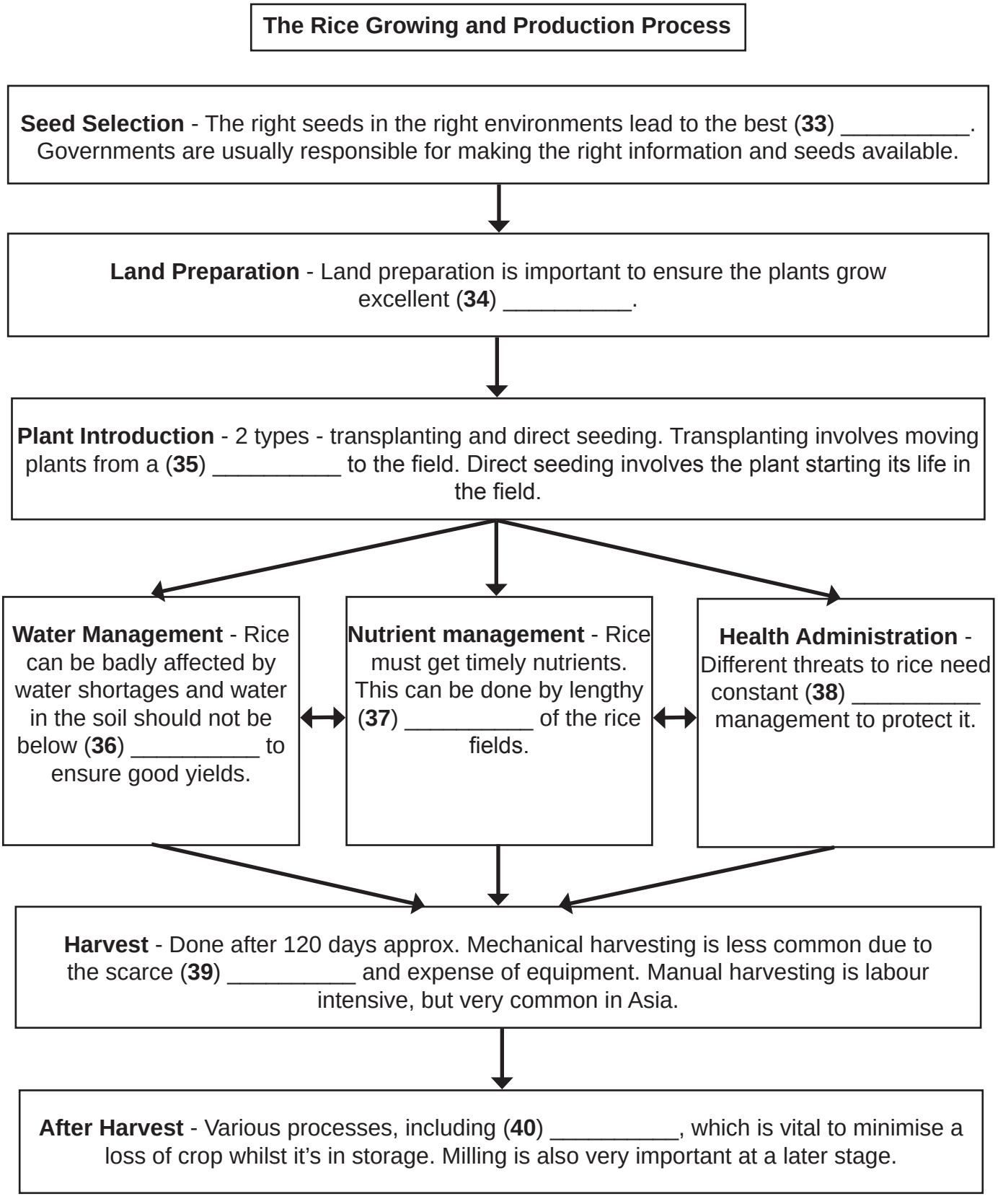
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Questions 33 - 40

Complete the flow chart describing the process for growing and producing rice.

Use **NO MORE THAN TWO WORDS** from the listening for each answer.



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GENERAL TRAINING READING PRACTICE TEST 10

SECTION 1 Questions 1 - 14

Questions 1 – 8

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes **1 - 8** on your answer sheet.

1 _____ have different application procedures and must be contacted directly.

2 The _____ in which people live determines which schools will give entrance preference.

3 Parents should apply to _____ schools in total, in case their preferred school does not accept their child.

4 The majority of parents submit their child's school application _____, but it can be done on paper if they prefer.

5 Parents will need the _____ of their child's teacher at primary school in order to complete a secondary school application.

6 People just moving to the town should submit their proof of house purchase or signed _____ before a school place can be found for their child.

7 In order to change schools, the town's _____ will need to receive a completed application form.

8 None of the schools' _____ can guarantee admission for any child due to the limits on resources and places.

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Applying to a School for your Child

If you want your child to go to a school in our town, the procedures differ slightly depending on whether you require a primary or secondary school. This system should not be used for private schools, which you should get in touch with yourself if you want to educate your child privately.

For both primary and secondary schools, which school your child can go to usually depends on where you live. Each school has a catchment area and you will get preference for entry into schools within the area where you live. For both primary and secondary school applications, you should apply to three schools and indicate your preference in the way shown on the application form.

You need to apply for a primary school place the year before your child is due to start. All children must be in education the term following their fifth birthday, so most children start when they are four. Most people apply online, but paper forms are also available in most pre-schools, and from the town's Children's Information Service.

For secondary schools, the application form is slightly different, as there will be a section that must be completed by your child's teacher in your child's last year in the primary school. You need to have the teacher's email address and insert it in the appropriate place on the application form. This should be available on the primary schools' websites.

If you have just moved to our town, you should contact the Children's Information Service for advice. We can offer a place once your contracts have been exchanged or a tenancy agreement has been signed. Places can't normally be reserved more than half a term in advance.

If your child already attends a school in our town but you wish to move them to another within the town, then you will need to complete an application form and submit it to the Admissions Team.

All the school governing bodies will have done everything they can to meet the preference of parents whose applications were received by the due date in the first allocation of places within the limits of their resources. Each school has a limit on the number of pupils it can accommodate and this means that some children may not be offered a place at their preferred school, because there is no room.

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Questions 9 – 14

There are 4 advertisements for holiday accommodation **A – D** on the next page.

Which advertisement mentions the following information?

Write your answers in boxes **9 - 14** on your answer sheet.

9 Staying at this place is for those wanting to swim in the sea during their holiday.

10 Staying at this place will get people cheaper prices at nearby restaurants.

11 Staying at this place involves no seasonal discounts.

12 Staying at this place includes a cleaner every day.

13 Staying at this place gives people the option to cook outside.

14 Staying at this place is recommended for groups.

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A Polgeddis Cottage

Beautiful 1-bedroom cottage for rent overlooking the Green Mountains. En-suite bedroom, fully equipped kitchen, cosy living room (with open fire), maps for hiking provided with places to eat and drink marked, and discount vouchers for local eating places provided. The living room opens out onto a wooden patio where you can enjoy a drink while looking at the view and resting after a hard day's exercise. 2 miles from the general store, which provides all the basics and more. From $600 a week, depending on the date.

B Downchurch Chalet

Recently refurbished and only just back on the rental market, this 3-bedroom chalet is ideal for families. Only a 3-minute walk from the beach and the safe waters of the local Atlantic bay, this chalet provides a great summer holiday. The main bedroom is for two adults and the other two will take four or five children. The kitchen is small, but well-equipped and there is a large living area. Television, DVD player and stereo are all provided, as well as a barbecue on the grass next to the chalet. $900 per week in summer (July and August), $650 at other times.

C Salmon's Leap

For those fishing enthusiasts amongst you, Salmon's Leap is a secluded lodge near the Carbrook river. The river has a salmon run every spring and people have come from all around the world to fish its famous waters. The lodge has 5 double bedrooms, so it suits groups of people rather than 1 or 2. The kitchen is top class and there is special equipment for preparing and cooking the salmon that we hope you'll catch. There is a service visit every morning at 10 a.m., so you won't need to worry about making your bed, cleaning up the kitchen or general tidying up. $1500 a week during the salmon run and $1000 a week at other times.

D Stroudon Views

Set right in the middle of the Villamont city centre, staying at Stroudon Views will give you a starting point to see all the sites of the city. With 2 double en-suite bedrooms, this luxury apartment will give you a place to relax in the evenings after a day examining the city's museums, exhibitions or fine architecture. The superb kitchen will allow you to prepare your own food if you don't fancy eating out, and this will give you the chance to cut back on expenses. The living room has comfortable sofas and armchairs, a selection of books to choose from, and has a full entertainment system, including free wifi. $800 a week year round.

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SECTION 2 Questions 15 – 27

Questions 15 - 21

Complete the summary below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes **15 - 21** on your answer sheet.

Our Part-Time Working Scheme

The scheme permits reductions in our employees' (**15**) _____, done over chosen days. Part-time workers will get the same pay, pension, (**16**) _____, training and career break rights. If we treat a part-time worker differently, we must show a good reason, or 'objective justification'. On written request, we will provide any reasons for our conduct with you within (**17**) _____ of receipt. (**18**) _____ of 1 month must be given for a part-time work request. All benefits (salary, terms and conditions and flexible working) will be calculated on a (**19**) _____ basis. Employees will liaise with their (**20**) _____ regarding how the part-time work will be done. All applications will be judged individually. Not all (**21**) _____ are eligible for part-time working, due to their requirements.

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Our Part-Time Working Scheme

Our part-time working scheme allows you to reduce your original contracted hours to the number of hours that suit your personal circumstances. These hours can be worked over the 5-day working week or on a certain number of days.

As stipulated in law, part-time workers will get the same treatment for:

- pay rates (including sick pay, maternity, paternity and adoption leave and pay)
- pension opportunities and benefits
- holidays
- training and career development
- selection for promotion and transfer, or for redundancy
- opportunities for career breaks

There are some situations when we don't have to treat part-time workers in the same way as full-time employees. In these situations we must be able to show there is a good reason to do so - this is called 'objective justification'. You have the right to get a written statement of reasons for your treatment by us. The request should be in writing and we must write back within 21 days.

You must provide a month's notice in advance of your wish to reduce your working week. Your annual salary will be pro-rata to the number of contracted hours worked. All terms and conditions will be pro-rata to the number of hours contracted to work. The flexible working hours scheme may apply and flexitime will be pro-rata to the number of hours contracted to work.

In consultation with your line manager, an agreement can be made on what action is taken on the hours that are reduced. For example, you may wish to reduce your hours for a short period of time only and return back to full-time after an agreed period. However, each application will be dealt with individually on its merits and will be subject to management approval and service requirements.

Certain posts will be excluded from part-time working. These are ones that are required for a number of fixed hours per day and are required at a particular time of the day.

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Questions 22 – 27

Complete the flow chart below.

Write **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **22 – 27** on your answer sheet.

Starting a Business in Australia

1. Write a Business Plan This evolving document will help you start with its overview of your business direction. It will help you liaise with various organisations and will be especially necessary if you need to source (**22**) _____ from a bank.

↓

2. Choose a Business Structure Choose from the 4 common Australian business structures, each with pros and cons. Your selection will affect what (**23**) _____ you will need to obtain in order to trade.

↓

3. Organise your Documentation

→ Registering your business name will let you do business in (**24**) _____.

→ Register for (**25**) _____, which depends on your size and type of business.

→ Get the right registrations, licences and permits to make you legal – get advice from a (**26**) _____.

→ Get the right insurance – some are (**27**) _____ and some optional, but they will all protect you.

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Do *YOU* want to start a business in Australia?

Setting up your own business can be an exciting time. Before you rent or buy premises and start trading, save yourself time and money by going through some planning and formalities.

All good businesses start with a plan. Of course, your plan will change over time, but this initial document will serve as your guide over the next three to five years. A business plan is a written document that describes your business. It covers objectives, strategies, sales, marketing and financial forecasts. It can also help to convince customers, suppliers and potential employees to support you. Banks will require one as well if you try to obtain finance from them.

You will need to choose a business structure. There are four main business structures commonly used by small businesses in Australia. These are a sole trader, a partnership, a trust or a company. When deciding upon a structure for your business, choose the one that best suits your business needs and remember that there are advantages and disadvantages for each. Choosing your business structure is an important decision that can determine the licences you will require in order to operate, so you need to investigate each option carefully.

You must ensure that you have all the right documentation to run a business. You will need to register your business name if it's different from your own, and this will allow you to trade in multiple states. Ensuring you're registered for the correct tax is also an essential step to opening your business and this depends on the type of business you're starting. Some registrations apply to all businesses and others may be compulsory depending on your business' size and type. Next, having the correct registrations, licences and permits is fundamental when running your business. They allow you to operate without fear of closure from non-compliance or other legal concerns. Consulting a legal professional can help you understand your legal requirements. Finally, ensure you have all the correct insurance for your type of business. Depending on your business, there will be obligatory insurances and also some that are just advisable to have. They will protect you and your customers.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

Solar Thermal Energy

Solar thermal energy is an important part of the much-needed energy revolution. This type of power production is safe, clean and effective and is available on the Earth every single day.

Paragraph A

Many people associate solar power with older domestic appliances that cost a lot and only seemed to create tepid water that lasted for a few minutes. Things have moved on. Domestic units still use photovoltaic cells installed in solar panels, usually placed on a house's roof, but they are much improved. The photovoltaic cells absorb light and a semi-conductor within converts it directly into electricity. The efficient systems today might even be able to generate more power than a single house needs today if the house has enough solar panels.

Paragraph B

Solar thermal power plants use heat from the sun to create steam, which can then be used to make electricity. Thus, these solar thermal power plants create electricity in a similar way to nuclear or coal-fired power stations and they create electricity on a scale unimagined even a generation ago. In solar thermal power plants, the heat from the sun hits a vast number of panels, which absorb the heat and transfer it to a liquid inside a tube that in turn goes to a heat exchanger. Inside the heat exchanger, the heat from the sun superheats water to create steam, which is used to spin a turbine and create the magnetic field that allows a generator to create electricity. The electricity created is then sent to the electrical grid.

Paragraph C

The sun-rich deserts of the world play a special role, as within six hours, deserts receive more energy from the sun than humankind consumes within a year. Thanks to heat storage tanks, solar-thermal power plants in deserts can stock and supply electricity on demand day and night. This makes them an ideal complement to fluctuating energy sources, such as wind and photovoltaic power, and allows a higher percentage of these variable energy sources to be used in the future electricity mix.

Paragraph D

The Jasper Solar Thermal Farm, located near Kimberley in South Africa, was, at its time of completion, the continent's largest solar power project. With a rated capacity of 96 megawatts, Jasper will produce about 180,000 megawatt-hours of clean energy annually for South African residents, enough to power up to 80,000 homes. South Africa has a goal of having 18 gigawatts of renewable energy over the next 20 years, so projects like this are definitely steps in the right direction. If there's one thing that South Africa has lots of, it's sunlight!

Paragraph E

It's not just the production of renewable solar energy that people are attracted to. The Jasper Project, for example, generated about 1 million man-hours of paid work during construction,

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peaking at over 800 on-site construction jobs. Also, 45 per cent of the total project value was spent on “local content” to help increase the positive economic impact on the area. A benefit of generating electricity in desert areas is that it will not only be used for providing power for households and industry, but also to further the process of desalination, so that sea water could become drinkable. This will transform desert areas, making them potential farming zones.

Paragraph F

Under EU law, the European governments are obliged to reduce carbon emissions by 40 per cent over the next twenty years. EU countries are also each required to have at least 10 per cent of their transport fuels come from renewable sources over the next 10 years. The UK, for example, will cope with this by ensuring that 15 per cent of UK energy consumption comes from renewable sources, and the government has set a target for solar thermal energy production to reach 20 gigawatts, the equivalent of one traditional gas or coal-fired power station. The more southerly countries in Europe, for example Spain, can naturally exploit more solar thermal energy than others.

Paragraph G

In Africa’s Sahara desert lie millions of square kilometres that receive a massive amount of solar energy every day. The European Commission’s Institute for Energy has said that only 0.3 of the annual Sahara solar energy would be able to power the whole of Europe. Not only would this provide Europe with clean and safe energy, it would give the North African countries generating the power a large and guaranteed income, which would allow these countries to develop in ways that are not currently possible. The technology is ready, but the main stumbling block that is preventing companies that are ready to put money into the projects is the lack of political and social stability in this region. If this can be ensured, then a prosperous future for these countries would seem to be assured.

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Questions 28 - 34

The text on the previous pages has 7 paragraphs (**A – G**).

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, **i - x**, in boxes **28 - 34** on your answer sheet.

i	Subsidiary Effects
ii	A Dream for the Future
iii	Enhanced Domestic Technology
iv	New Funding Offered
v	A Concentration of Energy
vi	Political Pressures
vii	Working with Other Renewables
viii	A Successful Project
ix	More Technology Needed
x	Industrial Production

28 Paragraph A

29 Paragraph B

30 Paragraph C

31 Paragraph D

32 Paragraph E

33 Paragraph F

34 Paragraph G

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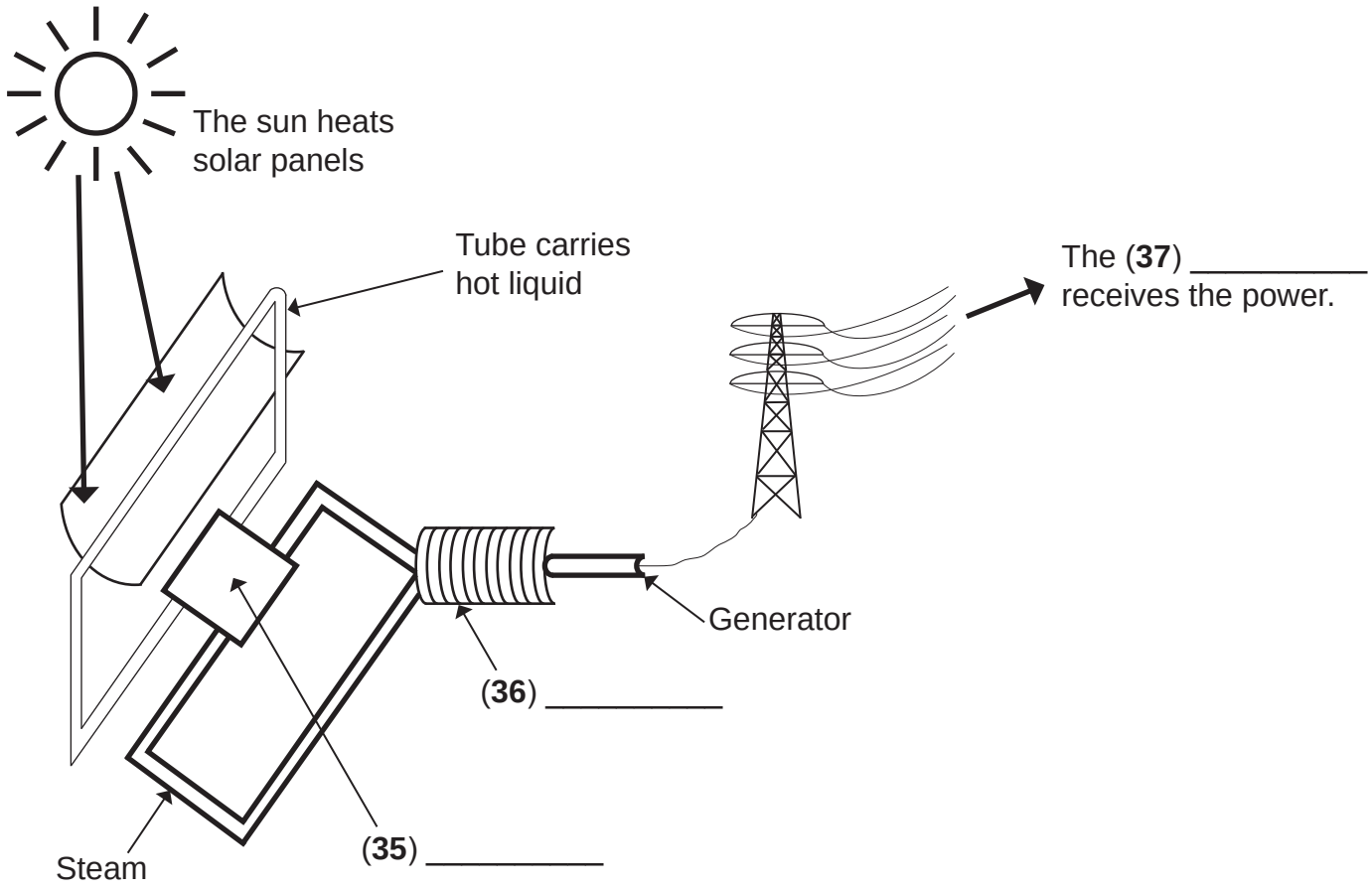
Questions 35 - 37

Label the diagram below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **35 - 37** on your answer sheet.

A Solar Thermal Power Plant



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Questions 38 – 40

Do the following statements agree with the information given in the text?

In boxes **38 – 40** on your answer sheet write:

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

38 Solar thermal power plants cannot supply electricity during the night.

39 The UK has recently doubled its investment into solar thermal energy.

40 At the moment, few companies are willing to invest in North African solar energy.

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GENERAL TRAINING WRITING PRACTICE TEST 10

WRITING TASK 1

You should spend about 20 minutes on this task.

You recently received a letter from your bank that should have contained a new credit card. Unfortunately, the card was not in the letter.

Write a letter to your bank manager. In your letter,

* **explain what has happened**
* **suggest the credit card should be cancelled for security reasons**
* **ask when a new credit card can be sent to you**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Sir / Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

There is a problem today that copyright materials such as music, films and books are freely available on the internet with the result that the owners of the works lose money. Do you feel that this is a good or bad thing?

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 10

Section 1

* Can you describe a school that you have attended?
* How do you feel this school could be improved?
* Do you still keep in touch with friends from school? (Why/Why not?)

Topic 1 Job Interviews

* How do/would you prepare for a job interview?
* What kinds of questions do you think a good interviewer would ask in a job interview?
* How would you dress for a job interview?
* How would you convince someone to give you a job?

Topic 2 Music

* What kinds of music do you like?
* Why do people like to listen to music?
* What advantages are there to learning to play a musical instrument?
* Why do some people particularly like to listen to live music?

Section 2

Describe a memorable visit to the doctor or to a hospital
You should say:
why you were there
how long you were there
what happened while you were there
and explain why this visit was particularly memorable

Section 3

Topic 1 Doctors and Nurses

* What qualities do you think are important for a good doctor and a good nurse?
* Do you think that doctors are overpaid for what they do? (Why/Why not?)
* Why do doctors hold such respect in most societies?
* How do you think the role of a doctor will change in the future?

Topic 2 Health Services

* Do you feel that your country has good health services? (Why/Why not?)
* Do you think that people should pay for their country's health services or should they be free?
* How have your country's health services changed over the last 20 years?
* What do you think have been the major advances in medicine over the last hundred years?

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 11

GENERAL TRAINING LISTENING PRACTICE TEST 11

SECTION 1 Questions 1 - 10

Questions 1 - 5

Complete the sentences below.

Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Example	*Answer*
Louise needs a bus pass for zones 1 to _____.	***3***

1 Louise's last bus pass began _____ ago.

2 Louise now wants to be contacted by _____.

3 Unlike her previous bus pass, Louise's new one will have a _____ on it.

4 The new bus pass has gone up in price by _____.

5 Louise has to put her _____ on her bus pass to make it valid.

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Questions 6 - 8

Match the bus stops (questions **6 - 8**) with their locations (**A - H**).

BUS STOPS

6 Bus Stop Q

7 Bus Stop G

8 Bus Stop A

LOCATIONS

A West Gate Shopping Centre

B West Howe

C The University

D The Town Centre Post Office

E The Town Hall

F The Hospital

G The Arrowdown Sports Centre

H The Cinema

Questions 9 and 10

Choose **TWO** letters, **A - E**.

Which **TWO** of the following will Louise get discounts on prices with her bus pass?

A The cinema

B Local train services

C The local football club

D The local theatre

E The local museum

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SECTION 2 Questions 11 - 20

Questions 11 - 15

Answer the questions below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

11 Which organisation founded the adult education centre?

12 How often is the teaching of the adult education centre's teachers assessed?

13 Where can all the lesson resources be found online?

14 How long is one of the teachers' weekly online tutorial sessions?

15 At what time does the administration section in Langdon Street close to the general public?

Questions 16 - 20

Complete the table below on the courses that the Adult Education Centre offers.

Write **NO MORE THAN THREE WORDS** from the listening for each answer.

Course	**Notes**
Languages	* European languages and others. * For different abilities. * (**16**) _____ available on the website.
Business	* Short 1-day courses or longer ones to gain a qualification. * Computer software, (**17**) _____, search engine optimisation and website development. * Most popular courses. * Only 10 people a course so book quickly.
Photography and (**18**) _____	* How to get the most from your camera. * Basic to advanced courses - build up knowledge and learn about your equipment.
Cooking	* Speciality or the popular introduction to cooking. * Basics and some more advanced topics covered. * Learn all about store cupboard ingredients. * Learn important techniques. * (**19**) _____ for fast and fun cooking.
Creative Writing	* Course run by studying practical exercises with discussion and examples. * Gives an insight to the creative process. * Hopeful writers can learn the (**20**) _____ for creating fiction.
Check the website for details of other courses.	

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SECTION 3 Questions 21 - 30

Questions 21 - 26

Complete the table below on events related to the students' survey mentioned in the listening. Write **NO MORE THAN TWO WORDS** from the listening for each answer.

Survey on Community Benefits from the Digital Environment		
Topic Number	**Topic**	**Notes**
1	Perceptions of Internet Speed	(**21**) _____, not dial-up
2	Perceptions of Affordability	Avoid questions related to travel to avoid creating (**22**) _____ in the answers
3	Changing Subscriptions and Providers	Focus on locked in contracts and length of (**23**) _____
4	Transparency Regarding (**24**) _____	Very topical; Communication companies look for the best (**25**) _____ from a deal rather than their customers' financial well-being
5	Mobile Phones - users' satisfaction with their (**26**) _____	Topical again; other countries better than this country

Questions 27 and 28

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

27 When will the four students conduct their survey?

A Wednesday afternoon
B Friday afternoon
C Saturday afternoon

28 Where is the final decision to conduct the survey?

A The town centre
B The train station
C The central shopping mall

Questions 29 and 30

Complete the sentences below. Use **NO MORE THAN TWO WORDS** from the listening for each answer.

29 Abbie suggests that the group meets the next day to collate the survey's results and perform some _____ on them.

30 Martin's trip to the _____ prevents him meeting the others on Sunday evening.

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SECTION 4 Questions 31 - 40

Questions 31 - 37

Complete the notes below on geothermal energy and Iceland. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Geothermal Energy and Iceland

* Geothermal energy is heat from the Earth
* Found underground; sometimes shallow, sometimes deep (to the magma layer)
* Most of the energy comes from the (**31**) _____ of radioactive minerals (ie: uranium and potassium)

* Iceland at the forefront of geothermal energy for heating and electricity production (currently it supplies 25% of the country's electricity production)
* 84% of energy use is from domestic renewable resources (66% is geothermal)
* In the 20th century, Iceland changed from a poor country to one with a high (**32**) _____

* Iceland is on a geological fault line
* The North American and Eurasian tectonic plates move at (**33**) _____ cm annually
* Creates a lot of volcanic activity and regular (**34**) _____ (not usually dangerous)
* Lots of volcanoes (more than 200) and hot springs
* Approx. 30 volcanoes have erupted since Iceland was populated

* Iceland's geothermal energy comes from 2 types of hot water systems:

1 High Temperature Fields

Found in the (**35**) _____ or nearby
Usually at altitude
The rock is young and permeable
Groundwater is deep
Shown at surface usually as (**36**) _____

2 Low Temperature Fields

Found usually in southwest Iceland
Shown at surface usually as hot or boiling springs
Flow rates from almost zero to 180 litres a second
These fields are thought to be (**37**) _____ (existing a few thousand years)

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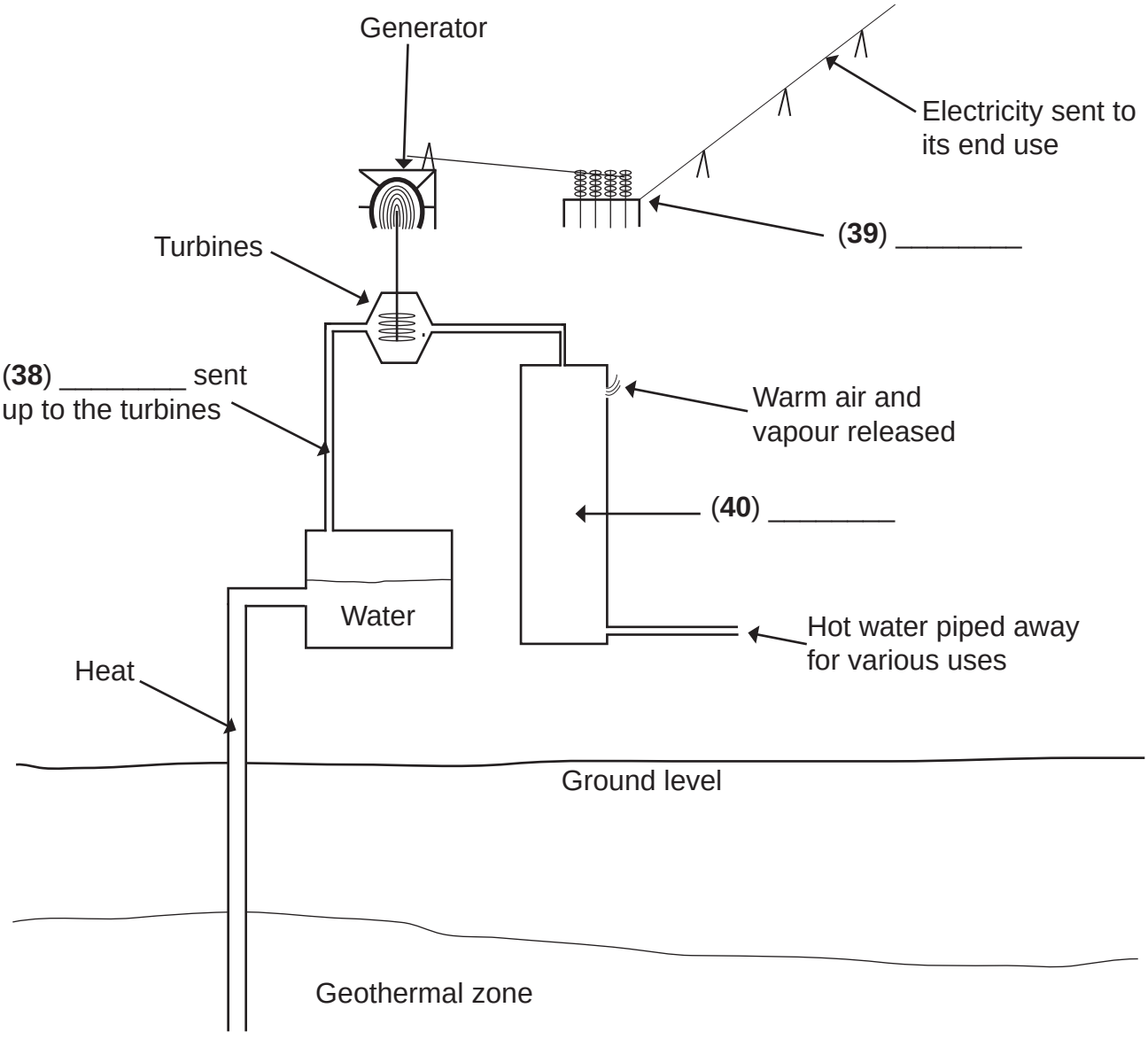
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Questions 38 - 40

Complete the diagram below on a geothermal electricity generating plant.

Write **NO MORE THAN THREE WORDS** from the listening for each answer.

A Geothermal Electricity Generating Plant



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GENERAL TRAINING READING PRACTICE TEST 11

SECTION 1 Questions 1 - 14

Questions 1 – 7

There are 4 advertisements **A – D** on the next page.

Answer the questions below by writing the letters of the appropriate advertisements in boxes **1 – 7** on your answer sheet.

1 Which advertisement says someone can visit customers in their homes?

2 Which advertisement says the business operates internationally?

3 Which advertisement says the business can provide references?

4 Which advertisement says the business will telephone the customer on request?

5 Which advertisement says it does not charge if the project is not successful?

6 Which advertisement says all its charges do not need to be paid straight away?

7 Which advertisement says it can identify problems where customers live?

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A

Swales Home Insurance

THE Home Insurer.

- No claims discount available
- Flexible payment options with installments
- FREE accidental cover for audio and desktop computer equipment
- FREE home emergency cover for electrical, gas, drains and plumbing emergencies
- FREE identity theft cover for legal and other fees you may incur
- No house inspection needed

Get wise! Get Swales!
Call 08056 832 776 for an instant on the phone quote!

B

Howard Solicitors

Have you been injured recently and it wasn't your fault?

Call Howard Solicitors for our no win no fee service.

We can assess your injury and plan how to get you compensation without any stress or hassle on your part. Any medical examinations can be done in local clinics and you probably won't even need to step inside a courtroom.

We have hundreds of genuine, satisfied customers who you can contact to hear about our professional service.

Set up a free 1st consultation to discuss your case today on: 05381 888 333.

C

Glenchapel Stockbrokers

Do you want to invest in stocks, shares, bonds and currencies around the world? Glenchapel provides an unparalleled service to help you. We can provide advice and predictions regarding market trends and affective factors to help you make the best choices to ensure your money grows. We can handle all purchase or sell orders or you can do it yourself on our online investment platform. We charge no commission and our buy - sell prices are the most competitive in the market. We specialise in the US, UK, China, Australia and Canada markets, but we have opportunities from all around the world. Check us out today on our website and book an online or call-back consultation with one of our investment executives.

www.glenchapel.com

D

Steve Johnson & Associates
Architectural Consultants and Surveyors

Commercial & Residential, Construction, Barn Conversions, Alterations & Extensions

* Architectural Design and Alterations
* Local Authority Planning Applications
* Rural and Historical Buildings
* Planning and Development
* Building Surveys and Reports
* Architectural Drawings
* Building Defect Analysis
* New Builds

Drop into our offices or we can visit you in your house, offices or your project's location.
18 Farm Way, Drawstone, DR6 J87.
www.johnsonassociates.ca

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Questions 8 - 14

Do the following statements agree with the information given in the text?

In boxes **8 – 14** on your answer sheet write:

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

8 Bournepoint is the largest shopping park in the country.

9 You can buy things for your dog at Bournepoint.

10 Visitors to Bournepoint cannot currently visit the cinema there.

11 Swimming lessons are available at the leisure centre.

12 It's advised to make a reservation for bowling if people want to play on Saturday evenings.

13 Car parking prices depend on how long visitors leave their cars for.

14 The car parks are monitored by security during park opening hours.

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Bournepoint Shopping Centre

Bournepoint Shopping Park is a unique retail experience. Located on the edge of town, Bournepoint is one of the largest shopping parks in the country and has many of the biggest stores in the region.

In addition to the DIY, pet and gardening superstores and three large supermarkets, we are home to dozens of large High Street brands, as well as restaurants and cafés. Next year, the CinePlus Multiplex Cinema will open, allowing you to shop, eat and visit the cinema without needing to travel elsewhere.

In our leisure complex, visitors can swim, go bowling, play pool, or take advantage of the town's only laser shooting centre. The leisure complex is open during Bournepoint's usual opening hours and all activities can be booked online or you can just turn up and go for it. The bowling is very popular at weekend evenings, so booking this in advance is a good idea. Bowling lessons are available every day in the afternoons and this can be a fun way to spend an afternoon with your friends or maybe plan as a party for your child.

We have over 3000 free car-park spaces with late night trading from Mondays to Thursday until 8.00 p.m. and 10 p.m. on Fridays and Saturdays, making Bournepoint a wonderful place to do all your shopping and leisure activities in one convenient location. All facilities on Sunday are open from 10 a.m. and close at 4 p.m. The cinema will have later closing.

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SECTION 2 Questions 15 – 27

Questions 15 - 20

Complete the summary using the words in the box below.

Write your answers in boxes **15 - 20** on your answer sheet.

Dawson's Ltd. - Company In-service Training

Dawson's staff training is available to all staff if it's deemed to be (**15**) _____ for both staff and company. A personal development plan will be (**16**) _____ for everyone and reviewed (**17**) _____. Training applied for will be paid wholly or partly by Dawson's, but the company must be repaid if an employee fails any (**18**) _____ at the training. To apply, employees send the relevant completed form to their line manager, detailing the dates, costs and (**19**) _____ of the training. Various training sessions will soon take place, some of which are (**20**) _____ and some led by other groups.

in-house	monthly
improved	annually
assessment	self-study
convenient	participants
attendance	tailored
advantageous	relevance
inexpensive	copied

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Dawson's Ltd. - Company In-service Training

Here at Dawson's, we believe in continually training our staff, so that they can grow personally and our company can grow as a result. We offer regular training sessions for all our staff and you can also apply for any training specific to yourself that you think could be beneficial to you and the company.

When you join Dawson's, we will create a personal development plan for you. In consultation with you, we will identify your strengths and weaknesses, and take into account the way you like to learn. We will review what we've agreed with you at least once a year to evaluate your progress. At these sessions, you can discuss with your line manager any training that you feel you require.

Notes on training that you may wish to apply for:

- training needs to be job-related for Dawson's to pay for it
- if the training is useful to Dawson's, but not necessary to someone's job, you'll pay 50% of the course costs and we can pay the rest
- employees must pay us back if they don't complete or pass the course (if evaluation is part of the course)

There is a Training Application Form available on the company website. Fill it in digitally and submit it to your line manager by email. Be careful to include the dates, training fees, any travel or accommodation expenses and how the training applies to you and your role at Dawson's.

Company Training

The following training sessions are coming up for everyone soon:

* Dealing with difficult customers
* Coping with email loads
* Stress – spotting it and how to deal with it
* Health and safety
* Project management

Some of these courses are run by specialists who are already part of our company and others are outsourced to organisations that specialise in the relevant field.

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Questions 21 – 27

Complete the sentences below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **21 - 27** on your answer sheet.

21 Get someone to check what things your _____ will take and what they won't.

22 There may be _____ governing how you get rid of items containing dangerous materials.

23 Refilling your _____ instead of buying new ones will save you money.

24 Consider _____ to your old computer rather than disposing of it and getting a new one.

25 Try to use _____ from parties rather than just throwing them away.

26 Buying things in large quantities can reduce the amount of _____ waste that you cause.

27 Reflect on the _____ of anything you buy as longer-lasting things will reduce waste and save you money.

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Be a Green Office!

Engage and motivate your co-workers to buy green products and help reduce waste. Learn more about how your office can go green!

- Recycle office paper, newspapers, beverage containers, electronic equipment and batteries. Contact your local recycling facility and establish what materials they accept.
- Consider using safer alternatives to common and potentially hazardous chemicals used in products and processes.
- For businesses, there may be federal and/or state regulations on the disposal of electronics, batteries and mercury-containing lamps, as they may contain hazardous substances.
- To help reduce waste, use two-sided printing and copying, buy supplies made with recycled content, and top up any printer cartridges you use rather than purchasing new ones – it's cheaper and greener!
- Before replacing a computer that no longer fits your needs, investigate enhancing its capacity. Many modifications can be made with little know-how using the help of the manufacturer or a do-it-yourself guide.
- When purchasing new electronics, consider a leasing program that includes proper reuse and recycling.
- After office festivities, put leftovers in recyclable containers, and share them with family, friends, or others. Donate whole, untouched leftovers from parties to a local food bank or homeless shelter.
- Purchase office supplies in bulk or multi-packs to diminish packaging waste. You can also buy items with packaging that can be reused or recycled.
- Buy energy-efficient items in the office when buying electronics, such as computers.
- Consider the durability of a product before you purchase it. Cheaper, less durable items often wear out quickly, creating waste and costing you money. Look for items that embody the concept of reuse.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

The Search for Life in Outer Space

Ever since the human mind has been able to think outside the box and the extent of outer space has gradually become known, the question of whether we are alone or not has fascinated us. The possibility of a different type of life, in imaginable or unimaginable forms, has shaped scientific research and the development of different cultures and traditions around the world.

When Galileo Galilei, an Italian astronomer, first detected Mars with a primitive telescope in 1609, mankind was, for the first time, confronted with the idea that planet Earth was probably not the centre of the universe. Other planets, even greater than Earth, possibly dominated the space around us. Astronomer Schiaparelli's observations two hundred and seventy years later resulted in a superficial map of Mars' surface being constructed, containing linear features. These, Schiaparelli said, hinted at waterways, possibly created by an intelligent race. Even though these observations were later discarded and described as an optical illusion, the hope of another form of life on Mars was not completely given up until the 1960's, when NASA's Mariner spacecraft landed on Mars and finally provided photographs and scientific evidence that gave proof of the uninhabitable nature of Earth's red neighbour. However, when the idea of life in outer space is discussed, Mars is often still brought up as one of the first subjects, and this is possibly due to its early discovery in mankind's search of the universe around us.

A study released recently reports that ancient Mars harboured a form of nitrogen that could potentially have been used by microbes, if any existed, to build key molecules, such as amino acids. Drilled samples from a sedimentary mudstone had previously allowed Mars-rover team members to conclude that, billions of years ago, the area was part of a potentially life-supporting lake-and-stream system. The discovery of fixed nitrogen contributes to this habitability picture. This, however, is not the kind of life that people often think about. The discovery of an intelligent life would be more sensational than a tiny microbe.

Today, different projects and organisations have tried to shed light on the controversial issue of intelligent life in outer space. The SETI organisation, the Search for Extra-Terrestrial Intelligence and the largest organisation of its kind, has not seen any success in the past fifty years. Even though this does not eliminate the possibility of other forms of life, it does imply that if they do exist, they do so far from our reach, and these distances complicate any advances in the field. Radio messages and light impulses are seen as methods to communicate with other races, and SETI as well as other organisations and research facilities operate and have operated with these signals. It is likely that lasers will be developed to exploit their even greater range within a few years.

In the past, several attempts to communicate and give evidence of our existence have been made, though without notable success. The "Wow Signal" is regarded as being an exception. It was a signal picked up by a telescope at an American university in 1977 and appeared to have all the right characteristics to have originated from an intelligent species. The fact that no signal was ever received from the same area of the sky again led to the event being regarded as a coincidence or a misinterpretation. However, attempts to communicate and make ourselves known through signals sent to space are now handled with caution. The opinion that this may bring danger to mankind's existence is not as abstract as it has been presented

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in many science fiction movies, and scientists as well as astronomers are reluctant to pursue active signalling. It should also be considered that several conditions would need to be present in order for success to occur. Firstly, the extra-terrestrial species would need to have similar technological facilities to ours. Secondly, they would want to make themselves become known, which may not be the case. Thirdly, and most importantly though, they would need to exist at the same time as us, which, considering the large time spans of the universe, is quite unlikely.

Due to technological restrictions, the search for extra-terrestrial life has, for the time being, been limited to our own and some parts of nearby solar systems. Evidence of water vapour and ozone in the atmosphere of another planet are good conditions for most forms of life to exist and are therefore key elements that scientists try to research and identify in order to describe a planet as inhabitable. Even though some people argue that the conditions humans need to survive should not necessarily be the same for other forms of life, it is logical to conclude that these conditions are likely to be needed by another race, as the universe uses a similar chemistry. However, due to the fact that the development from single cells to multiple cells is very unlikely and the emergence of intelligence is even more unlikely, many renowned scientists are now less optimistic and are convinced that, at present, we are the only intelligent species in this galaxy.

The new and unknown has always fascinated us, and this is why scientists, astronomers and organisations like the SETI refuse to give up the search. The chances of success are difficult to estimate and probably low, but if no attempts are made, the chance of a discovery is zero.

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Questions 28 - 35

Complete the notes below.

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

Write your answers in boxes **28 - 35** on your answer sheet.

The History and Role of Mars in the Search for Life

* In 1609, Galileo Galilei's early use of a (**28**) _____ led to his discovery of Mars.
* It became questionable whether Earth is the centre of the universe.
* The creation of a map of Mars' surface with what Schiaparelli's thought were (**29**) _____ brought up the idea of a civilisation on Mars.
* NASA's Mariner spacecraft finally proved that Mars was (**30**) _____.
* Mars is still a common subject when discussing alien life.

Recent Discoveries on Mars

* A certain type of nitrogen used to make amino acids and microbes has been found in mudstone (**31**) _____ drilled by the Mars-rover.
* The discovery has led to conclusions of ancient lakes and streams on Mars.
* Not the sensational type of extra-terrestrial being usually imagined.

Research Organisations and Signalling

* The search for intelligent life in outer space is still regarded as (**32**) _____.
* The possibility of other forms of life is not impossible, but the great (**33**) _____, make communication difficult.
* Radio messages and light impulses have been used in the past.
* In the near future, (**34**) _____ will probably be used, as they will have a better (**35**) _____.

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Questions 36 - 38

Do the following statements agree with the information given in the text?

In boxes **36 – 38** on your answer sheet write:

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

36 The “Wow Signal” was rejected as alien contact, as it was believed to be the result of deliberate manipulation by a research member.

37 Scientists are confident to continue signalling, as the danger of this process for Earth and its inhabitants is regarded to be non-existent.

38 Active signalling on a continuous basis is necessary in order to obtain possible answers from races of outer space.

Questions 39 and 40

Choose the correct letter **A, B, C or D**.

Write the correct letter in boxes **39 and 40** on your answer sheet.

39 The key condition to finding intelligent life in the universe is

A that it would have to use similar technology to us.
B that it would want to be found.
C that it would have to be in a galaxy near enough to travel to.
D it would have to live in the same time period as us.

40 Scientists are now less optimistic that extra-terrestrial intelligent life exists, because

A the universe uses a complex chemistry for its basic functions.
B intelligence is hardly measurable.
C the conversion from single cells to multiple cells is not probable.
D if it were there, we’d have found it already.

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GENERAL TRAINING WRITING PRACTICE TEST 11

WRITING TASK 1

You should spend about 20 minutes on this task.

You recently moved to a new house and you want to invite an old friend to stay with you.

Write a letter to your friend. In your letter,

* **invite him to stay and suggest a date**
* **briefly describe the new house and garden**
* **say why you like your new house**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Jimmy,

WRITING TASK 2

You should spend about 40 minutes on this task.

Should governments or teachers be responsible for what is to be taught in schools?

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 11

Section 1

* Can you describe your old school to me?
* How did you get to school every day?
* Did you enjoy your experience at school? (Why/Why not?)

Topic 1 The Seasons

* Which is your favourite season?
* What sports are popular in different seasons in your country?
* In which season do you think it's best to get married?
* What problems are caused by extreme seasonal weather?

Topic 2 Languages

* Is the language in your country difficult to learn?
* What languages are learned at schools in your country?
* What are the advantages of speaking more than one language?
* When you visit a foreign country, do you try and learn some of the language? (Why/Why not?)

Section 2

Describe a sport or game that you like to watch or play
You should say:
why you like to watch or play this sport or game
where you watch or play this sport or game
how much it costs to watch or play this sport or game
and briefly explain how the game is played

Section 3

Topic 1 Exercise and Health

* Why is doing exercise good for you?
* How can we get young people to exercise more?
* How can sport improve people's mental health?
* How can sport be bad for your health?

Topic 2 Sport and Money

* How have trends in sport changed over the last 50 years?
* Do you think that top sportsmen and women are sometimes overpaid? (Why/Why not?)
* How do you feel about betting and sport?
* How important is the relationship between sport and advertising?

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 12

GENERAL TRAINING LISTENING PRACTICE TEST 12

SECTION 1 Questions 1 - 10

Questions 1 - 5

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

Example

Graham and Sophie's holiday will begin in

(A) Oban.
B Skye.
C Lewis.

1 Graham and Sophie's first night in Oban is on the

A 7th July.
B 8th July.
C 13th July.

2 Graham and Sophie plan to travel to Oban by

A car.
B bus.
C train.

3 Sophie said that she'd check places to stay in, but

A she only ordered some magazines.
B she didn't do anything.
C she only checked a few things on the internet.

4 In Oban, Graham and Sophie will stay

A in a hostel.
B in a guest house.
C in a hotel.

5 Graham and Sophie's booking for accommodation will include

A breakfast but not dinner.
B breakfast and dinner.
C neither breakfast nor dinner.

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Questions 6 - 10

Complete Sophie's table notes below on her hiking holiday.

Write **NO MORE THAN ONE WORD OR A NUMBER** from the listening for each answer.

Hiking Holiday Notes

	Hike 1		**Hike 2**
Where	Oban to Dunbeg		Island of Kerrera
Difficulty	Easy (no (**6**) _____)		Easy
Distance	Along coast for 3½ hours		About (**8**) _____ miles in length
Sights	The sea, island of Kerrera, cathedral and a spectacular ruined castle		Land and some sea views; castle
Notes	Lunch in Dunbeg and then take a (**7**) _____ home (around 15 minutes)		Go slowly - look around the castle and have a (**9**) _____
We can buy a (**10**) _____ on the ferry.			

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SECTION 2 Questions 11 - 20

Questions 11 and 12

Choose **TWO** letters, **A - F**.

Where did the money come from to buy the town's new museum's building?

A from the local Weyport town council

B from money collected from the general public

C from the previous town museum

D from the previous museum director

E from a local business

F from the central arts council

Questions 13 - 15

Choose **THREE** letters, **A - G**.

What has the town's new museum's building been used for since it was built?

A An office building

B The fire service

C An insurance company

D Keeping council property

E An army centre

F The council education department

G The council housing department

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Questions 16 - 20

Below is a plan of the Weyport Museum ground floor with **9** locations marked **A - I**. Questions **16 - 20** names **5** things that can be seen or visited in the museum. Write the correct letter (**A - I**) that matches the things with their locations.

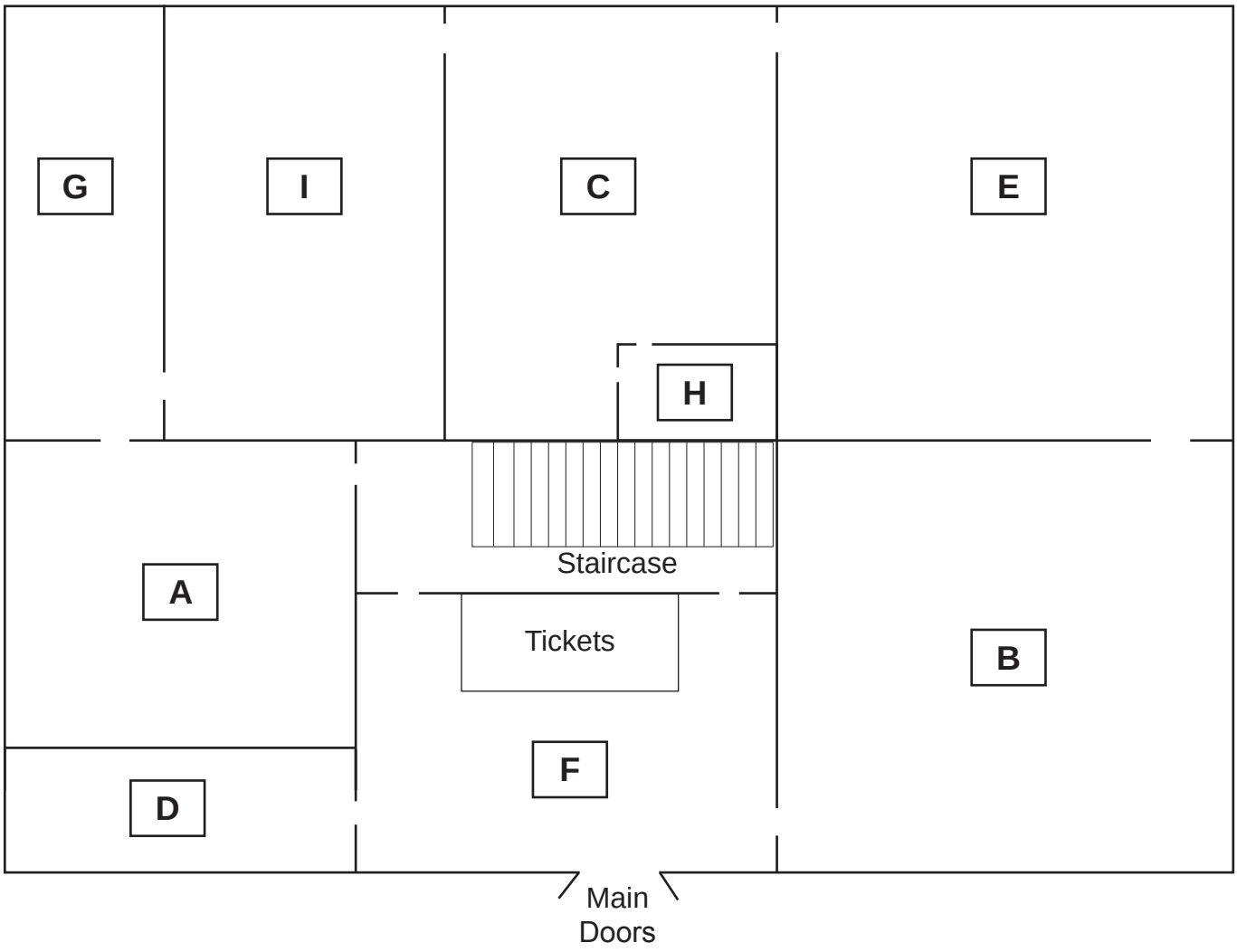
16 The bathrooms

17 Paintings

18 Silverware

19 Film

20 Toys



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SECTION 3 Questions 21 - 30

Questions 21 - 25

Complete the flow chart that summarises the students' planning of their field trip. Choose **FIVE** answers from the list below (**A - H**) and write the correct letter next to questions **21 - 25**.

A	location	**E**	accommodation
B	equipment	**F**	dates
C	computer	**G**	provisions
D	transport	**H**	duration

Cliff Formation Survey Field Trip

The students needed to decide on their (**21**) _____ for their field trip.

↓

The students needed to choose a precise (**22**) _____ for their field trip.

↓

The students had to estimate the (**23**) _____ of their survey.

↓

The students decided that they need to reserve their (**24**) _____.

↓

The students will have to decide if they should take some (**25**) _____ with them.

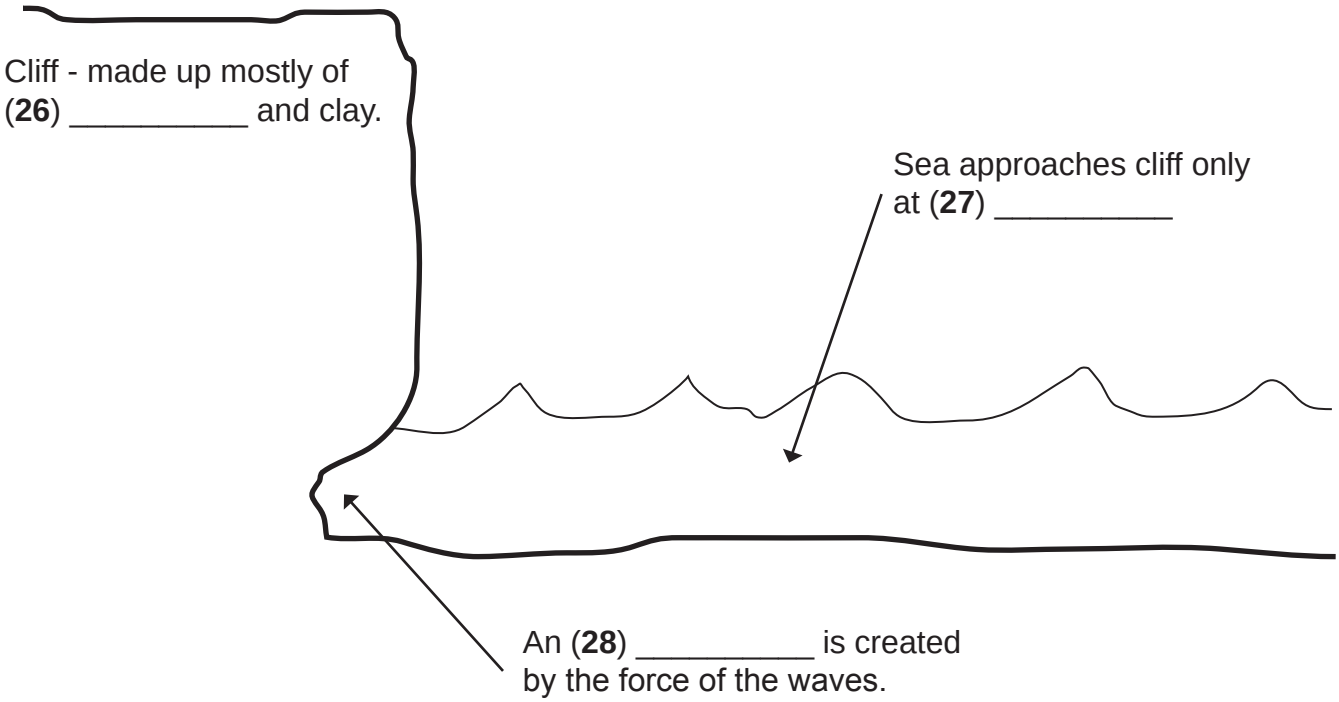
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Questions 26 - 28

Complete the diagram below on the students' target area of coastal cliff erosion.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.



Questions 29 and 30

Answer the questions below. Use **NO MORE THAN THREE WORDS** from the listening for each answer.

29 Which organisation monitors the coastal cliff erosion where the students will be going?

30 What does Alan say the students should bring in case they run into any danger?

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SECTION 4 Questions 31 - 40

Questions 31 - 40

Complete the summary below on the lecture on the Wechsler-Belleview Intelligence Scale.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

The Wechsler-Belleview Intelligence Scale (The WBIS)

Wechsler believed intelligence was made up of different skills considered within the context of the (**31**) _____. His intelligence scale broke away from existing intelligence tests and set up a numerical scale with the (**32**) _____ set at 100.

Wechsler decided to create a test to measure these different skills that made up intelligence. The 2 main areas tested were (**33**) _____ and performance and these were then broken down to 14 sub-tests, 7 for each. These 14 topics remain the basis for today's WBIS, which is today's most commonly used (**34**) _____.

The WBIS is aimed at adults; for younger children other related scales are used, neither of which need (**35**) _____ in a child.

The WBIS is not suitable for assessing (**36**) _____ of intelligence or of the age range. For any of these situations, care should be taken with (**37**) _____ of the results.

The WBIS can also be used for neuropsychological assessment. Differences in answers can indicate types of (**38**) _____. In addition, the WBIS is used to diagnose learning disabilities and ADHD. Although experts say the WBIS is best used only for intelligence, it is used to compare cognitive development and performance in social skills or at (**39**) _____.

The WBIS is highly regarded as an intelligence test and is often used as a point of comparison for other tests when assessing their (**40**) _____ and validity.

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GENERAL TRAINING READING PRACTICE TEST 12

SECTION 1 Questions 1 - 14

Questions 1 – 6

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **1 - 6** on your answer sheet.

1 It's important to include your _____ when packing your things for your time in hospital.

2 A pre-operative assessment may be conducted face to face, by phone or by _____.

3 Part of a pre-operative assessment might include a test of a patient's _____.

4 Patients might be told to stop their _____ in their pre-operative assessment.

5 Patients might suffer negative effects if they eat or drink before their pre-operative _____ is administered.

6 Removing all cosmetics allows doctors to properly assess a patient's _____.

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What to do Before an Operation in Hospital

In the days leading up to your surgery, you'll need to think about how you'll get to the hospital and back again. You probably won't be well enough to drive, so you may want to arrange transport or ask a friend or relative to help. Make sure you give your family and friends plenty of notice about your operation, so that if necessary they can take time off work to be with you. Check your hospital's policy on visiting times and let your family and friends know. When preparing your things for your stay, remember to bring your appointment card with you too.

Pre-operative assessment

At some hospitals, you'll be asked to attend a pre-operative assessment, which may be an appointment with a nurse or doctor, a telephone assessment or an email assessment. You'll be asked questions about your health, your medical history and your home circumstances. If the assessment involves a visit to the hospital, some tests may be carried out, including a blood test. This assessment will usually happen one or more days before your operation. Make sure you know the results of any previous tests. You'll be given clear information on:

- if you need to stop eating and drinking in the hours before your operation (see below)
- whether you should cease taking your usual medications before going into hospital
- what to bring with you into hospital
- whether you'll need to stay in hospital overnight and, if so, for how long

The importance of fasting

If your doctor has instructed you to fast before the operation, it's really important that you don't eat or drink anything – this includes light snacks, sweets and water. You need an empty stomach during surgery, so you don't vomit while you're under anaesthetic.

Hygiene

You'll need to remove all make-up and nail polish before your operation, as the doctors will need to see your skin and nails to make sure your blood circulation is healthy. This can also help to reduce the chances of unwanted bacteria being brought into the hospital.

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Questions 7 - 11

Complete the notes below.

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

Write your answers in boxes **7 - 11** on your answer sheet.

What to do When Moving Home

* Use a (**7**) _____ to help you remember what to do when moving home.

* Wait until your dwelling sale or rental contracts are completed before informing anyone of your new address.

* In order to pay the right (**8**) _____ bills, contact the rates office.

* You might need a new doctor and dentist if you've moved (**9**) _____.

* A form on the Post Office website can allow you to (**10**) _____ your post to the right address.

* Contact organisations that bill you at your old address. For gas and electricity, make a note of the reading of the old and new properties' (**11**) _____, so that you pay the correct amount. Choose the appropriate organisations and tell them of your new address.

* Tell the DVA of your new address change (and name if relevant).

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What to do When Moving Home

There is so much to organise in just packing for the move that important things are often over-looked. Use a checklist to make sure you've got everything covered. It's best not to tell anyone of your address change until the contracts have been exchanged, otherwise if the sale or rental agreement falls through, you will need to contact everyone again. When the contract is ready, you will need to tell many organisations of your new address.

Contact your local rates office to let them know the date you move out of your current property and when you move into your new one, so they bill you correctly for council tax. If you've moved area, you may need to register with a new doctor's surgery (GP) or dentist. If you use other local medical services, don't forget to find alternatives when you move.

A lot of people and organisations will not know you have changed address and they will continue to send you post to your old address. To deal with this, redirect your post to your new address. You can download a form from the Post Office website. It can take up to 10 days to set up and there is a charge.

You don't want to keep paying bills at your old address, so you need to contact the appropriate organisations to stop that. Common bills will apply to the telephone, the gas and electricity providers. You need to tell them at least 48 hours before you are moving. Pass on the details of your current supplier to the people moving in. On your moving day, you will need to read the meters in both properties, so the right bills can be issued. When you move in to your new home, contact the companies that you want to deliver your utilities, so they can register you as a new customer and start billing you from that day.

A lot of official documents are registered to you at your old address, including those to do with driving. You must tell the Driver and Vehicle Agency (DVA) immediately of any changes to your name, address or both. You must also tell the DVA if either the name and address details shown on the registration certificate are incorrect.

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Questions 12 – 14

Do the following statements agree with the information given in the text?

In boxes **12 – 14** on your answer sheet write:

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

12 Two projects will be carried out at the same time during the upcoming road works.

13 Alternative bus services will be free of charge during the disturbances.

14 People will not be able to use South Street in phase 4.

Advance Notice of Upcoming Road Works

Sections of the East High Street will be closed from Monday, April 6, for up to 12 weeks to allow for Campion Gas to replace and reinforce gas networks. Your local council is taking the closure as an opportunity to carry out street lighting improvements at the same time so as to minimise possible future disruption.

Campion Gas will carry out the work in four phases:

Phase 1: Broad Avenue, from the roundabout to the junction with Winton Street, will be closed as well as one lane on the Market Square. An alternative route will be available via East High Street, Winton Street and Castle Road.
Phases 2 & 3: East High Street, from the crossroads at Broad Avenue to the junction with Winton Street, will be closed, as will the junction at Winton Street. An alternative route will be available via Winton Street, Castle Road and Broad Avenue.
Phase 4: Eastern Road will be closed from the junction with South Street and No. 15 on that road. One lane only on South Street will also be closed. Exact details of the closures, including dates for each phase, are still to be finalised and will be released in due course.

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SECTION 2 Questions 15 – 27

Questions 15 - 20

Answer the questions below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **15 - 20** on your answer sheet.

15 What is the main challenge for the company with having homeworkers?

16 Dealing with which emotion can be a challenge for homeworkers?

17 What do homeworkers perceive they are missing out on the most when they are away from the office?

18 What will the decision depend on if an employee wishes to work part-time as well as working from home?

19 What process will have to take place before an employee can begin working from home?

20 What process can employees initiate if their application for homeworking is refused?

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Working from Home - Notes for Employees

The number of employees working from home in office-type jobs, or roles involving travel, where home is used as a base, is steadily increasing. We have therefore published these notes about working for us from home.

Homeworking can present challenges to both you and us. For us, the main issue is the staff management of those who work on their own and away from the main business base. For you, it can include overcoming feelings of loneliness and managing the boundaries between home and work life. Often, being away from the managers who are responsible for promotion is felt to be the greatest disadvantage.

Home working can include:

- Working entirely at home apart from attending regular or occasional meetings at the office or with customers
- Time split between office and home or with customers - for example, two days in the office and three days at home or with customers
- Working mainly in the office and working from home only occasionally

Homeworking can also be used in conjunction with other arrangements, such as flexible hours, working part-time, term-time working or working our core hours. The employee's post will determine whether this is possible.

While homeworking can be seen as an attractive option, it will not suit everyone. A homeworker needs to be able to cope with working on their own with little supervision. Homeworkers ideally need to be:

- able to spend long periods on their own and be confident working without supervision
- self-disciplined and self-motivated
- able to separate work from home life

As the employer of all our staff, we have a duty of care for all our employees, and the requirements of the health and safety legislation apply to homeworkers. We are responsible for carrying out a risk assessment to check whether the proposed home workplace's ventilation, temperature, lighting, space, chair, desk and computer, or any kind of workstation, and floor are suitable for the tasks the homeworker will be carrying out. Employees will have to arrange this with us before they start homeworking.

Any application for homeworking should be made in writing and sent to your line manager. Any refusal will be accompanied by an explanation and employees can make an appeal if they are not satisfied.

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Questions 21 - 27

Complete the summary using the words in the box below.

Write your answers in boxes **21 - 27** on your answer sheet.

Staying Healthy at Work

Workers can improve their health and fitness at work. Avoiding stress is important and (**21**) _____ is better than dealing with it after its arrival. Workers should prioritise work and not over-work. Back pain is a common workplace health problem and is caused in different ways. Workers should stay active, use analgesic if necessary, and avoid (**22**) _____. RSI is a threat and can be caused by poor posture, poor equipment or poor (**23**) _____ using equipment. Sitting badly can also cause problems. Workers should be assessed and take regular (**24**) _____ if they use a computer a lot.

A long (**25**) _____ and working hours are tiring, but workers can exercise at work in different ways or work at lunchtimes. Developing (**26**) _____ and getting lighter will help workers in all areas of health. As people eat a lot at work, how they eat affects their health, fitness and (**27**) _____.

commute	vacations
performance	breaks
driving	prevention
bed	surgery
fitness	technique

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Staying Healthy at Work

Most of our waking hours are spent at work, which means the working environment can play a big part in our health and well-being.

About 131 million working days were lost through absences due to sickness or injury in 2013. There are many things that workers can do not only to reduce their risk of work-related ill health, but also to use their time at work to boost their health.

Stress About 15.2 million days were lost last year because of work-related stress, depression and anxiety. While not all stress is work-related, knowing how to deal with a lot of pressure at work is vital. Learn to identify the symptoms of stress. Don't wait for it to make you ill before you do something about it. One of the best ways of dealing with stress is knowing how to prioritise your workload and not taking on more than you can handle.

Back Pain About 30.6 million working days were lost due to work-related back, neck and muscle pain and other musculoskeletal disorders in 2013. The main causes are poor posture or an awkward twisting movement (bending or reaching), or a combination of the two. In most cases, the best treatment is to stay active and, if necessary, use over-the-counter painkillers. You may feel like lying down, but this won't help and could make things worse. The longer you stay immobile, the weaker your back muscles will be and the more they'll hurt in the long term.

RSI Repetitive strain injury (RSI) is more likely to occur if you spend long periods of work without a break, or if you sit on an uncomfortable chair or at a poorly arranged workstation. Incorrect procedure when using a computer keyboard and mouse, mobile phone or hand-held device can all cause RSI. Modern technology isn't solely responsible. Anyone who uses certain muscles repeatedly can get RSI.

Sitting If you spend a lot of your time at work sitting at a desk, make sure you're sitting in the right position in relation to your computer. If you're unsure about correct posture, ask your line manager for a workplace assessment. If you work on a computer a lot, it's important to leave the computer periodically. That means for every hour at your keyboard, you should rest for at least five to ten minutes.

Exercise Many of us spend long hours at work and may have long and tiring journeys to and from work. But getting active at work is easier than you may think. Try and cycle or walk to work, take stairs rather than the lift or use your lunch break as an exercise slot. Working out and losing weight will also benefit your posture and help prevent injury.

Eating Most people consume over 35 per cent of their daily calorie intake while at work. What we eat and drink affects not just our health, but our efficiency and success too. If we don't eat regular well-balanced meals or drink enough water, we may get headaches, feel sluggish or have difficulty concentrating.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

The Golden Gate Bridge

Paragraph A

Nothing identifies a city more than the Golden Gate Bridge does San Francisco. Completed just six months after its neighbour, the San Francisco Oakland Bay Bridge, the Golden Gate Bridge is painted a striking hue known as international orange, a reddish colour that was chosen to compliment the bridge's natural surroundings. Spanning the San Francisco bay the Golden Gate is a suspension bridge, held up by massive steel cables strung between towers. Its central span, at 4,200 feet, remained the longest in the world until 1964. This bridge represents the city it serves probably more than any other bridge in the world and possibly more than any man-made structure.

Paragraph B

The idea of bridging the mile-wide Golden Gate channel was proposed as early as the 1870's, but it was not until the San Francisco Call Bulletin began an editorial campaign in 1916 that the plan received popular backing. Rocky terrain and difficult weather conditions made the task appear impossible and the bridge's detractors publicised this. However, following feasibility studies in 1923, the California legislature passed the Golden Gate Bridge and Highway District Act. The only problem was the funding, which was considerable, as the planning time was following the 1929 stock market crash. Then the Great Depression followed and of course money was hard to come by. It was decided to underwrite a major bond issue of $35,000,000 to fund the bridge. The idea was that tolls paid to cross the bridge would redeem the bond issue, pay the interest and maintenance, and probably make a profit.

Paragraph C

Aesthetes and environmentalists worried the bridge would mar the natural beauty of San Francisco's world-famed harbour. A formidable group of civic leaders objected to the financing of the span through the proposed bond measure placed on the ballot for November 1930. Also opposing the bond measure were the Pacific American Steamship Association and the Ship Owners Association of the Pacific Coast who both charged that the Bridge would be a hazard to navigation and would handicap the shipping industry. A series of other accusations followed: an enemy fleet could demolish the bridge and bottle-up the US fleet. The bridge could not be built. It would not stand. It was vulnerable to earthquakes. The floor of the Golden Gate Strait would not support the weight of the bridge. The entire project was a hoax and sham. Only fools would buy bonds of a bridge certain to fall. Taxpayers would suffer and have to continue paying to finance the fiasco.

Paragraph D

Unions, and civic, trade and booster organisations stepped up their campaigns in support of the bond measure. The Redwood Empire Association maintained it would promote tourism in the northern California counties. The California State Automobile Association knew the bridge would encourage auto sales. San Francisco's Chamber of Commerce agreed that the bridge could solve unemployment problems. Voters, despite the financial uncertainty that was used as

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further grounds to oppose the bridge, approved a $35 million construction bond in November 1930.

Paragraph E

Construction began on January 15, 1933 and was completed on May 27, 1937, ahead of schedule and under budget. The engineer overseeing the construction was Joseph Strauss. Strauss had originally wanted a different design for the bridge, but he was advised to accept advice from several consulting project experts. Finally, a suspension bridge was decided upon, due to various new developments in metallurgy. During the construction, Strauss instituted unprecedented protection measures including an early version of the hard hat and a fall net that stretched end-to-end under the bridge. While eleven workers died during the course of the project, nineteen others whose falls were broken by the net became known as the “Half-Way-to-Hell Club.”

Paragraph F

In 1989, the Loma Prieta earthquake shook the San Francisco area. Although the Golden Gate Bridge suffered no observed damage from it, since the epicentre was located some 60 miles to the south, the earthquake became a catalyst for an extensive renovation program. After determining that retrofitting the Bridge would be more cost-effective than replacing it, in 1992, the district hired engineering consultants to develop seismic retrofit design criteria. Because of financial constraints, the district proceeded with phasing the construction of the seismic retrofit in a manner that reflected the degrees of structural vulnerabilities. The work still goes on today and it is estimated that it will take another two or three years to make the bridge wholly safe from earthquakes.

Paragraph G

The Golden Gate Bridge currently serves as a vital transportation link between the City and County of San Francisco and Marin County to the north. The Bridge is a fixed six-lane roadway, is 1.7 miles long (the main span is 4,200 feet long), and carries about 112,000 vehicles per day. Tolls are assessed electronically in the southbound direction only – heading into San Francisco from Marin County. Pedestrians are allowed, but only on the East Sidewalk and at certain times. Bicycles are allowed, but electric bikes or animals are not.

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Questions 28 - 34

The text on the previous pages has 7 paragraphs (**A – G**).

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, **i - x**, in boxes **28 - 34** on your answer sheet.

i	Scandal Intervenes
ii	To the Rescue
iii	The Shadow of War
iv	The Beginning of the Project
v	Opposition
vi	Recent Vulnerability
vii	Rising Costs and Worker Strikes
viii	Building and Safety
ix	An Iconic Symbol
x	Traffic Today

28 Paragraph A

29 Paragraph B

30 Paragraph C

31 Paragraph D

32 Paragraph E

33 Paragraph F

34 Paragraph G

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Questions 35 - 39

Choose **FIVE** letters, **A - I**.

What five of the following reasons were used to oppose the construction of the Golden Gate Bridge?

Write the correct letter, **A - I**, in any order in boxes **35 - 39** on your answer sheet.

A Unions would oppose the plan.

B The weather would be too poor at the construction site.

C The bridge would not look beautiful enough.

D Tolls for crossing the bridge would not raise enough money to pay back the bonds and their interest.

E The bridge would potentially threaten the operational capability of the US military forces in San Francisco Bay.

F The bridge would be bad for tourism in the area of the bridge.

G The seabed would not be strong enough to hold the bridge's weight.

H The financial uncertainty of the time would undermine the project.

I The bridge's construction would destroy the marine ecosystem at the construction site.

Question 40

Choose the correct letter, **A, B, C or D**.

Write the correct letter in box **40** on your answer sheet.

40 What is the writer's purpose in the text in section 3?

A To criticise construction methods of the Golden Gate Bridge.

B To highlight the advantages of using the Golden Gate Bridge.

C To provide an overview of the construction and use of the Golden Gate Bridge.

D To describe the problems facing the construction of the Golden Gate Bridge.

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GENERAL TRAINING WRITING PRACTICE TEST 12

WRITING TASK 1

You should spend about 20 minutes on this task.

You and some friends want to start a weekly dance club and you have found a hall that would be suitable to hold your meetings.

Write a letter to the owner of the hall. In your letter,

* **explain your and your friends' project**
* **ask if it is possible to rent the hall and under what terms**
* **state what day and what times you would like to use the hall**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Sir / Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Some people believe that the problem of illegal drugs can be solved by just legalising all drugs. To what extent do you agree or disagree with this?

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 12

Section 1

* Describe one of your childhood friends.
* Did you have a lot of friends when you were young?
* Do you stay in touch with any of your childhood friends?

Topic 1 Dancing

* Do you like dancing? (Why/Why not?)
* Why do you think people dance?
* What kinds of dancing can be seen in your country?
* Do you think it's important that countries' traditional dances are preserved? (Why/Why not?)

Topic 2 Dentists

* How do you feel about visits to the dentist?
* Why do you think some people are scared of visits to the dentist?
* What are dentists like in your country?
* How have equipment and anaesthetics changed what dentistry can do?

Section 2

Describe a memorable job that you once had
You should say:
where this job was
when you did this job
what you did in this job
and briefly explain why this job was so memorable

Section 3

Topic 1 Poverty

* What is poverty?
* What kinds of poverty exist in your country?
* What kinds of things can governments do to tackle poverty?
* How do you think poverty will change over the next 50 years?

Topic 2 Wealth

* Do you think wealth can lead to happiness?
* Is there a severe wealth gap in your country?
* Do you think it's fair that so much of the world's wealth is shared by so few people?
* Do you think the wealthy should be taxed more?

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 13

GENERAL TRAINING LISTENING PRACTICE TEST 13

SECTION 1 Questions 1 - 10

Questions 1 - 5

Complete Happies Nursery's new child enrolment form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Happies Nursery
New Child Enrolment Form

Example: Child's age:	***2***

Parents' Names -	Father:	Luke Beckett
	Mother:	(**1**) _____ Beckett
Address:		(**2**) _____ Castle Crescent Backley
Postcode:		BA3 7TR
Telephone Numbers:		
Home	Father:	01538 853 285
	Mother:	Same as father's
Mobile	Father:	07770 728 473
	Mother:	07743 812 (**3**) _____
Work	Father:	01538 926 477
	Mother:	01538 596 821
Fees will be paid by:		(**4**) _____
Allergies:		(**5**) _____

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Questions 6 - 10

Complete Luke's notes for his wife below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Happies Nursery - Notes

* Activities start at (**6**) _____ a.m. - parents can drop their children off after 6.30 a.m.
* From 6.30 a.m., there's a team of carers for supervision, cleaning and changing.
* All we need to bring are a sweater and some (**7**) _____ in a marked bag.

* Happies will call if Gertrude is sick - we'll have to pick her up if this happens.
* Happies is 1 mile from the County Hospital and there's always a (**8**) _____ on the premises for health supervision.

* Activities end at 4.00 p.m. (we can pick Gertrude up earlier if we want).
* Children are supervised until 6.30 p.m.
* We mustn't come after 6.30 p.m. and we should call the number in the (**9**) _____ if we're delayed.

* Happies runs a new service - supervision during the (**10**) _____. It could be useful for us sometimes.

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SECTION 2 Questions 11 - 20

Questions 11 - 15

Complete the sentences below.

Use **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the listening for each answer.

11 Green Trees can accommodate a maximum of _____ people.

12 Green Trees does not cater for caring for _____.

13 If residents communicate with Green Trees, they can arrange _____ to be prepared.

14 Green Trees tries to combine care and nursing with opportunities for residents to remain as _____ as possible.

15 Green Trees' fees can be found in their leaflets or on the _____.

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Questions 16 - 20

Complete the table below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the listening for each answer.

Green Trees Old Age Centre		
What	**When**	**Notes**
Games Room Activities	Twice weekly	* Cards, bingo etc. * A (**16**) _____ is permitted to be invited - residents can meet new people
Puzzle Sessions	Regular	* Crosswords, sudoku etc.
Telling Life Stories	Not mentioned	* Sometimes not easy, but brings back lost memories * Can be recorded or written down * Good for the younger generation
All these above activities promote good condition in the (**17**) _____ and lead to all sorts of other benefits.		
Trips Away	Regular	* Trips to various places, including shows, markets and places of interest * Only (**18**) _____ trips arranged to prevent resident fatigue * Residents' families can take residents away for overnight trips - inform Green Trees when this happens
Gardening	Suitable weather	* Very fulfilling * Caring for plants helps combat sense of (**19**) _____ and makes residents feel in control * Very popular activity * Can be dangerous, but training and (**20**) _____ are provided * Supervised by the two gardeners

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SECTION 3 Questions 21 - 30

Questions 21 - 25

Choose the correct letter **A, B, or C**.

21 Lily's engineering placement will be working

A with planes.
B on a bridge.
C in an office.

22 Ross' engineering placement will be

A in his family's firm.
B with the local government.
C on an oil rig.

23 Derek was refused an engineering placement in the Antarctic, because

A of the extreme cold.
B his father had to go to hospital.
C of a previous health problem.

24 Tanya's engineering placement will involve working with her

A tutor's contacts.
B cousin.
C boyfriend.

25 The students must send their engineering placement notifications to their department

A verbally.
B by email.
C by hand.

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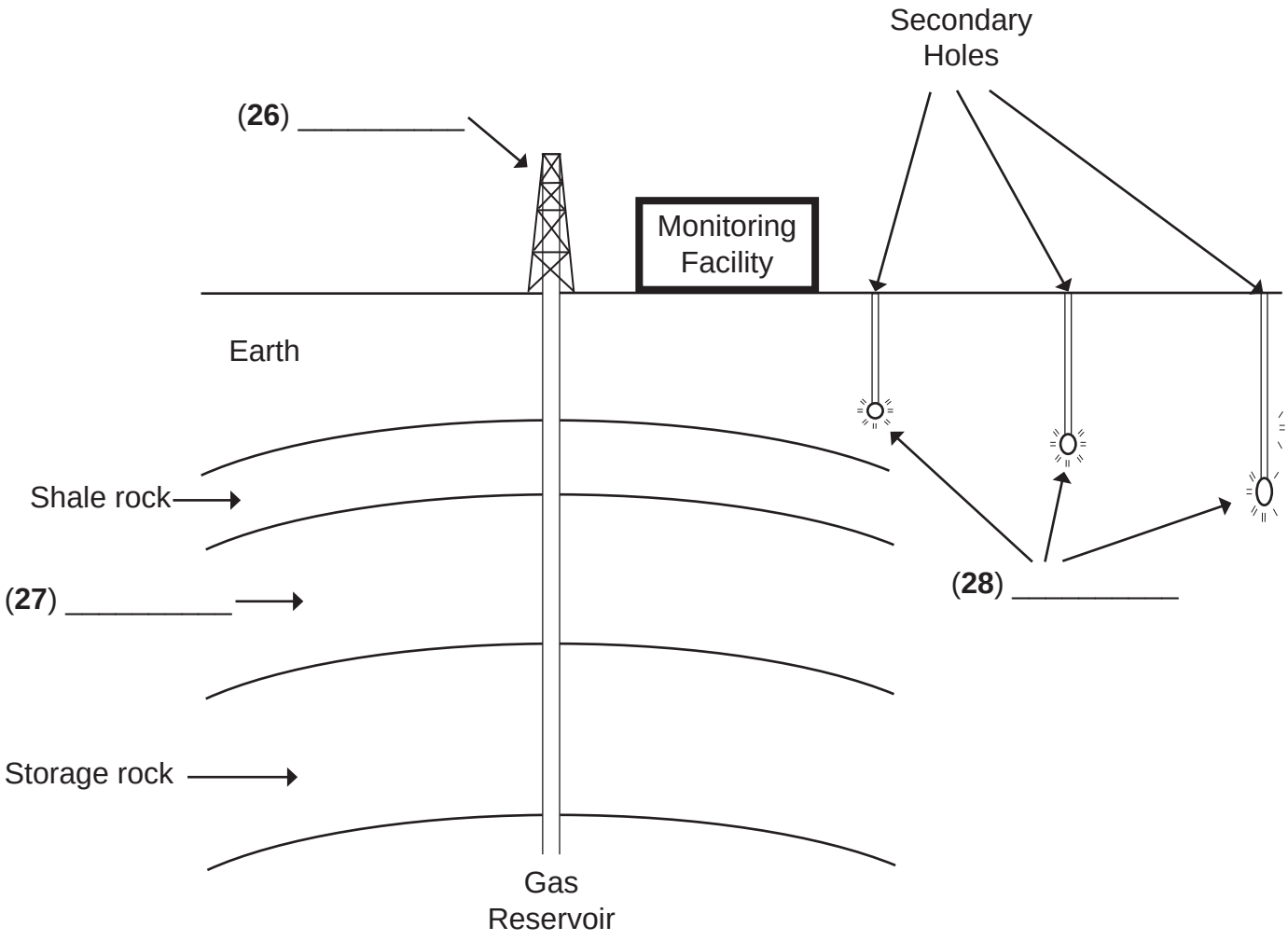
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Questions 26 - 28

Complete the diagram below on the gas drilling station where Tanya will do her engineering placement.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

Gas Drilling Station



Questions 29 and 30

Answer the questions below. Use **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the listening for each answer.

29 How will Tanya's team in the desert be in contact with their head office?

30 How long will Tanya spend in the desert at any one time?

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SECTION 4 Questions 31 - 40

Questions 31 - 37

Complete the summary below on the lecture on hypnosis, hypnotism and hypnotherapy.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

Hypnosis, Hypnotism and Hypnotherapy

Definitions

Hypnosis - a different psychological state of consciousness with increased potential for (**31**) _____.

Hypnotism - the study of hypnosis or the study of using suggestion during hypnosis.

Hypnotherapy - a therapy conducted mainly during hypnosis.

Discussion

Hypnosis creates such relaxation that certain suggestions may be made to the (**32**) _____, bypassing the awake and logical part of the brain, so that therapy is possible. The hypnotic trance allows increased (**33**) _____ to create beneficial changes. Usually the hypnotic trance is medium, which slows certain body functions, while the brain creates alpha waves. This condition is different to normal states of consciousness, as alpha waves signify a special (**34**) _____.

Not yet fully understood, a favoured theory is that hypnosis influences how people pay attention, which happens in the brain stem's ascending reticular formation. This area receives stimuli from the (**35**) _____ and passes on messages to the rest of the brain. Hypnosis may inhibit this area, creating great calm.

Hypnotherapy works by exploring the subconscious, where people have unrealised problems, self images, strengths and knowledge. Using hypnotherapy can exploit people's unknown (**36**) _____ and help solve problems. Many techniques are used by the hypnotherapist in the hypnotic trance. Some hypnotherapy requires little change in a patient, but more complicated behaviours require deeper therapy and psychological (**37**) _____.

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Questions 38 and 40

Choose **THREE** letters, **A - G**.

According to the listening, why has hypnotherapy been criticised?

A Because any practitioners are not properly qualified.

B Because not enough research has been done to back up the results.

C Because the relationship between hypnotherapy and improved patient results is not easy to prove.

D Because current tests do not use a big enough sample of the population.

E Because some tests have shown that hypnotherapy has only had an effect because the patients thought it would.

F Because patients give positive responses when questioned in tests because they think they ought to.

G Because of ignorance of hypnotherapy in the critics.

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GENERAL TRAINING READING PRACTICE TEST 13

SECTION 1 Questions 1 - 14

Questions 1 – 8

There are 8 advertisements **A – H** on the next page.

Answer the questions below by writing the letters of the appropriate advertisements in boxes **1 – 8** on your answer sheet. Some letters may be used more than once.

1 However long it takes, this worker has a minimum amount that must be paid if he or she comes to a job.

2 This worker can supply recommendations from previous customers.

3 This worker wants to be contacted by email.

4 This worker wants to be paid by card.

5 This worker can supervise children in the mornings.

6 This worker needs to be provided with transport to get home at certain times.

7 This worker will wash your clothes.

8 This worker has a website that people can use to order the service.

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A Hello. My name's John and I am an odd job man. I can do any repair or maintenance work around the house, though I specialise in working with wood. Call me on 01564 398 877 if you need something done!

B Experienced gardener available to work mornings in this area. I have lots of experience with creating and maintaining beautiful lawns and I have plenty of experience with landscaping and planting and nurturing flowers. I can also plan and set up kitchen gardens. References available. Call 07454 893 212.

C Babysitter for you! Hi. I'm Sally and I'm a student at the local university. I offer babysitting services on any evening of the week. I am available from 6 p.m. every weekday and from 4 p.m. at weekends. I charge $10 an hour and I ask for a taxi to take me home if I stay at your home after 11 p.m. Email me at sally@online.com.au.

D Home Cleaning. Efficient cleaner in your area can work mornings (8 a.m. – 12 noon). I do all types of housework, and I can also handle your laundry, washing up or childcare. Call my mobile: 07864 382 855.

E Mike the Electrician. If you have any issues with the electrics in your house, then I'm the man to call. I can do anything from a total rewire of your home to changing a bulb. Call me for a quotation 07232 767434 (minimum $60 call-out charge).

F Home Shopping. For people who can't get out and about, I will come to your house or receive a phone call for your shopping needs and then bring it all back to your house and put it into the right place. Call Alex on 07821 441 448.

G Hayley's Car Servicing. My garage and team of mechanics will give your car a careful check over and get it back to you on the same day (providing we get it before midday). We can also deal with any "yellow sticker" problems right away. Phone: 01564 902 993.

H Home Cooking. For those people who might find it hard to cook a meal at home (or for those who just don't have time), I provide a cooking and meal delivery service. All you need to do is to place an order from our menu list before 7 p.m. the previous night and we'll bring it to your house. Call or use our website to place your orders. All payments to be done by credit or debit card at the time of ordering. www.foodforyou.com.au / 01564 555 444.

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Questions 9 - 14

Answer the questions below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **9 - 14** on your answer sheet.

9 Where can people find “Breakfast on the Go”?

10 Who should people speak to if they wish to change the sitting they will attend for dinner?

11 Where can people find the Oyster Restaurant?

12 What must people give to have the use of a sun lounger on the beach?

13 Who should people ask to see if they’re sick in the hotel?

14 Where will people find information about the evening shows and fun at the hotel?

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Hotel Amenities

Welcome to the Bayside Hotel. This paper will explain to you some of the basics you'll need to know about during your stay with us.

Food

Breakfast is buffet style and served every morning in the Seaview restaurant, found on the 2nd floor. Breakfast is served every day from 6 a.m. until 10 a.m. If you're up earlier and in a hurry for a plane or a train, we will have "Breakfast on the Go" available at the reception. Pick up some coffee or tea, and some filled rolls or fruit (available from 4 a.m. until 7a.m.).

For those people who have lunch in their package or want to order lunch, it too is buffet style and available in the Seaview restaurant from 12 noon until 3 p.m.

Dinner is served at two sittings, the first is from 5.30 p.m. until 7.30 p.m. and the second is from 7.45 p.m. until 10 p.m. Ask the head waiter which sitting you have been allocated. She can change this if space is available. Again, dinner is buffet style and served in the Seaview restaurant. If you'd like to order à la carte, you may go to the top floor Oyster Restaurant. Eating at this restaurant is not included in package prices.

The Beach

Residents only may use our private beach at any time, though the lifeguards are on duty only from 9 a.m. until 7 p.m. We discourage swimming outside these hours, as there will be no supervision. All sun loungers and tables on the beach are free of charge for our residents, but a small deposit is required. If you have any minor accident on the beach, such as a minor cut, speak to our lifeguards, who are all first aid trained. For anything more serious or problems in the hotel, there is the nurse on duty 24/7 in the hotel. Ask at reception if you need him/her.

Entertainment

Every evening from 7 p.m., we have entertainment around the pool. This will vary from music recitals and singing to quiz and games nights. Check the entertainment board for the weekly plan.

For any further information about any of the above, please speak to one of our receptionists, who will be happy to deal with your questions.

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SECTION 2 Questions 15 – 27

Questions 15 - 21

Complete the notes below.

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

Write your answers in boxes **15 - 21** on your answer sheet.

Advice on How to Resign

* It's best to resign in writing and give the (**15**) _____ that is stated in your contract, although talking informally with your boss first is a nice courtesy.

* You don't need to give a (**16**) _____.

* You're entitled to the usual (**17**) _____ and other work conditions until you leave.

Don't resign when angry – the employers might still accept the resignation if you change your mind.

* You might be asked to leave immediately in return for a paid sum (**18**) _____, or work somewhere else.

* A restrictive covenant might prevent you joining a (**19**) _____ or dealing with your old customers – this is legally enforceable.

* Leave on good terms in case you require a (**20**) _____. You may also work with the same people again.

* As some colleagues may have to cover your old (**21**) _____, don't expect everyone to be happy that you are leaving.

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Advice on How to Resign

Employees in this country terminate their contract by resigning. Employees should make it clear that they are formally resigning and it would be best to do this in writing giving the correct amount of notice. It might be good to have an informal conversation with your boss before out of politeness, as this can cause good will, but you are not obliged to provide a reason for your resignation. You must tell your employer 1 week in advance if you want to leave your job if you've worked for them for 1 month or more, unless it says differently in your contract. You're usually due the normal pay and things like sick leave before you leave. The time before you leave usually runs from the start of the day after you gave in your resignation.

If you resign in the 'heat of the moment' (e.g. during an argument) and you change your mind, you should tell your employer immediately. They can choose if they want to accept your resignation or not.

Once you resign, your employer can ask you to leave immediately. In this case they'll probably offer you a one-off payment in lieu, instead of allowing you to work out your time. This amount can be negotiated with your employer. You can also be made to work from home (or another location) until you leave.

Your contract may include a restrictive covenant, which is a period of time that your employer wants to stop you from working for a competitor, or having contact with customers, once you've left the company. You can be taken to court if you break a restrictive covenant.

Try and leave your job on good terms with people. Firstly, any new employer may want a reference from your old employer. While your old employer is not allowed to say bad things about you, they can refuse to issue a reference, which is a very bad sign for a new employer. Secondly, you may find that, in the future, you will work with some of your ex-colleagues and it would be bad to have poor relationships still existing.

Don't expect everyone to be happy about your leaving. Some people might take it personally and it might mean that some of your co-workers have to take on the responsibilities that you are leaving.

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Questions 22 - 27

Complete each sentence with the correct ending (**A - I**) below.

Write the correct letter (**A - I**) in boxes **22 - 27** on your answer sheet.

22 The new punctuality policy will be created to

23 The new punctuality policy will help managers to

24 Lateness can often force colleagues to

25 Seeing colleagues arriving late without action being taken can lead to

26 The meeting next week will lead to

27 Signing the punctuality policy will help to

A lead to the punctuality policy being implemented immediately.

B be responsible for their own and others' work.

C stop the current habit of certain employees.

D be responsible for their own actions.

E be forced to find a job elsewhere.

F deal with this sometimes emotive situation.

G all employees being involved in the punctuality policy's creation.

H other workers leaving early.

I punctual co-workers feeling demoralised.

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Our New Punctuality Policy

As the company management has recently noticed a number of employees arriving late to work, the company has decided to implement a punctuality policy. The policy will be created in liaison with all our employees, so that everyone knows where they stand and that they will be treated fairly.

Punctuality is always a difficult thing for managers to enforce, as there are often reasons for lateness. No manager likes to be heavy-handed and antagonise people, so the policy will help support the managers as well as make things clear for all employees.

Lateness affects employee productivity. The late employee cannot complete tasks, is not there to take part in teams and will need to be covered by colleagues, which stops the colleagues from fulfilling their own responsibilities. This can be very demotivating for the late workers' colleagues, when they see people getting away with unprofessional conduct.

Next week at 10 a.m., we will be holding a mandatory meeting for all staff, where the draft policy will be discussed. All employees will be allowed to ask questions and make their points of view known.

When the policy is ready, all employees will be asked to add their signature to it to show they have read and understood everything in it. Following this, the policy will be put into action straight away, so no employee will be able to continue with this counter-productive behaviour.

Any employee with a disability will have no reason to worry, as the policy will reflect the extra difficulties that these employees face.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

The Australian Dingo Fence

Australia is a land with many famous landmarks and is blessed with different magnificent landscapes from desert to mountains. Perhaps Australia's most iconic division is a basic two-metre-high fence. This fence may be basic in its construction, but it certainly is not by length at 5614 kilometers. The world's longest fence, known as the Dingo Fence or Dog Fence, has split Australia in two for the past one hundred and thirty years.

The dingo, the wild dog of the Australian continent and the largest carnivorous mammal in the country, has been seen as a nuisance animal on agricultural lands dating back to the beginning of European settlement in the region, predating the valuable sheep flocks that cover much of southeastern Australia. The dingo's origin is uncertain, though scientists now believe that it is related to the Asian and Middle Eastern wolf that probably arrived in Australia between 3,500 and 4,000 years ago, transported by Asian seafarers.

The first merino sheep flocks were brought to Australia in the 1800's. When grazing began in the northern plains of South Australia in about 1860, the first 30 years were relatively free of dingoes. However, dingo populations multiplied and evidence has shown that they began to thrive on the newly imported European rabbits that were running in feral plagues at the same time.

By the early 1900's, dingo attacks had made it impossible to successfully establish a sheep industry. Bounties have been placed on the heads of dingoes in southeastern Australia since as early as 1852. While bounties were placed on numerous types of animals, the bounties given for dingoes were generally the highest and often twice as much money was given for a dingo than for other pests, such as foxes, hares, and wallabies. The most effective method of preventing dingoes from killing sheep in southeastern Australia, however, was to stop them from entering it in the first place. Sheep graziers began building fences around their properties to protect their flocks from the predatory dingo. As time went on, neighbouring properties grouped together to become enclosed within vermin-proof fences. Rapidly expanding fenced properties joined up to become what were termed vermin-proof districts. At the peak of these vermin-proof districts, there were over 30,000 miles of these fences. In 1946, a single-line dog fence was established in South Australia to align with the most northern boundaries of the properties contained within the vermin proof districts. It now extends from the Great Australian Bight eastward across South Australia, through New South Wales, to finish near the Pacific coast. Over time, the length of the fence has also been reduced within Queensland for cost reasons and control over the dingo population is often done via less expensive poisoning, specifically via bait laced with sodium monofluoroacetate.

While dingoes remain common in the northern half of Australia, they are almost non-existent in most places on the south side of the fence, except for the strip of land between the Pacific Coast and the Great Dividing Range, where no fencing exists. Despite maintenance and patrol, holes have developed in the fence over the years, particularly in South Australia, and dingo offspring have been passing through them and predating on sheep on the other side, greatly affecting the ability of farmers to stay afloat. Feral camels are also smashing through sections of the fence in search of water and recommendations to reinforce and electrify more portions of the fence have been made to deal with this.

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The Dog Fence Board is the governing body set up to administer and manage the Dog Fence and ensure that it is regularly patrolled and maintained. The Dog Fence Act 1946 levied a rate on grazing properties located inside the fence to fund wages for maintenance and patrol workers. Since 1947, the fence within South Australia has been continuously maintained, re-aligned and upgraded. New fencing technology has also been incorporated and dog-proof grids at road crossings and solar-powered electrified sections have been introduced.

The type of fence that is mostly used today is the sloping dog fence. Every section of the fence is just over a metre high and has six wires, consecutively electrically charged and earthed, that go between two timber posts down from the top until around 30 centimetres from the bottom. The wires then slope out to the ground at approximately a 30-degree angle with four more wires, again consecutively electrically charged and earthed. The wires in the slope are more narrowly spaced, as this is where pressure from dingoes is greatest. The sloping wire arrangement may also slow the approach of animals to the fence.

This fence is cheaper to construct and maintain compared to the composite dog fence, which goes under the ground. The sloping dog fence is recommended for most locations, except in situations where the soil is susceptible to erosion, as this may result in the formation of gaps below the fence. The positioning of electric wires close to the ground is also likely to result in the death of other animals and, as a result, in places where lots of other species are in danger, this design is avoided. The fence's low electric wires are also likely to be problematic in environments with considerable ground vegetation, which will cause electrical shorts and leakage.

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Questions 28 - 32

Do the following statements agree with the information given in the text?

In boxes **28 – 32** on your answer sheet write:

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

28 The dingo fence has been in operation for over two hundred years.

29 No one is really sure where the dingo originally comes from.

30 Studies into dingo populations have shown that they have different species in different parts of Australia.

31 The introduction of other non-native animal species boosted dingo numbers.

32 People could earn more money killing dingoes than they could by killing other pest species.

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Questions 33 - 37

Choose the correct letter **A, B, C or D**.

Write the correct letter in boxes **33 - 37** on your answer sheet.

33 Killing dingoes in Queensland with poison is done because

A animal rights activists opposed the electrocution of the dingoes.
B too many other species were killed by the dingo fence.
C it's cheaper than building and maintaining the dingo fence.
D the weather degraded the dingo fence too quickly.

34 Electrifying more sections of the dingo fence

A is opposed by most farmers because of the costs.
B will lead to more complex maintenance requirements.
C will be subsidised by the Australian government.
D will prevent damage to the fence by other animals.

35 Farms protected by the dingo fence today

A are responsible for the maintenance of their part of the fence.
B have to supply the electricity for the electrified sections.
C have to pay a charge for the protection.
D receive financial support for any livestock killed by dingoes breaking through the fence.

36 The sloping dog fence is not suitable for

A areas where feral camels are common.
B areas where the ground can wear away and leave holes.
C areas that need a lot of maintenance.
D areas that are composed largely of rock.

37 The wires at the bottom of the sloping dog fence

A are susceptible to developing faults.
B are difficult to maintain.
C carry a lower charge.
D prevent vegetation from growing into the fence.

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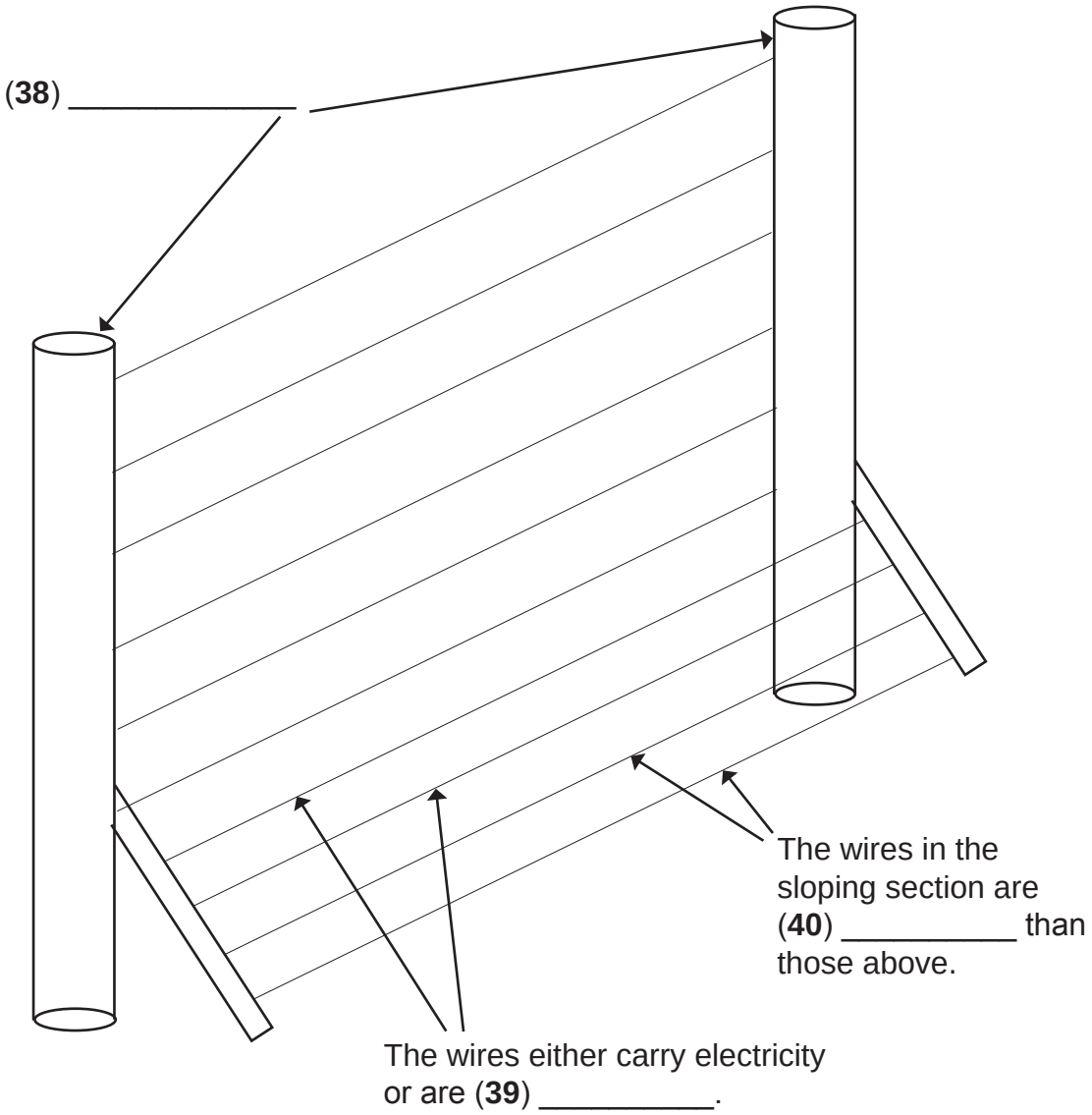
Questions 38 - 40

Label the diagram below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes **38 - 40** on your answer sheet.

A Section of a Sloping Dog Fence



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GENERAL TRAINING WRITING PRACTICE TEST 13

WRITING TASK 1

You should spend about 20 minutes on this task.

A friend is expecting you to stay with him in two weeks' time, but unfortunately you forgot that you have a business trip at the same time.

Write a letter to your friend. In your letter,

* **apologise and say that you cannot come to visit**
* **explain why you will not be able to visit**
* **suggest another time that you could visit**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Tom,

WRITING TASK 2

You should spend about 40 minutes on this task.

Providing a national system in a country where the unemployed receive a regular payment only encourages people not to seek work and puts an unreasonable strain on a country's financial resources. Discuss this statement and give your opinion.

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 13

Section 1

* Describe the street where you grew up when you were young.
* Was there a good community spirit where you grew up?
* What kinds of things do you remember about your neighbours from where you grew up?

Topic 1 Shopping

* Who does the grocery shopping in your household?
* Do you prefer a supermarket or visiting markets and smaller shops? (Why?)
* Do you like to shop online? (Why/Why not?)
* What are your feelings about people who are addicted to shopping?

Topic 2 Immigration

* Does your country experience much immigration and emigration? (Why/Why not?)
* How is immigration helpful to a country?
* What things should immigrants know before they move to another country?
* Do you think countries should drop all restrictions on immigration? (Why/Why not?)

Section 2

Describe a well-known building in your country that you like
You should say:
where this building is
what the function of the building is
what people think about the building
and explain why you like this building

Section 3

Topic 1 Architecture

* What do you think about your country's old and modern styles of architecture?
* What do you feel about the increase of people living in apartment blocks?
* What are some of the factors that affect architectural decisions?
* How do you think your country's architecture will change over the next 50 years?

Topic 2 Preserving Old Buildings

* What are the most significant old buildings and monuments in your country?
* Do you prefer old buildings or new buildings? (Why?)
* How important is it to preserve national monuments and famous buildings?
* Do you think people should be able to visit monuments and famous buildings for free or should they pay? (Why?)

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 14

GENERAL TRAINING LISTENING PRACTICE TEST 14

SECTION 1 Questions 1 - 10

Questions 1 - 6

Complete Mrs. Davis' notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

Dominic's Summer Sports Camp

Example
Dominic can join a group for children between 11 and ***13*** years. This won't have children too old for him.

The sports coaching is done by sports science students, who are supervised by (**1**) _____ with more experience. All staff have an enhanced police check and company training. They are also trained in (**2**) _____ and there's a hospital nearby.

Dominic will need warm clothing and changes of clothing in case of bad weather. If weather is bad, everyone will move into the (**3**) _____ of Wentmount School.

Sessions Morning, afternoon or both. Dominic can do both and make some new friends.

Food Give Dominic a packed lunch or he can join the group lunches.
Group Lunches - Basic starter; hot main course; (**4**) _____ to finish with.

Dominic will need his sports equipment that he wants to bring and some (**5**) _____ for between meals.

Timings Morning Session 9.30 a.m. - 12.00 midday
Afternoon Session 1.30 p.m. - (**6**) _____ p.m.

Children must be picked up by 5 p.m.

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Questions 7 - 10

Choose the correct letter **A, B, or C**.

7 Dominic's favourite sport is

A cricket.
B swimming.
C football.

8 Mrs. Davis says that the instructors should know that

A Dominic's legs are weak.
B Dominic will have to go to hospital at the start of the summer.
C Dominic broke his arm during the winter.

9 The first week of the camp, Dominic will

A be picked up by his mother.
B go home by bus.
C walk home with friends.

10 To keep Dominic's reserved place on the sports camp, Mrs. Davis has to return the form

A within two weeks.
B the next day.
C within a week.

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SECTION 2 Questions 11 - 20

Questions 11 - 15

Match the situation given (questions **11 - 15**) with the advice given in the listening by Police Constable Dawson (**A - I**).

11 Your bicycle has been stolen.

12 You are worried that someone is following you.

13 You've bought a car.

14 Your house is broken into, but your bank cards are not taken.

15 You need to throw away some documents that have sensitive information.

A	Cancel your bank cards.
B	Establish a security routine.
C	Find a secure storage place for your bank cards.
D	Go to a nearby shop and explain what has happened.
E	Make sure a photo and description goes to the police.
F	Hide behind a nearby car.
G	Burn them.
H	Buy a paper shredder.
I	Search the nearby area.

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Questions 16 - 20

Complete the sentences below. Use **NO MORE THAN TWO WORDS** from the listening for each answer.

16 _____ is what allows cell phone thieves to succeed.

17 Pickpockets like stealing in busy _____, so be extra aware in these places.

18 People leaving subway stations often have their cell phones stolen when they look to see if they have a _____.

19 People should consult their _____ to find out how to switch on the security features available on their cell phones.

20 If your cell phone is stolen, the police have to know more than its _____ and colour if they are to get it back to you.

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SECTION 3 Questions 21 - 30

Questions 21 - 25

Complete the summary below on the Kenyan flower industry.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

The Kenyan Flower Industry

The Kenyan flower industry is Kenya's largest after (**21**) _____ and tea and has increased by 31% over the last 5 years. Originally started to contribute to British East Africa's (**22**) _____, it continued to flourish after independence due to its geographical position and variety of climate conditions.

Economic advantages, such as beneficial (**23**) _____ have kept costs low and good logistics have been set up to service world flower markets. Labour and energy costs are also low and there is no (**24**) _____ on European exports from Kenya.

Floriculture is Kenya's 2nd highest foreign exchange earner and it generates plenty of (**25**) _____ for Kenya's public economy - 50,000 to 70,000 people are employed directly and 1½ million people indirectly.

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Questions 26 - 30

Complete the table below on problems and criticisms of the Kenyan flower industry. Write **NO MORE THAN TWO WORDS** from the listening for each answer.

Problems and Criticisms	
Workforce Disputes	* Not wholly resolved yet
High Oil Prices	* Increased (**26**) _____ costs
Heavy Rains + Extended Drought	* Affected the crop size
Competition	* Mostly from countries on or near the equator * Biggest competitors - The Netherlands, Colombia, Ecuador and Ethiopia * Competition getting fiercer due to the numbers of roses produced and better (**27**) _____ from the competition.
Sustainability	* Wages are often too low - workers have a problem with poor disposable income * Trade unions are discouraged
Water Usage	* 1 rose's water footprint is 7 - 13 litres * There has been a very large water export within the flowers out of the country * Lakes have declined in level and (**28**) _____
Pollution	* In local lakes * Large producers initially blamed, but it's now proved that small holders are also to blame * The nutrient load in lakes is too high * Attempts at improvement by increasing the price of (**29**) _____ and other regulatory measures - political and tribal issues have resisted these attempted efforts
Outdated Farm Methods	* Improving situation * More organic ways of (**30**) _____ are being used * More water recycling and waste disposal systems in participating farms have led to long-term costs savings

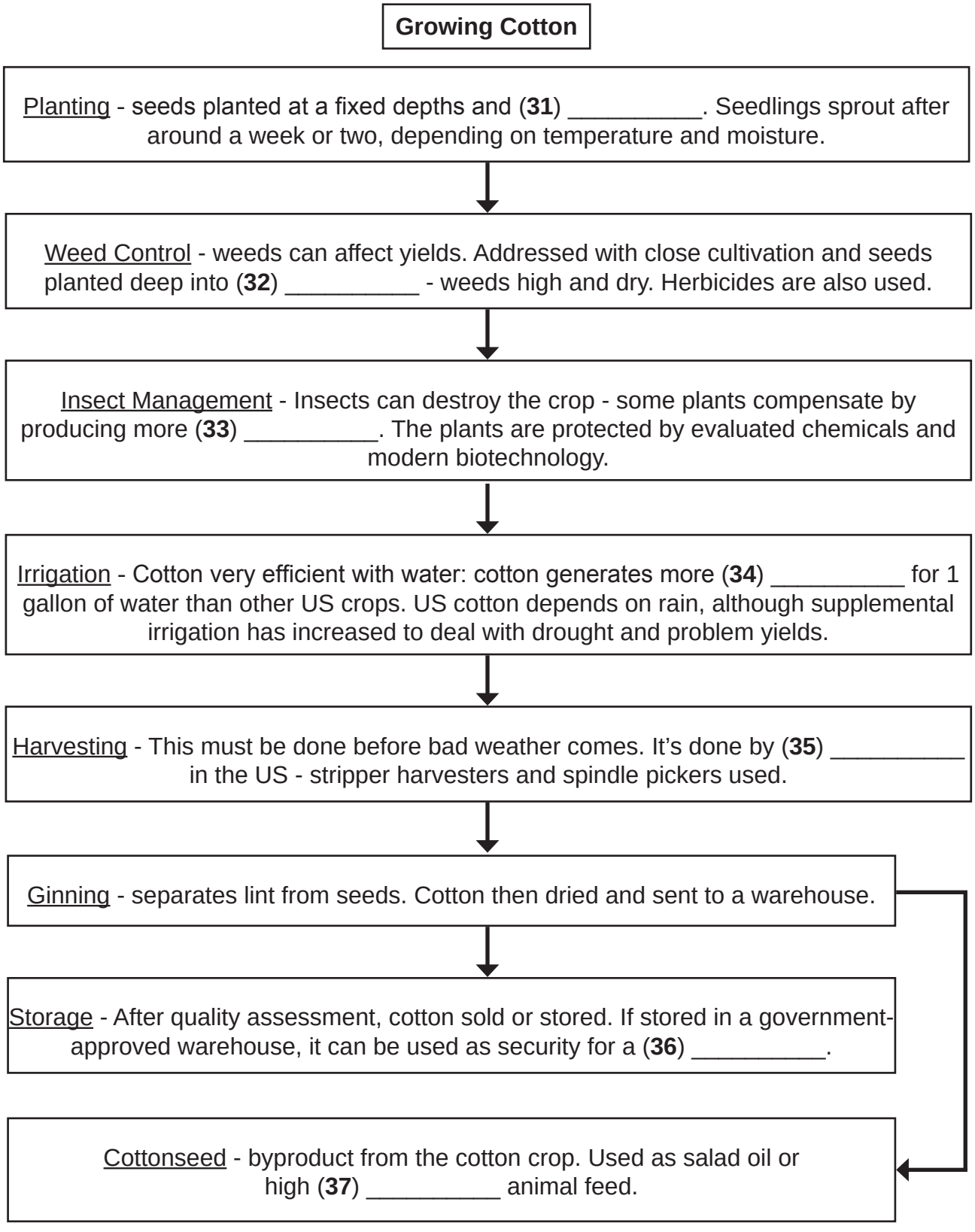
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SECTION 4 Questions 31 - 40

Questions 31 - 37

Complete the flow chart that summarises the cotton growing process. Use **NO MORE THAN TWO WORDS** from the listening for each answer.



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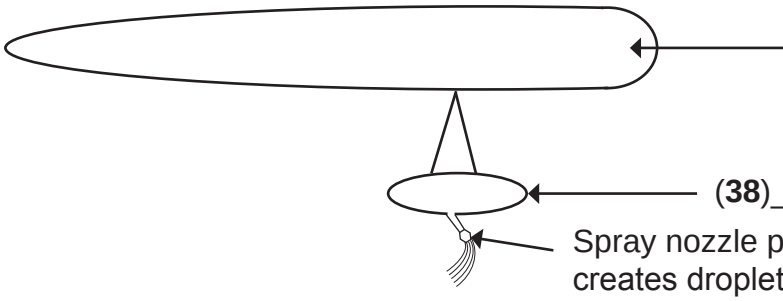
Questions 38 - 40

Complete the diagram below of the three nozzle positions for crop-spraying cotton.

Write **NO MORE THAN THREE WORDS** from the listening for each answer.

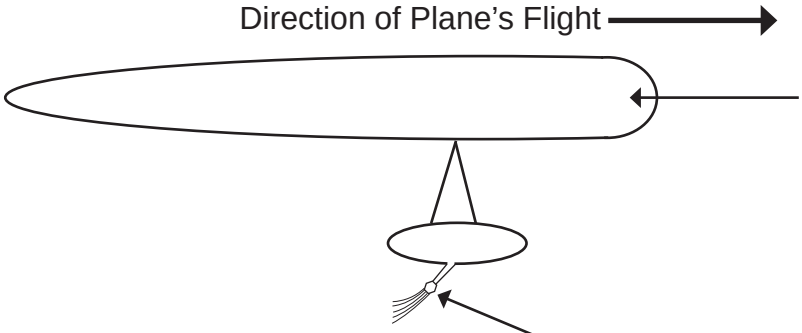
Three Nozzle Positions for Crop-spraying Cotton

1



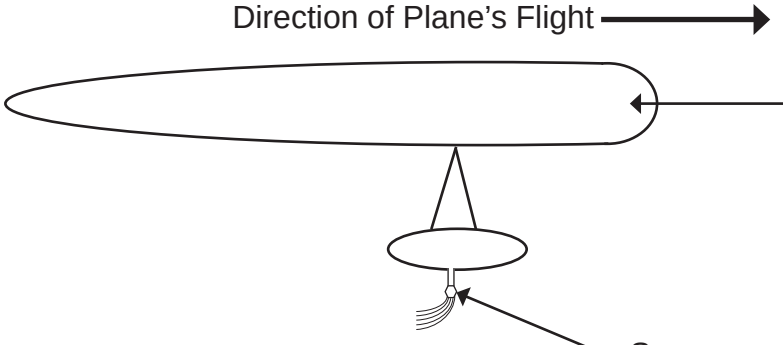
Spray nozzle pointing forwards creates droplets that are too fine and will drift in the wind and/or the plane's (**39**)_____.

2



Spray nozzle pointing backwards creates droplets that are too (**40**)_____.

3



Spray nozzle pointing straight down creates the optimum medium-fine droplet spray.

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GENERAL TRAINING READING PRACTICE TEST 14

SECTION 1 Questions 1 - 14

Questions 1 – 7

Answer the questions below**.**

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes **1 - 7** on your answer sheet.

1 Who will open the celebrations for the anniversary day?

2 When will the town centre shops close on the anniversary day?

3 What organisation will receive any profit that is made at the anniversary day?

4 Who will be playing music in the afternoon of the anniversary day?

5 What will be the last event of the anniversary day?

6 How can people get home at the end of the anniversary day?

7 Who will be on duty to make sure people aren't too loud in the evening of the anniversary day?

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Our Town's Anniversary Day Celebrations

In order to celebrate our town's 200th anniversary of being founded, we have planned a series of events to take place on Saturday 8th July. We hope that lots of people and their families will join us in the town centre for a day of fun and festivity.

The day will start at 11 a.m., when the town Mayor will formally open the anniversary celebration with a short speech in the town gardens. She will be joined by the various councillors from the town council and some officials from the sponsors of the celebrations.

The Mayor will spend all day in the town, wandering around to meet and talk to residents. Please don't ask her anything too serious, as the day is meant to be light-hearted! All the town centre's shops will be open and their normal closing time of 7 p.m. will be extended to 9 p.m., so the shopaholics amongst you can have the time of your lives.

In the town square from noon, there will be a fete, with lots of games to play for the young and not so young. Everything is either free or very cheap, so have a go at everything. If there is any excess revenue left at the end of the day, the money will ALL go to the Children's Hospital.

If you're hungry at any time, head for the town gardens, where a variety of different foods and drinks will be on sale. Feel free to sit on the grass and eat your food with your friends and family, but please use the rubbish bins for your waste.

In the late afternoon from 4.30 p.m., there will also be music to listen to in the town gardens. There will be various bands playing and everyone should find something to their taste. Lots of tables will be set up, so grab a place and a drink and relax.

At 10 p.m., there will be a firework display to end the day's fun. The best places to see will be from the town gardens again or from Bellbottom Hill. Make sure you get a place to view early, as this will surely be a popular event. People will be able to get back to their respective suburbs by night bus, and plenty of these will be laid on for free from 11 p.m. for one hour.

We hope you have a great day out. All we ask is that you keep the town centre tidy and that you don't make too much noise heading home in the evening - the town centre's residents may be trying to get to sleep! Special constables will be on hand to watch over everything, but we hope that they won't be needed.

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Questions 8 - 14

Do the following statements agree with the information given in the text?

In boxes **8 – 14** on your answer sheet write:

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

8 You must successfully take a road theory test before being eligible for a learner licence.

9 Learner plates must be kept on a learner's car until they have had a full licence for 6 months.

10 Any 17-year-old with a learner licence can apply for a restricted licence.

11 There are time restrictions for restricted licence drivers.

12 Any holder of a current full New Zealand car licence can be a supervisor for a restricted licence driver.

13 Full licences can only be obtained after a driver has passed his/her eighteenth birthday.

14 The advanced driving skills course can be conducted only after a full licence has been held for at least 6 months.

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Driving in New Zealand

There are three stages to getting a car licence. At each stage, you earn a new licence with fewer restrictions and more responsibilities.

Stage 1: learner licence

You must be at least 16 years old before you can apply for your learner licence and you first have to pass a road theory test before you can get it. Your learner licence will be issued for five years and while on a learner licence:
* You must only drive with a supervisor sitting beside you at all times. Your supervisor must hold a current full New Zealand car licence, which does not have a supervisor condition. They must have held their full New Zealand licence (or an equivalent overseas licence) for at least two years.
* Your car must display learner (L) plates front and rear.
* You may carry passengers, but your supervisor has to agree to this.
* You face severe penalties if you drive outside the licence conditions.

Stage 2: restricted licence

To apply for your restricted licence, you must be at least 16½ years old and have held your learner licence for at least six months. To progress to this step, you'll have to pass a practical test of your driving skills. Your restricted licence will be issued for five years and while on a restricted licence:
* You can drive on your own, but not between 10 p.m. and 5 a.m.
* Generally, you cannot carry passengers without the supervision of a licensed car driver. Your supervisor must hold a current full New Zealand car licence that does not have a supervisor condition. They must have held their full New Zealand licence (or an equivalent overseas licence) for at least two years.

Stage 3: full licence

You must be at least 18 years of age before you can apply for your full licence. If you have completed an approved advanced driving skills course, this is reduced to 17½.
If you are under 25 years of age, you can apply after you've held your restricted licence for at least 18 months, or at least 12 months if you have completed an approved advanced driving skills course.
If you are 25 years of age or older, you can apply after you have held your restricted licence for at least six months, or at least three months if you have completed an approved advanced driving skills course.
To progress to a full licence, you have to pass a practical test by demonstrating safe driving behaviour across a wide range of traffic situations and road conditions.

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SECTION 2 Questions 15 – 27

Questions 15 - 21

Complete the notes below.

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

Write your answers in boxes **15 - 21** on your answer sheet.

Greening Ltd. – *notes for agency workers*

* The notes are for all agency workers (not workers who are (**15**) _____).

* The working day is 8 a.m. – 5 p.m. (1 hour for lunch).

* New agency workers must go to the (**16**) _____ (2nd floor) to get their assignments from Mr. Buckley.

* Departmental managers will inform agency workers about their duties and (**17**) _____.

The Rights of Agency Workers at Greening Ltd.	
From Day 1	* Access to all facilities + notification of all (**18**) _____.
After 12 Weeks	* The same basic conditions of employment as all Greening employees. * All pay rights (with some exclusions). * Working time rights, such as (**19**) _____.

* (**20**) _____ can be attended with pay by all agency workers.

* The (**21**) _____ is available for consultations if required.

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Greening Ltd. – notes for agency workers

Welcome to Greening Ltd. These notes are meant to help any agency workers who are assigned to us. We hope that you enjoy your time with us and that it is profitable for both you and the company. These notes do not cover people who are self-employed.

The working day at Greening Ltd. begins at 8 am. On their first day, all agency workers should report by 8 a.m. to Mr. Buckley, who is to be found in the personnel department on the 2nd floor. Mr. Buckley will tell you which department you are assigned to. When you get to your department, your department manager will tell you about your duties. The working day finishes at 5 p.m. All agency workers are allowed an hour for their lunch break and they are also entitled to morning and afternoon breaks. Your department manager will tell you the break times in your department.

All agency workers have certain rights according to law and the Greening Employee Charter.

From day one of their employment, any agency worker will be entitled to:
* the same rights to facilities such as staff canteens, childcare and transport as a comparable employee of the hirer.
* be informed about any job vacancies.

After a 12-week qualifying period, any agency worker will be entitled to the same basic conditions of employment as if they had been directly employed by Greening Ltd. This includes:
* pay - including any fee, bonus, commission, or holiday pay relating to the assignment. (It does not include redundancy pay, contractual sick pay, and maternity, paternity or adoption pay).
* working time rights - for example, including any annual leave above what is required by law.

All agency workers, regardless of how long they have been with Greening Ltd., will also be entitled to paid time off to go to ante-natal appointments during their working hours.

All agency workers are welcome to talk with the trade union representative (Mrs. White in the post room on the 4th floor) with regard to their rights and obligations.

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Questions 22 – 27

Complete the summary below.

Write **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **22 - 27** on your answer sheet.

Starting a Business – *the advantages of renting premises*

The advantages of renting premises for a new business start with (**22**) _____, meaning you are not stuck with a property. The details of the (**23**) _____ can also be negotiated to suit your requirements (length etc.). Renting involves less initial costs, with only a (**24**) _____to be paid before the monthly rent. You are also not vulnerable to (**25**) _____ fluctuations and only rent reviews will raise your monthly costs. Drops in property value will usually not affect you. Your only building responsibilities will probably be internal (**26**) _____, although there will probably be a (**27**) _____ levied. Finally, renting conditions can be negotiated with the landlord.

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Starting a Business – *the advantage of renting premises*

When you're starting out in a business, one of the initial decisions you will have to make is whether to buy or rent the premises in which you wish to conduct your business.

Buying business premises is a big commitment and it's important to consider carefully whether renting is a better option. Renting can firstly provide more flexibility for your business as it grows. You are not locked into property ownership and you can usually agree with your landlord the length of the lease that you require, or have a break clause included. This will let you end your occupation (usually on a specific date) if, for instance, you want to relocate.

Financially, renting can make good business sense. Upfront costs for leasing premises are often relatively low, though you will have to provide a refundable deposit. But generally, renting ties up less capital than buying, freeing up cash that could be used elsewhere in the business. You are not exposed to interest rate rises, although your rent may rise periodically as a result of rent reviews. Always check to see how rent is reviewed before you sign the lease.

There is also less potential for unexpected financial shocks - unless you wish to sell the remaining term on your lease to someone else, falls in property value will not affect you. Also, you will have no concerns about Capital Gains Tax, unless you decide to sell your lease for a premium.

You may have less responsibility for the building if you rent rather than buy, although this will depend on the terms of your lease. You may have to look after maintenance inside the building, but external maintenance is more likely to be the responsibility of the landlord, particularly in multi-occupancy premises; you may, however, have to pay a service charge.

Renting can also give you space for negotiation. You or your agent can negotiate any aspect of the lease, either at the start or, if you want to renew it, after the lease ends.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

Saving People from the Sea

Paragraph A

Drowning claims an estimated 372,000 lives around the world each year. This is a conservative estimate and the actual number is likely to be much higher. More than 90 per cent of these drownings happen in low- and middle-income countries. Despite the scale of the problem, it is barely recognised and it's hard to believe that this is not yet a global priority. The UK-based Royal National Lifeboat Institution (RNLI) is working to change that. Working in partnership with others, they are expanding their international work to provide communities with the knowledge, equipment and skills to try to reduce this staggering loss of life.

Paragraph B

The islands of Britain and Ireland have always been at the mercy of the sea. In the early 19th century, there was an average of 1800 shipwrecks a year around the coasts of Great Britain, with many seafarers drowned. This danger was an accepted part of life onboard. Rescue services did exist in some places – there are records of a rescue boat stationed in Liverpool from 1730. In Bamburgh, Northumberland, men from the local castle patrolled the shore on horseback, ready to go to sea in their 'unimmergible' coble – the first purpose-built lifeboat, designed by Lionel Lukin. A 1789 competition, run by a group of businessmen from Newcastle, sought designs for rescue boats. One of the entries, from William Wouldhave, was designed to self right. Boatbuilder Henry Greathead was asked to build a lifeboat combining the best features of Lukin's and Wouldhave's plans, and came up with a vessel called the Original. Within 20 years, he had built more than 30 of these lifeboats, and they were soon saving lives all around Great Britain.

Paragraph C

Sir William Hillary is credited with founding the RNLI. After witnessing the destruction of dozens of ships from his home on the Isle of Man, and getting involved in rescue attempts himself, Hillary appealed to the Navy, the government and other 'eminent characters' for help in forming 'a national institution for the preservation of lives and property from shipwreck'. With the support of London Members of Parliament (MP) and businesses, the Institution was founded as a charity on 4 March 1824.

Paragraph D

When Sir William Hillary first issued his appeal to the British nation in 1823, he sent it out to the Navy and government. He gained great sympathy, but not much cash! It was MP Thomas Wilson who suggested asking wealthy philanthropists to support the fledgling lifeboat service. Obtaining money in 1824 was very successful, bringing in almost £10,000, but the impetus soon stagnated and, by 1849, income had dropped to £354. Efforts in the mid 19th century were focused on the wealthy, and it wasn't until the late 1880's that the RNLI realised how generous the general public could be. Following a tragic disaster in 1886, a public appeal was launched that raised £10,000 in 2 weeks. A little later, there was the first 'Lifeboat Saturday'. Bands, floats and lifeboats paraded through the streets of Manchester, followed by volunteers

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with collecting buckets and purses on poles. More than £5,000 was taken on the day, which was the first recorded example of a charity street collection.

Paragraph E

For the RNLI's first 100 years or so, lifeboats were mostly put to sea and brought in from their local beaches. In many communities, hauling the lifeboat was done by women, as most of the men were on board, though farmers often loaned their horses to help bear the weight. Lifeboats were frequently dragged for long distances before putting to sea to minimise the time at sea in rough conditions. In 1899, the lifeboat in the village of Lynmouth, Devon, was hauled 10 miles by a team of 50 to 60 people and 18 horses to go to the aid of a vessel in distress in another bay. These days, most large, all-weather lifeboats are designed to go to sea from a slipway, or to lie afloat. But leaving land from the beach is still common, especially with the smaller, inshore lifeboats. Specially adapted tractors are now used to do the hauling.

Paragraph F

The way in which people use the sea has changed dramatically since the RNLI's foundation. More people are using the water for leisure, so the lifesaving service has had to change accordingly. In 2001, RNLI lifeguards began patrolling some of the most popular beaches in England and now lifeguards patrol over 200 beaches around the UK, rescuing thousands of people every year and providing first aid and safety advice. This 'prevention-rather-than-cure' approach also helps the RNLI's Coastal Safety and Education teams save lives by preventing people from getting into danger in the first place. Also in 2001, the RNLI's first station on an inland waterway was established in Northern Ireland. Environmental change has increased demand too. The Flood Rescue Team was formed in 2000 to respond to floods anywhere in the UK or Ireland within 6 hours. The RNLI also has an international Flood Rescue Team that can deploy anywhere in the world within 24 hours.

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Questions 28 - 33

The text on the previous pages has 6 paragraphs (**A – F**).

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, **i - ix**, in boxes **28 - 33** on your answer sheet.

i	Fundraising
ii	Government Support
iii	A Developing Service
iv	A Global Issue
v	A Lesson from America
vi	Early Lifesavers and their Craft
vii	New Training Facilities
viii	Launching
ix	The Beginning of the RNLI

28 Paragraph A

29 Paragraph B

30 Paragraph C

31 Paragraph D

32 Paragraph E

33 Paragraph F

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Questions 34 - 37

Complete each sentence with the correct ending (**A - G**) below.

Write the correct letter (**A - G**) in boxes **34 - 37** on your answer sheet.

34 The official figure of people drowned around the world is

35 In the past, the danger of drowning was

36 The lifeboat named “The Original” was

37 The founder of the RNLI was

A employed by the British navy.

B motivated by seeing many shipwrecks where he lived.

C probably grossly under-estimated.

D more dangerous on navy ships.

E a mixture of different designs.

F never accepted by the British navy.

G always an accepted part of a seafarer’s life.

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Questions 38 - 40

Choose the correct letter **A, B, C or D**.

Write the correct letter in boxes **38 - 40** on your answer sheet.

38 Focusing on the public for early funding of the RNLI was

A less successful than approaching the rich.
B advised by British government officials.
C not a strategy followed at first.
D the first strategy attempted.

39 Early life boats were often

A moored at sea to save time.
B moved on land before being released into the sea.
C crewed at sea by women when the men were away.
D crewed by the local military forces.

40 The RNLI service has evolved because

A its initial operating strategy was not financially sustainable.
B of its dependence on people donating money.
C people interact with the sea in a different way than before.
D it is run solely by volunteers.

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GENERAL TRAINING WRITING PRACTICE TEST 14

WRITING TASK 1

You should spend about 20 minutes on this task.

You are travelling next month to stay with a family you do not know as part of a language training course.

Write a letter to the family to introduce yourself. In your letter,

* **say when and how you will be arriving**
* **tell the family a little about yourself**
* **ask about the type of food that the family eats**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Mr and Mrs Greene,

WRITING TASK 2

You should spend about 40 minutes on this task.

Do you feel it is better for young people leaving school to study further at university or go straight into the workplace?

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 14

Section 1

* Can you tell me a little about your job or studies?
* Do you like the job or studies that you do at the moment? (Why/Why not?)
* Do you prefer to work or study in the morning or later in the day? (Why?)

Topic 1 Happiness

* What makes you happy?
* Does money make people happy?
* Do you think young people are the happiest people? (Why/Why not?)
* Why can pets make people happy?

Topic 2 Photography

* Do you like to take photographs? (Why/Why not?)
* Why do you think people like to keep photographs?
* Can taking photographs be an invasion of people's privacy? (Why?)
* What are the dangers of having photographs taken today with regards to the Internet?

Section 2

Describe a memorable teacher
You should say:
who this teacher was
what this teacher taught
where you knew this teacher
and briefly explain why this teacher is so memorable

Section 3

Topic 1 Teachers

* What are the qualities that make a good teacher?
* Do you think that teachers are underpaid for what they do?
* What are the main challenges facing teachers today?
* What can governments do to improve the job that teachers have to do?

Topic 2 Education and Schools

* How do you think education has changed over the last 50 years?
* What role do parents have in their children's education?
* Do you think that private education is something that should be allowed in today's society? (Why/Why not?)
* Should education be delivered to single- or mixed-sex classes? (Why/Why not?)

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IELTS-Blog.com GENERAL TRAINING MODULE PRACTICE TEST 15

GENERAL TRAINING LISTENING PRACTICE TEST 15

SECTION 1 Questions 1 - 10

Questions 1 - 6

Complete the hospital's new employee record sheet below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the listening for each answer.

New Employee Record Sheet	
Example: Job applied for:	***Cleaner***
Applicant's Name:	Adam (**1**) _____
Address:	82 Ackland Road Gorley
Postcode:	OG8 6RE
Mobile Telephone:	07543 842 (**2**) _____
National Insurance Number:	MA 67 95 36 F
Age:	(**3**) _____
Times Available:	6 a.m. - 9 a.m. & after 3 p.m. - 10 p.m. (**4**) _____ at weekends
Experience:	Weekend job at a (**5**) _____ - washed up, cleaned surfaces and floors David at david@apple.com can provide us with a (**6**) _____

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Questions 7 - 10

Complete Adam's notes below. Use **NO MORE THAN TWO WORDS** from the listening for each answer.

When I arrive and leave, I need to sign in and out at the (**7**) _____ - this ensures my work times and pay are correct. I get £9 an hour.

In the staff changing rooms, I must change into overalls and a (**8**) _____.

Every 3 hours I get a break - I can go outside or go to the (**9**) _____, where I can get a drink; if I work longer than 4 hours, I get a meal.

I will start next Saturday at 9 a.m.

I need to come in as well for (**10**) _____ on Thursday at 4 p.m. (I'll be paid for this).

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SECTION 2 Questions 11 - 20

Questions 11 - 16

Complete the summary below on the radio talk on the town exhibition.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

The Town Exhibition

The town exhibition will be found in the (**11**) _____ from the 9th July to the 14th July. The exhibition firstly is a show for local businesses, especially for apple products. Secondly, the exhibition is a town fair, with lots of games and amusements. The latter mainly starts from (**12**) _____ p.m. The exhibition ends nightly with a fireworks display at 10 p.m., which is at the central lake. This final show can often upset (**13**) _____, so it's best to leave them behind. There will be plenty of international food and drinks on offer and an open fire barbecue offering freshly grilled meats and (**14**) _____.

Please dress children suitably and don't forget sun cream and a hat if it's sunny. In bad weather, don't forget raincoats and umbrellas; consider wearing (**15**) _____, which will help if it's very muddy.

There will be a lottery every evening, with results given just before the fireworks. Tickets are a dollar for 4. Write your name and (**16**) _____ on the back of your tickets if you can't stay for the results.

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Questions 17 - 20

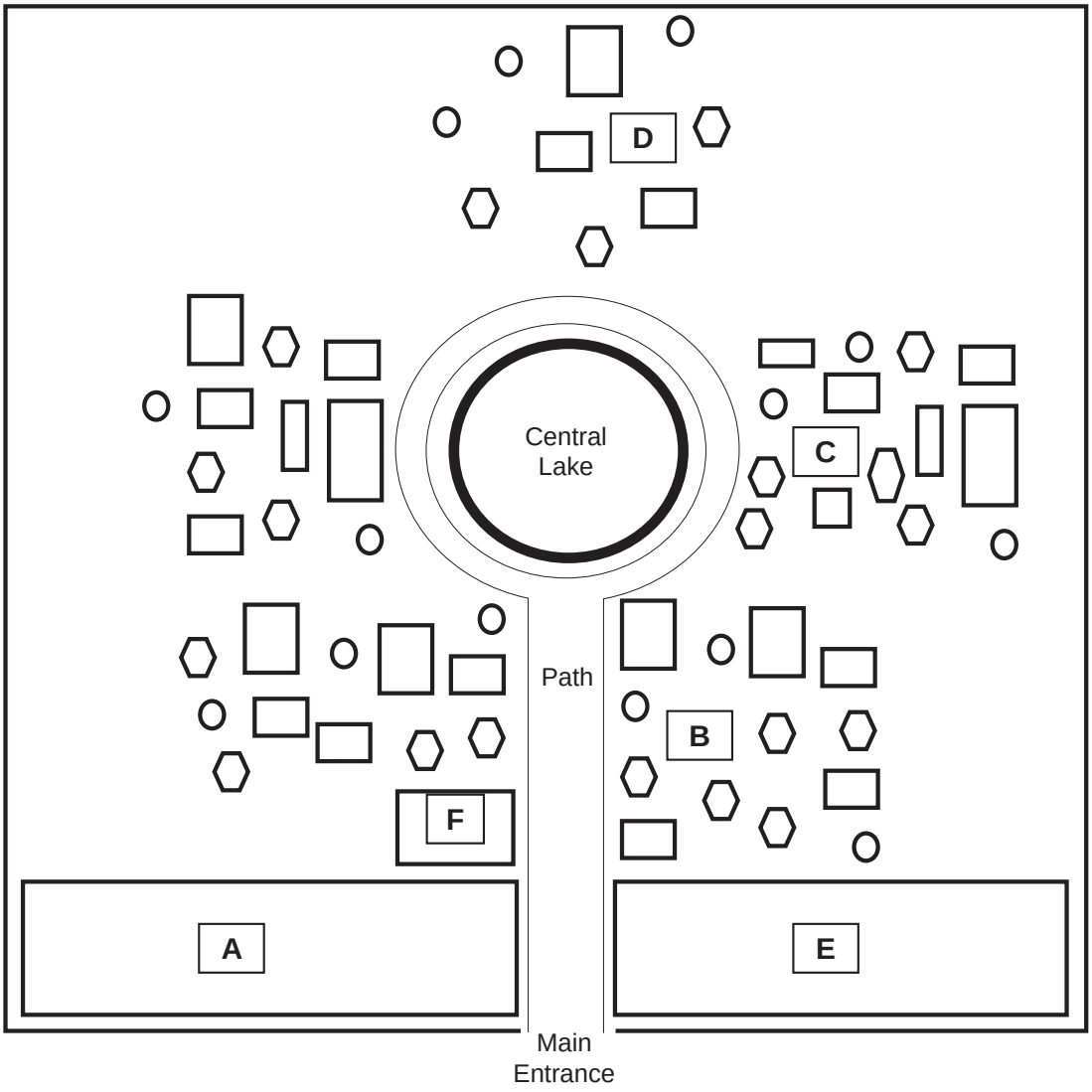
Below is a plan of the town exhibition with **6** locations marked **A - F**. Questions **17 - 20** name **4** places that can be visited at the exhibition. Write the correct letter (**A - F**) that matches the places that can be visited with their locations.

17 Exhibition on other local businesses

18 The first aid station

19 Food stations

20 Amusement rides



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SECTION 3 Questions 21 - 30

Questions 21 - 25

Choose the correct letter **A, B, or C**.

21 Two years ago, the US had to import approximately

A a third of its petroleum needs.
B half of its petroleum needs.
C three quarters of its petroleum needs.

22 Generating electricity on board a car is not usually done, because

A onboard generators are too heavy.
B onboard generators are too bulky.
C it's not an economic way of powering a car.

23 Electric cars have cheaper fuel costs mainly because

A conventional fuel is more expensive than electricity.
B electric cars are lighter than conventional cars.
C electric cars are slower than conventional cars.

24 Electric cars' lifecycle emissions depend on

A the type of electric motor used in the cars.
B where in the US the electricity used for power is generated.
C the speed at which the cars are driven.

25 Biofuel B100's emissions are compensated for by the

A the lack of carbon dioxide that is generated by the biodiesel engine.
B the number people who have switched to using the fuel.
C the growth of the source plants for the fuel.

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Questions 26 - 30

Complete the table below.

Write **NO MORE THAN TWO WORDS** from the listening for each answer.

The Disadvantages of Electric Cars	
Refuelling Infrastructure	* Not as common as gas stations * Relevant organisations are expanding the network * Potentially available anywhere people park * Hybrids can use a (**26**) _____ when necessary
Purchase Costs	* Much higher than conventional cars * Prices will drop as (**27**) _____ grow * Purchase costs can be offset by fuel savings, tax credits and state (**28**) _____
Maintenance	* Similar to conventional cars, except the battery * Batteries will wear out in spite of their design for extended life * Some manufacturers offer different types of (**29**) _____ for batteries * Battery life a big disadvantage - can be expensive to replace * Improvements in (**30**) _____ and greater manufacturing output will lead to lower battery prices

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SECTION 4 Questions 31 - 40

Questions 31 - 40

Complete the notes below**.** Use **NO MORE THAN THREE WORDS** from the listening for each answer.

Twin Languages

Twin languages are officially called autonomous languages; not a (**31**) _____event - occurs in approx. 40% of twins.

Formulation

Because twins are so close, they don't communicate so much with others and they develop their own communication system.
It's not always between twins - it's evident also in close siblings.
It usually occurs with the lack of an (**32**) _____.
Autonomous languages usually consist of onomatopoeic utterances, some (**33**) _____ and normal language adapted by children within their speech limitations.
Autonomous languages lack morphology and have a strange word order.
Autonomous languages are hard for other people to understand.

Research

Only (**34**) _____ can explain how and why autonomous languages emerge.
Autonomous languages could arise in children with phonology delays due to little or no language sources to copy.
Children normally develop speech in the same way and make the same (**35**) _____ when talking.
Phonological delays can produce similar language to a "twin language".
Autonomous languages can be (**36**) _____ in twins and close siblings as they communicate in a similar way.
(**37**) _____ is often needed to help with sound development.
Autonomous languages have also been linked to language delays at school.

Parents

Parents needn't worry too much - children can switch between secret and normal languages.
Not all children using an autonomous language will have language delays.
An autonomous language is a (**38**) _____ for speech and language problems - a therapist would probably be helpful.
Parents are the best guide for children's language - they influence sound development and the children's length of (**39**) _____.
Parents should therefore talk as much as possible to their children.
(**40**) _____ is very beneficial for all children, especially twins.

Conclusion

Autonomous languages usually disappear after intervention or interaction with other children at school.
Children might occasionally revert to the autonomous language (normal), but with care, this will not lead to language problems.

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GENERAL TRAINING READING PRACTICE TEST 15

SECTION 1 Questions 1 - 14

Questions 1 – 7

Complete the sentences below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **1 - 7** on your answer sheet.

1 The Riverside Secondary School Open Day targets current and future _____.

2 The _____ will speak to visitors and answer any questions.

3 Visitors are advised to read the school _____ before coming.

4 Visitors are advised to inform their _____, so they know which children will be absent.

5 Visitors are encouraged to send the school _____, so the school can improve the next Open Day.

6 Visitors are advised that a _____ visit is best.

7 Visitors are requested to keep _____ to a minimum during class visits.

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Riverside Secondary School Open Day

Next month, on the first Monday of the month, Riverside Secondary School will hold its annual Open Day. During this day, we aim to show present and prospective parents and students our school during a normal working day. Pupils will show you around and you'll be able to visit classrooms, and speak to teachers and students.

At 11 a.m., there will be a short talk by our head of marketing and this will be followed by a short questions – answers session. At lunchtime, there will be a section of the school cafeteria cordoned off for visitors and you can try out the food that our students and staff eat every day.

DOs

DO bring your child – he or she will be the one attending the school

DO prepare some questions for students and teachers

DO look over our website first, so that you don't ask unnecessary questions

DO tell your primary school that you and your child are attending our Open Day

DO spend a meaningful amount of time on your visit

DO send us email feedback on the day, so we can make it better next year

DON'Ts

DON'T judge the school by any individual students or teachers

DON'T get too fixed on details – try and get an overall view of the school

DON'T come too late – the morning is always the most useful time

DON'T bring the whole extended family – the day will get too crowded

DON'T make too much noise in class time

DON'T just stay in one classroom the whole time – move around

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Questions 8 – 14

The text on the following page offers different pieces of advice, **A – J,** on writing a covering letter.

Which piece of advice contains the following information?

Write the correct letter, **A - J**, in boxes **8 - 14** on your answer sheet.

8 Make sure the covering letter is customised to the company and job applied for.

9 Make sure you mention any relevant training that you have had.

10 Make sure you don’t write five pages of content in a covering letter.

11 Make sure your letter is prepared and printed from a computer.

12 Make sure you proofread your covering letter before sending it.

13 Find out from the company who the letter should be addressed to.

14 If you’re sending your application by email, make sure all the correct attachments are in it.

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Writing a Covering Letter – Top Tips

When making nearly all job applications today, you are expected to also send a covering letter. As your prospective employer is very likely to read this letter before they get to your CV, it's important that you make an effort to make a good impression with it.

A Use a computer to write your covering letter. This is what will be expected and, while a hand-written letter may seem more personal, it will seem strange nowadays. It also makes the letter easier to edit before you send it and to be read.

B Personalise your letter. While it's a temptation to use one letter for all applications when you're filling in a lot, a letter tailored to the job on offer is much more likely to make a positive impact on the employer. It also stops you including details of other job applications, which will destroy your chances of success.

C Your letter should focus on your strengths and achievements, but try not to just repeat all the details of your CV.

D Use the right tone. A job application should be formal, business-like and polite. The letter should also be checked for grammar and spelling errors, and should use the same text format and font size throughout. All these things will signal your professionalism.

E Don't go on – about five paragraphs should be enough. Employers often have many applications to screen and they don't want to (and probably won't) read four pages.

F Do some research. Don't just send the letter off to the company. Call the company and find who will be reading it and address it to him/her. Make sure you include at the top of the letter the job title, job reference number (if there is one) and where you saw the advertisement.

G The start. The first paragraph is where you will grab attention. Make sure that you show your keenness for the job and why you are the right person for it.

H The middle. Target the skills required for the job and show how your experience, qualifications and personal qualities make you a match for it. Emphasise any job-appropriate training or awards you have.

I Sign off. Do it in a professional way and say how you'd like to be contacted (your contact details should be in your CV).

J If you're sending the application by email, don't forget to attach your covering letter and CV to the mail. Everyone forgets sometimes, but it doesn't create a good impression when applying for a job!

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SECTION 2 Questions 15 – 27

Questions 15 - 20

Answer the questions below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes **15 - 20** on your answer sheet.

15 What kind of rotating shift schedules are best for minimising employees' fatigue?

16 What is the maximum length of a night shift at the company?

17 What is the minimum age for doing night work at the company?

18 How long must the company retain records relating to night workers' hours?

19 What kind of workers are not covered by the company night working rules?

20 Who were consulted when creating the health assessment questionnaire?

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Notes for Employees Considering Night Time Working

Due to the nature of our business, it's sometimes necessary that our staff work at night.

Night shifts can be particularly demanding on employee wellbeing and health. This can include disruption to the body clock, fatigue, sleeping difficulties, disturbed appetite and digestion, reliance on sedatives or stimulants, social and domestic problems and other symptoms of ill health. To combat this, we do not have employees on night shifts for extended periods. This is because workers' bodies will just have started to adapt to the new pattern. We find rotation shifts every two to three days are best for workers and weekly or fortnightly rotations are the least comfortable for workers. Forward-rotating programs (moving from morning to afternoon to night shifts) are better than backward-rotating ones in terms of sleep loss and tiredness.

If someone works at night, there are rules covering the hours they work. Night time working hours are usually between 11 p.m. and 6 a.m. - but this can be flexible and should be discussed between you and us. To qualify as night working, the night time period must be no more than 8 hours long and include the period between midnight and 5 a.m. Any of our staff under 18 years are not allowed to be night workers.

We must make sure that you don't work more than an average of 8 hours in a 24-hour period. By law, you can't opt out of this working limit. We must also keep records of any night workers' working hours to prove they aren't exceeding night working limits, and we must keep the records for at least 2 years. These records can be inspected by you at any time on request.

Our usual limits and regulations for night workers do not apply to self-employed workers. This does not include agency workers, who are treated as normal workers with us.

If you agree to working at night for us, the agreement will be put in writing.

If you are to begin working at night, we must perform a health assessment before you become a night worker and on a regular basis after that. Usually, this is just done with a questionnaire, which was created in collaboration with qualified health professionals. If there are any health questions regarding your health and night work, we will offer you a follow-up examination by a health professional if you still wish to work nights.

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Questions 21 - 27

Do the following statements agree with the information given in the text?

In boxes **21 – 27** on your answer sheet write:

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

21 For a lot of companies, backing up data should not be an expensive process.

22 Management should provide regular training on recommended back up practices.

23 Employees destroying data on purpose is unusual.

24 Responsibility for backing up data should be shared amongst all relevant staff members.

25 Backing up its material on a cloud system can save a company the time and money spent backing up things on other hardware.

26 Using best practice for back ups can usually keep back up material free from viruses.

27 Viruses usually infect company systems because of employees opening infected emails.

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Advice on Backing up Data

Protecting your IT systems and business data is vitally important. Business information can be a valuable asset, and critical information such as financial data and customer records can be very difficult to replace. Loss of confidential or sensitive data can also have serious consequences. In most situations, small investments of time and money can achieve large improvements in information security. Often, security can be improved by simple common sense and good management practice.

The extensive use of computer systems makes business operations vulnerable to major problems, ranging from the accidental loss of data to deliberate sabotage by staff (though the latter is very rare). Storage systems, whether computer or paper-based, can also be at risk of theft or physical damage through a fire or flood.

A backup copy of your business data can allow you to continue trading, even if computer data has been lost. Backups can be made to portable media such as magnetic tapes, DVD-ROMs or external hard drives. Alternatively, online backup services allow you to back up your data over the Internet to the service provider's data storage facility.

You should have a backup routine (typically daily) as part of your IT security policy and you should check that this is being correctly carried out.

Best practice for backing up data includes:

- giving one person the main duty for backing up, and designating a second to cover for absence
- not relying solely on a cloud-based backup system for keeping your data safe
- using a different tape, external hard drive or disk to back up each day of the week and having a schedule for rotating them – this can nearly always safeguard backups in the case of a virus attack
- keeping backups secure - preferably off-site from the main business premises, e.g. in a bank box
- periodically testing your backups to ensure that your data can be successfully restored

Data backups are a key part of business continuity planning for IT systems.

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SECTION 3 Questions 28 - 40

Read the following passage and answer Questions **28 – 40.**

The Blue Whale

The blue whale is the largest animal in the world. A female blue whale weighing 150 tons (killed in the Antarctic in 1928) was the largest animal ever known to have lived during the Earth's 4600 million-year history.

The body statistics of a blue whale are amazing. Marine biologist, Ariadne Scott, describes them. "An average individual is 21 metres long and weighs 100 tons. It has almost 2,500 gallons of blood and burns up to 3 million calories a day. Its heart weighs more than a ton and the tongue alone weighs about 2 tons." The life expectancy of the blue whale is harder to judge, although they are known to be among Earth's longest-lived animals. Scientist, Sophie Morton, explains how whale experts try and work out their age. "We have discovered that by counting the layers of a deceased whale's wax-like earplugs, we can get a close estimate of the animal's age. The oldest blue whale found using this method was determined to be around 110 years old and we estimate that average lifespan is estimated at around 80 to 90 years."

Blue whales are also the loudest animals on Earth, with their calls reaching 188 decibels (a jet reaches 140 decibels). Recently, Australian marine scientists have detected individuals singing from almost 750 kilometres away. Although no one is certain, the blue whale calls are theorised to be probably a part of mating behaviour. The Australian scientists can use the data they found for various uses. Australian Science Leader, Dr Mike Dance, said, "Using new advanced echosounders, we were able to track individual krill for the first time, allowing an examination of the changing internal structure of the krill swarms that blue whales prey upon. Our ability to find these blue whales also allowed us to investigate the whales' habitat."

This enormous animal is a real gentle giant. The blue whale is a baleen, which means it feeds only on krill, a small shrimp-like crustacean. Its stomach can hold one ton of krill and it needs to eat about four tons of krill each day. The blue whale spends its summers following its prey and building up its fat reserves, but, as wildlife expert Jon Stephens explains, things change in winter. "Summers are spent in polar waters, because food production is higher there, but in winter, they migrate several thousand miles to warmer tropic and subtropic areas and fast for the duration of their stay while breeding, using the fat on their bodies to see them through the whole winter." Blue whales usually only congregate for this breeding and they do not live in the pods common for other whale species. They are found in small numbers throughout the world's oceans, except the Mediterranean and the Arctic.

Conservationist Patrick Liley explains why the blue whale fat is one factor that has threatened the blue whale. "Historically, hunters have chased them to harvest their meat and render the cold-resistant fat down to oil. The larger the whale, the more profit is made from a kill. Killing blue whales therefore made the most commercial sense." The blue whale is currently one of the world's most endangered whales. It was not hunted until modern techniques made them more easily attainable, but by the mid-1900's, only about 1,000 were estimated to remain.

Blue whales have been protected from whaling since 1966 by the International Whaling Commission, though some were hunted unlawfully until 1972. Stocks in the Southern Hemisphere and North Pacific are currently recovering. The latest estimate revealed 15,000 blue whales remaining worldwide, while pre-whaling populations were estimated at perhaps

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300,000 individuals. Although numbers are increasing, worries remain of the health of the population. New Zealand fisheries spokesman, Alan Cook, explains. “It is not known whether the population is properly recovering. There is a real concern that the drastically depleted genetic pool created by the hunting will affect their capacity to breed properly. Only time will tell if the numbers continue to grow.”

Other threats to the blue whale include their involvement in other forms of fishing, climate change and destruction or modification of habitat. Fisheries Inspector, Steve Hartnett, describes the threat from fishing. “Like many marine animals, blue whales are at risk of ‘bycatch’, which is accidental entanglement in fishing gear, which can cause injury, infections, starvation and drowning.” Climate change may also affect blue whales throughout the Southern Hemisphere by depleting or shifting the distribution of prey. Melting ice also allows oil companies better accessibility to oil and gas deposits. This can cause various problems for blue whales and their environment, including one that is not often considered. Alice Baggley, an environment spokesperson, explains the problem. “There is concern that noise pollution may affect blue whales’ ability to communicate, particularly in New Zealand, where there is persistent seismic activity for oil and gas extraction near a blue whale foraging ground.”

The blue whale is the largest animal to have lived on the Earth. Like many creatures, human activities threaten its continued existence. Patrick Liley explains what he feels is the solution. “It’s not a secret. Whaling caused the initial destruction of the blue whale, and it continues to do so. We need to make all countries stop whaling and close the loophole on ‘whaling for scientific purposes’ that permits commercial whaling to carry on.”

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Questions 28 - 35

Look at the following statements (questions **28 - 35**) and the list of people below.

Match each statement with the correct person's initials.

Write the correct initials in boxes **28 - 35** on your answer sheet.

28 Damage to blue whale numbers may have damaged the whales' ability to reproduce in a sustainable way.

29 A dead blue whale was used to estimate how long blue whales live.

30 What helps blue whales survive winters has led to them being attractive targets for whalers.

31 New technology has helped research the food that blue whales eat.

32 The blue whale's dimensions are extraordinary.

33 Countries exploiting gaps in the whaling law need to be stopped to halt the threat to blue whales.

34 Blue whales do not feed during their periods of mating.

35 Oil exploration could affect how blue whales communicate with each other.

AS	Ariadne Scott
SM	Sophie Morton
MD	Mike Dance
JS	Jon Stephens
PL	Patrick Liley
AC	Alan Cook
SH	Steve Hartnett
AB	Alice Baggley

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Questions 36 - 40

Choose the correct letter **A, B, C or D**.

Write the correct letter in boxes **36 - 40** on your answer sheet.

36 Scientists are now fairly certain that blue whale sounds

A help coordinate hunting krill.
B help during the mating period.
C help whales coordinate migration.
D help echo-location in shallow water.

37 Blue whales gather in groups

A in colder polar waters.
B when hunting krill in polar waters.
C to make them safer from shark or killer whale attacks.
D when they want to breed.

38 The blue whale only became endangered

A once hunting techniques developed to make it easy to succeed.
B once the early ban on them was lifted.
C once the polar ice began to melt.
D once world demand increased.

39 Although blue whales should not have been hunted since 1966,

A their numbers have continued to drop.
B some illegal hunting continued for a while.
C new breeding proved to be a problem.
D hunting technology continued to improve.

40 Blue whales getting accidentally caught up in fishermen's nets

A gives fishermen an unexpected financial bonus.
B can occur when the blue whale hunts the same prey as the fishermen.
C can cause blue whales to drown.
D can now be avoided using sonar.

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GENERAL TRAINING WRITING PRACTICE TEST 15

WRITING TASK 1

You should spend about 20 minutes on this task.

You would like to borrow a good camera from a friend.

Write a letter to your friend. In your letter,

* **ask your friend if you can borrow the camera**
* **explain why you want to borrow the camera**
* **say when you want it and when you will return it**

You should write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Roy,

WRITING TASK 2

You should spend about 40 minutes on this task.

With the increase in computer use, many people feel that schools do not need to put the emphasis that they used to on basic handwriting skills or mental mathematics skills. To what extent do you agree or disagree with this?

You should write at least 250 words.

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GENERAL TRAINING SPEAKING PRACTICE TEST 15

Section 1

* Where do you work/study?
* How do you travel to work/study?
* What is the best thing about your job/studies?

Topic 1 Football

* Do you like football? (Why/Why not?)
* Why do you think football is so popular around the world?
* Why do you think so many people support their country or a particular team?
* Why do you think so much violence happens amongst people who watch football?

Topic 2 Being in Another Country

* What is the most interesting foreign country that you have visited? (Why?)
* What kind of things do you do when you visit a different country?
* What are some of things that are surprising when you have gone to a different country?
* What are some of the problems that happen when two people from different countries marry?

Section 2

Describe your first mobile/cell phone
You should say:
when you got this mobile/cell phone
how much it cost
what it looked like
and explain how different it is from the mobile/cell phone you use nowadays

Section 3

Topic 1 Mobile/Cell Phones

* How have mobile phones changed life today?
* Do you think the use of mobile phones is overpriced?
* How do you think mobile phones will change over the next 50 years?
* Do you think young people spend too much time and money on their mobile phones? (Why/Why not?)

Topic 2 Technology

* What part of modern technology could you not do without today?
* Could you compare society's dependence on technology today with 50 years ago?
* What are some of the disadvantages of society's dependence on technology today?
* How will education systems have to change so that today's youth can use and improve today's technology?

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Listening Test Answer Sheet

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

Reading Test Answer Sheet

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

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Answers

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/ indicates an alternative answer

TEST 1	TEST 2	TEST 3	TEST 4	TEST 5
1. Simpson	1. May	1. 1982	1. Easton	1. Williams
2. 13	2. Truman	2. 30	2. 30	2. 43
3. W12 7RT	3. 6 p.m.	3. Wright	3. October	3. 1994
4. 7.30 (p.m.)	4. (Horse) riding	4. 981 342	4. hotels.com	4. primrose
5. F23	5. 30 (people)	5. Direct debit	5. Commission	5. 05482
6. B*	6. 7 p.m.	6. 2 gigabytes/GB	6. 13	6. A
7. C*	7. $6	7. SIM (card)	7. sea view	7. C
8. E*	8. $5	8. 30	8. 2,000	8. C
9. G*	9. $400	9. 45	9. deposit	9. B
10. K*	10. $100	10. link	10. Breakfast	10. B
11. J	11. L	11. A*	11. 1924	11. (Level) 3
12. F	12. S	12. E*	12. 25	12. (Level) 4
13. B	13. F	13. I*	13. (health and) safety	13. (Level) 7
14. E	14. R	14. K*	14. ingredients	14. (Level) 2
15. C	15. A	15. O*	15. Wrapping	15. (Level) 1
16. (Some) fruit	16. C	16. residents	16. (Short) lecture	16. 10 (p.m.)
17. (The) 2nd (floor)	17. C*	17. 5-minute	17. (Tour) guide	17. (The) rooftop bar
18. 1	18. D*	18. 4	18. 10	18. (The hotel) manager
19. (On) (the) terrace	19. F*	19. (warming-up) exercises	19. 13	19. (At the) reception
20. (In) (the) restaurant	20. G*	20. (the) (bus) driver	20. wheelchair	20. (By) the pool
21. 50%	21. farmers	21. C	21. periods	21. (town) council
22. cliff formations	22. field	22. C	22. specialisation	22. car park
23. global warming	23. growth (rates)	23. B	23. essays	23. (income) forecasts
24. hotspots / hot spots	24. acidity	24. A	24. reading	24. (protection) building/ protection
25. overnight	25. season	25. B	25. projects	25. road accaess
26. consequences	26. hard copy	26. land owner	26. B*	26. A
27. foreign students	27. 30th April	27. (family) group/family	27. D*	27. D
28. 2 hours	28. 2000	28. (forest) rangers	28. F*	28. B
29. exam	29. (the) appendices	29. (big) paths	29. C	29. A
30. (course) tutors	30. graduate	30. secret	30. B	30. B
31. (a) fat (layer)	31. A	31. 10,000	31. natural dip	31. China
32. (killer) whales	32. C	32. (particular) equipment	32. clay	32. trading routes
33. C	33. C	33. by-catch	33. (The) saturation level	33. tax
34. A	34. B	34. (commercial) (fishing) companies	34. (A) (natural) spring	34. alcohol
35. B	35. A	35. B	35. ecosystems	35. 6%
36. overfishing	36. (personality) characteristics	36. A	36. urbanisation	36. Russia
37. 2 degrees (Celsius)	37. variance	37. C	37. evaporates	37. India
38. nesting areas	38. guidance	38. 91	38. tap (system)	38. moisture
39. breeding platforms	39. (special) shorthand	39. ecosystems	39. tanks	39. cells
40. food (availability)	40. nervous	40. economies	40. balance of payments	40. auctions

* Answers for qu. 6, 7, 8, 9 and 10: these answers in any order.

* Answers for qu. 17, 18, 19 and 20: these answers in any order.

* Answers for qu. 11, 12, 13, 14 and 15: these answers in any order.

* Answers for qu. 26, 27, and 28: these answers in any order.

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IELTS-Blog.com ACADEMIC PRACTICE LISTENING TESTS - ANSWER SHEET

/ indicates an alternative answer

TEST 6	TEST 7	TEST 8	TEST 9	TEST 10
1. Colin	1. B	1. Melissa	1. Castle	1. 2
2. 15	2. C	2. 30	2. 30th/30	2. $1000 / a thousand dollars
3. JU 731	3. B	3. cinema	3. australia	3. (the) kitchen
4. Premium (policy)	4. A	4. 11,000	4. 443	4. (the) (garden's) maintenance
5. 462	5. A	5. 14 nights	5. 2 hours	5. 2 months' rent
6. A*	6. B*	6. flights	6. scans	6. renovated
7. C*	7. D*	7. Lectures	7. train	7. deposit
8. D*	8. E*	8. (Travel) insurance	8. part-time/part time	8. living room
9. F*	9. G*	9. 9,000	9. (personal) relationships	9. (school) bus
10. H*	10. I*	10. (Swimming) pool	10. commission	10. Combined
11. C	11. vegetables	11. low income	11. 7000	11. E
12. G	12. export	12. hospitals	12. photo ID	12. J
13. B	13. competition	13. website	13. blood sample	13. B*
14. D	14. holiday (in Scotland)	14. 1/a dollar	14. email	14. C*
15. F	15. children	15. immigrant	15. 8	15. E*
16. 10 (p.m.)	16. C	16. B	16. public holidays	16. G
17. (A) garage	17. E	17. A	17. travel (risk) form	17. A
18. (On) (the) beach	18. A	18. C	18. (At) reception	18. C
19. (The) town centre	19. B	19. D	19. (The) (practice) manager	19. D
20. (A) taxi	20. D	20. G	20. (The) (practice) offices	20. F
21. Europe	21. B	21. oil prices	21. B	21. B
22. (work) permit	22. A	22. Citation(s)	22. A	22. F
23. grammar	23. C	23. (guidance) sheet	23. C	23. A
24. cafés/cafes	24. B	24. immigration	24. B	24. G
25. quality	25. C	25. revision	25. C	25. E
26. Arabic	26. N	26. A	26. F	26. A
27. vocabulary	27. K	27. B	27. H	27. A
28. approved programme/ approved program	28. C	28. B	28. I	28. B
29. contacts	29. (confirmation) letter	29. A	29. B	29. (a) (central) spring
30. translation	30. password	30. C	30. E	30. (the) ink (tank)
31. move	31. Social	31. D	31. condensation	31. B
32. 10th	32. Teenagers	32. C	32. cool	32. C
33. (flammable) properties	33. bones	33. F	33. formation (processes)	33. yields
34. (nasty) fumes	34. hyperactivity	34. E	34. (barren) hills	34. root systems
35. friction	35. sugar	35. A	35. medical purposes	35. nursery
36. danger	36. (low-fat) milk	36. obsolete	36. monopoly	36. saturation
37. self-lighting	37. machines	37. (physical) mark	37. copper	37. flooding
38. striking surface	38. moderation	38. framework	38. scientists	38. pest
39. (Harmless) charcoal	39. role models	39. equal treatment	39. (delicate) balance	39. availability
40. (Orange) flame	40. (careful) education	40. (legal) verification	40. growth (cycles)	40. drying

* Answers for qu. 6, 7, 8, 9 and 10: these answers in any order.

* Answers for qu. 6, 7, 8, 9 and 10: these answers in any order.

* Answers for qu. 11, 12 and 13: these answers in any order

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IELTS-Blog.com ACADEMIC PRACTICE LISTENING TESTS - ANSWER SHEET

/ indicates an alternative answer

TEST 11	TEST 12	TEST 13	TEST 14	TEST 15
1. 6 months	1. B	1. Gloria	1. coaches	1. Marshall
2. email	2. B	2. 40	2. first aid	2. 592
3. photo(card)	3. C	3. 451	3. sports complex	3. 21
4. 5%	4. C	4. (Bank) transfer	4. fruit	4. mornings
5. signature	5. A	5. (To) cats	5. snacks	5. (local) restaurant
6. E	6. hills	6. 8.30	6. 4.30	6. reference
7. A	7. bus	7. (changes of) clothing	7. C	7. (staff) reception
8. D	8. 5	8. nurse	8. C	8. (special) hat
9. B	9. picnic	9. (information) pack	9. A	9. (staff) canteen
10. E	10. map	10. weekend(s)	10. A	10. (some) training
11. (The) (town) council	11. B*	11. 60	11. E	11. (town) park
12. Every 6 months	12. E*	12. (married) couples	12. D	12. 3
13. (The) interactive classroom	13. A°	13. (specialised) diets	13. B	13. dogs
14. 3 hours	14. D°	14. independent	14. A	14. vegetables
15. 2 p.m.	15. F°	15. website	15. H	15. (rubber) boots
16. self-assessment test	16. D	16. guest	16. Opportunity	16. (telephone) number
17. bookkeeping	17. B	17. brain	17. locations	17. A
18. Computers for Photography	18. C	18. 1-day	18. signal	18. F
19. shortcuts	19. H	19. isolation	19. (user) manual	19. D
20. skills	20. A	20. (special) tools	20. brand	20. C
21. Broadband	21. D	21. B	21. tourism	21. A
22. bias	22. A	22. A	22. budget	22. C
23. notice (periods)	23. H	23. C	23. (exchange) rates	23. A
24. tariff(s) (information)	24. B	24. B	24. (import) duty	24. B
25. profit	25. G	25. C	25. taxes	25. C
26. (signal) (reception)	26. sand	26. Well head	26. transportation	26. fossil fuel
27. C	27. high tide	27. Cap rock	27. quality	27. production (volumes)
28. A	28. undercut	28. (Underground) sensors	28. biodiversity	28. incentives
29. (statistical) analysis	29. (The) coastguard	29. (by) satellite	29. water	29. warranty
30. cinema	30. (Our) (mobile) phones	30. 4 weeks	30. pest control	30. technology
31. decay	31. (overall) personality	31. influence	31. intervals	31. rare
32. standard of living	32. mean (intelligence)	32. subconscious	32. moist soil	32. (adult) (model) language / (adult) model
33. 2	33. verbal	33. concentration	33. leaves	33. invented words
34. earthquakes	34. (psychological) test	34. relaxation	34. revenue	34. situational factors
35. (active) volcanic zones	35. literacy	35. sense organs	35. machine	35. errors
36. steam (vents)	36. extreme ends	36. potential	36. (monetary) loan	36. prolonged
37. transient	37. (the) interpretation	37. homework	37. protein	37. (Speech) therapy
38. (High pressure) steam / (Corrosive) steam	38. (brain) damage	38. C	38. (a) holding tank	38. (risk) factor
39. (A) (local) substation	39. school	39. E	39. slipstream	39. sentence
40. (A) cooling tower	40. reliability	40. G	40. coarse	40. Reading

* Answers for qu. 11 and 12: these answers in any order

° Answers for qu. 13 - 15: these answers in any order

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IELTS-Blog.com GENERAL TRAINING PRACTICE READING TESTS - ANSWER SHEET

/ indicates an alternative answer

TEST 1	TEST 2	TEST 3	TEST 4	TEST 5
1. B	1. E	1. D	1. (water) hoses	1. D
2. A	2. D	2. E	2. (Protective) (transit) bars	2. E
3. C	3. C	3. B	3. flooding	3. B
4. D	4. A	4. F	4. detergent	4. A
5. E	5. C	5. C	5. (cold) water	5. C
6. A	6. C	6. E	6. (full) potential	6. E
7. C	7. B	7. A	7. landfill (sites)	7. C
8. TRUE	8. E	8. F	8. plastic	8. NOT GIVEN
9. TRUE	9. F	9. D	9. (on) (the) pavement	9. FALSE
10. NOT GIVEN	10. D	10. status	10. 6	10. NOT GIVEN
11. FALSE	11. B	11. driver	11. (any) building waste	11. TRUE
12. FALSE	12. C	12. photo	12. FALSE	12. FALSE
13. NOT GIVEN	13. G	13. scans	13. TRUE	13. TRUE
14. TRUE	14. H	14. register	14. NOT GIVEN	14. FALSE
15. time (management) skills	15. line manager	15. TRUE	15. liabilities	15. (technical) knowledge
16. discussion	16. (the) (company) website	16. FALSE	16. same (legal) entity	16. consultation
17. products	17. (company) email address	17. NOT GIVEN	17. assests	17. worldwide traders
18. goals	18. (complaints) meeting	18. FALSE	18. insolvent	18. unexpected charges
19. complainer	19. mediator	19. FALSE	19. (personal) guarantee	19. (sales) executives
20. competitive	20. (written) record	20. NOT GIVEN	20. taxation	20. dynamic
21. smile	21. footrest	21. TRUE	21. FALSE	21. refresher courses
22. NO	22. cross	22. D	22. TRUE	22. (Their) first day
23. YES	23. stand	23. B	23. NOT GIVEN	23. (The) absence manager
24. NO	24. rest	24. G	24. TRUE	24. (The) following weekend
25. NOT GIVEN	25. keyboard	25. A	25. TRUE	25. (Any) disabilities
26. YES	26. glare	26. F	26. NOT GIVEN	26. 8 months
27. YES	27. bifocals	27. H	27. FALSE	27. (An) (employment) tribunal
28. I	28. E	28. ii	28. B	28. MW
29. B	29. B	29. i	29. D	29. JC
30. E	30. A	30. viii	30. C	30. AD
31. D	31. D	31. vi	31. B	31. SM
32. K	32. C	32. v	32. B	32. MB
33. J	33. B	33. x	33. D	33. JC
34. France	34. D	34. vii	34. C	34. CW
35. (In) (the) fridge	35. B	35. iii	35. D	35. JR
36. (The) (cosmetics) brands	36. E	36. YES	36. F	36. B*
37. (3-roll) mill	37. (A) suspender	37. NOT GIVEN	37. B	37. C*
38. (A) (propelled) agitator	38. (A) (concrete) anchor	38. NO	38. sediment	38. E*
39. (Vertical) (split) moulds	39. TRUE	39. (A) reaction chamber	39. (The) impact melt	39. G*
40. appearance	40. NOT GIVEN	40. Residue	40. gases	40. B

* Answers for qu. 36, 37, 38 + 39 in any order

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IELTS-Blog.com GENERAL TRAINING PRACTICE READING TESTS - ANSWER SHEET

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Test 6	TEST 7	TEST 8	TEST 9	TEST 10
1. C	1. B	1. (For) 20 years	1. Lessons	1. Private schools
2. D	2. C	2. (Their) postcode	2. guides	2. (catchment) area
3. E	3. E	3. (A) password	3. life vests	3. 3
4. A	4. A	4. Debit cards	4. refreshments	4. online
5. G	5. C	5. (Every) Friday	5. benches	5. email address
6. F	6. D	6. Twice a year	6. (information) boards	6. (tenancy) agreement
7. B	7. E	7. (Local) (organic) farms	7. (Weather) forecast / Weather	7. Admissions Team
8. TRUE	8. F	8. long-term investment	8. v	8. governing bodies
9. FALSE	9. D	9. (tax) rebates	9. vii	9. B
10. NOT GIVEN	10. A	10. credentials	10. iii	10. A
11. FALSE	11. (any) (formal) action	11. warranty	11. vi	11. D
12. NOT GIVEN	12. (complaints) procedures	12. FALSE	12. ii	12. C
13. TRUE	13. 8 weeks	13. NOT GIVEN	13. ix	13. B
14. TRUE	14. binding	14. TRUE	14. iv	14. C
15. (The) (bar) code	15. C	15. subsidies	15. contract	15. (original) (contracted) hours
16. (Considerable) discounts	16. B	16. (permanent) job	16. probation (period)	16. holidays
17. Unlimited (numbers)	17. F	17. (local) colleges	17. (A) notice	17. 21 days
18. (A) sales executive	18. D	18. (nationally) (recognised) qualification	18. (self-evaluation) statement	18. (A) notice
19. Fuel price fluctuations	19. C	19. attendance (record)	19. informal	19. pro-rata
20. Recommendations	20. A	20. (qualified) tradesperson	20. Rating	20. (line) manager
21. receipt	21. E	21. website	21. (company) handbook	21. posts
22. reception	22. expansion	22. (valid) reason	22. boundaries	22. finance
23. Swipe	23. (job) description	23. unreasonable	23. impractical	23. licences
24. (security) briefing	24. headhunter (firm)	24. (employment) contract	24. dynamic	24. multiple states
25. waiver	25. email	25. unfair	25. discriminatory	25. tax
26. passwords	26. suitability	26. employment tribunal	26. (privacy) settings	26. (legal) professional
27. visitors' policy	27. back-up	27. (gross) misconduct	27. (work-life) balance	27. obligatory
28. ii	28. iii	28. GR	28. JG	28. iii
29. vii	29. vi	29. KC	29. TC	29. x
30. iv	30. i	30. DS	30. JH	30. v
31. x	31. iv	31. AK	31. PC	31. viii
32. v	32. viii	32. KC	32. JG	32. i
33. i	33. v	33. WG	33. JH	33. vi
34. viii	34. TRUE	34. GR	34. JB	34. ii
35. NO	35. TRUE	35. C	35. JH	35. (A) heat exchanger
36. YES	36. FALSE	36. A	36. FALSE	36. (A) turbine
37. YES	37. NOT GIVEN	37. C	37. TRUE	37. electrical grid
38. NOT GIVEN	38. B	38. B	38. FALSE	38. FALSE
39. Enzymes	39. D	39. (The) water table	39. NOT GIVEN	39. NOT GIVEN
40. carbon dioxide	40. E	40. (deeper) aquifer	40. B	40. TRUE

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/ indicates an alternative answer

TEST 11	TEST 12	TEST 13	TEST 14	TEST 15
1. D	1. appointment card	1. E	1. (The) (town) Mayor	1. (parents and) students
2. C	2. email	2. B	2. 9 p.m.	2. head of marketing
3. B	3. blood	3. C	3. (The) Children's Hospital	3. website
4. C	4. (usual) medications	4. H	4. (Various) bands (playing)	4. primary school
5. B	5. anaesthetic	5. D	5. (A) firework display	5. (email) feedback
6. A	6. (blood) circulation	6. C	6. (by) (night) bus	6. morning
7. D	7. checklist	7. D	7. (Special) constables	7. noise
8. FALSE	8. council tax	8. H	8. TRUE	8. B
9. TRUE	9. area	9. (At) (the) reception	9. NOT GIVEN	9. H
10. TRUE	10. redirect	10. (The) head waiter	10. FALSE	10. E
11. NOT GIVEN	11. meters	11. (The) top floor	11. TRUE	11. A
12. TRUE	12. TRUE	12. (A) (small) deposit	12. FALSE	12. D
13. FALSE	13. NOT GIVEN	13. (The) nurse	13. FALSE	13. F
14. NOT GIVEN	14. FALSE	14. (The) entertainment board	14. NOT GIVEN	14. J
15. advantageous	15. (The) (staff) management	15. notice	15. self-employed	15. Forward (-rotating) (programs)
16. tailored	16. Loneliness	16. reason	16. personnel department	16. 8 hours
17. annually	17. Promotion	17. pay	17. break times	17. 18 years
18. assessment	18. (The) (employee's) post	18. in lieu	18. (job) vacancies	18. 2 years
19. relevance	19. (A) (risk) assessment	19. competitor	19. (annual) leave	19. Self-employed (workers)
20. in-house	20. (An) appeal	20. reference	20. Ante-natal appointments	20. (Qualified) health professionals
21. (local) recycling facility	21. prevention	21. responsibilities	21. (trade) union (representative)	21. TRUE
22. regulations	22. bed	22. C	22. flexibility	22. NOT GIVEN
23. (printer) cartridges	23. technique	23. F	23. lease	23. TRUE
24. modifications	24. breaks	24. B	24. (refundable) deposit	24. FALSE
25. leftovers	25. commute	25. I	25. interest (rate)	25. FALSE
26. packaging	26. fitness	26. G	26. maintenance	26. TRUE
27. durability	27. performance	27. A	27. service charge	27. NOT GIVEN
28. telescope	28. ix	28. FALSE	28. iv	28. AC
29. waterways	29. iv	29. TRUE	29. vi	29. SM
30. uninhabitable	30. v	30. NOT GIVEN	30. ix	30. PL
31. samples	31. ii	31. TRUE	31. i	31. MD
32. controversial	32. viii	32. TRUE	32. viii	32. AS
33. distances	33. vi	33. C	33. iii	33. PL
34. lasers	34. x	34. D	34. C	34. JS
35. range	35. B*	35. C	35. G	35. AB
36. FALSE	36. C*	36. B	36. E	36. B
37. FALSE	37. E*	37. A	37. B	37. D
38. NOT GIVEN	38. G*	38. (2) (timber) posts	38. C	38. A
39. D	39. H*	39. earthed	39. B	39. B
40. C	40. C	40. more narrowly spaced	40. C	40. C

* Answers for qu. 35, 36, 37, 38 + 39 in any order

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READING ANSWERS HELP SHEET

A group of answers with answers being preceded by * means that this group of answers may be given in any order. Answers in brackets () show optional answers.

General Training Reading Test 1

1. **B** 2nd hand sales

2. **A** *Sale on now - 25% off all sales of new computers*

3. **C** This can range from teaching people to use a computer for the first time to programming courses

4. **D** Situation Vacant Well-known high street insurance company requires a top performing computer programmer and technician

5. **E** We'll show you how to beat slow connections

6. **A** We also offer a complete set-up service

7. **C** Check our online brochure for details of all our courses and fees

8. **TRUE** The Beginner Diver Certificate takes place over three days

9. **TRUE** For parties of six or more, we can offer attractive discounts.

10. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

11. **FALSE** All learner divers must complete a recreational diver medical. This can be done at our centre and is included within the Beginner Diver Certificate fee.

12. **FALSE** Although we specialise in training new scuba divers, we run monthly advanced courses that cater for more experienced divers who wish to learn new skills and gain more advanced diving certification.

13. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

14. **TRUE** One great way to learn diving is to use the new referral system. We can teach you all the theory and give you your confined water dives at our centre, and then you can choose to do your four open water dives at any recognised diving centre anywhere in the world.

15. **time (management) skills** It could be just public transport problems, but most of the time arriving late is because you didn't plan properly. Running

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late not only suggests poor time management skills, but shows a lack of respect for the company.

16. **discussion** A lot of candidates tend to think that an interview is the process of being asked questions. This is far from the truth. Interviews ought to be a discussion

17. **products** Therefore, prepare questions on the topics you're interested in. Ask questions about the company and their products.

18. **goals** Try to understand what the organisation's goals are in the short, medium and long term and how the projects you'll work on will contribute.

19. **complainer** don't ever say bad things about your current or previous employers in an interview. The interviewer will be listening to your answers and thinking about what it would be like to work with you. You may come across as a complainer

20. **competitive** The job market is highly competitive and for every good position, there are usually a large number of candidates.

21. **smile** Smile and show you're enjoying everything. Employers want to hire people who are passionate about their job and interested in their company.

22. **NO** employees' average pay for the total hours worked mustn't fall below the National Minimum Wage.

23. **YES** Employees only have to work overtime if their contract says so.

24. **NO** Unless an employee's contract guarantees them overtime, their employer can stop them from working it.

25. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

26. **YES** Normally, most workers do not have to work on average more than forty-eight hours per week unless they agree. Even if they do agree, they have the right to opt out at any time by giving notice.

27. **YES** Young people (sixteen and seventeen year olds) cannot work more than forty hours per week

28. **I** Hunters applied facial and lip paint as means of camouflage.

29. **B** Cosmetics, specifically lipstick, have captivated mankind since prehistoric times, mostly due to their ability to support people's individuality, improve their appearance and hence boost their confidence.

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30. **E** Because lip tissue lacks the pigment melanin, responsible for skin colour and the protection from ultraviolet rays, lipstick can protect the sensitive skin of lips from dry winds, moisture and sun.

31. **D** From 2000 BC to 100 AD, ancient Mesopotamia and Egypt were the centres for cosmetics to develop, amongst others lipsticks and lip balms. It was at this time that carmine became a main ingredient of lipstick.

32. **K** it was only during the nineteenth century that they truly became publicly popular and accessible again. It was then that, due to industrial and technological advancements, French cosmetologists began the production of lipstick for commercial sales, which allowed the popularity of lipstick to reappear.

33. **J** Lipstick ingredients have been under the spotlight recently, as discoveries by a US consumer group have found traces of lead in several lipsticks exceeding regulations by the Food and Drug Administration. This has led to ingredient lists being required on lipstick packaging, much like is found on food.

34. **France** Although cosmetics in France still retained popularity during the Middle Ages with the moneyed classes

35. **(In) (the) fridge** If people want to use their lipstick for a long time, they should store it in the fridge.

36. **(The) (cosmetics) brands** When creating a new lipstick, chemists need to consider the contemporary fashion mood. This also affects how the lipstick is presented to the public and its appearance depends on the requirements of the cosmetics brands.

37. **(3-roll) mill** the chosen pigment or a combination of pigments is mixed with various types of oils. A three-roll mill then grinds every particle

38. **(A) (propelled) agitator** In the second stage, the pigment mixture is merged with wax, which is accomplished in a kettle surrounded by steam and powered by a propelled agitator.

39. **(Vertical) (split) moulds** in order to get rid of ‘cold-marks’, which are unwanted products of fast cooling, the heated lipstick liquid at around eighty degrees Celsius is poured into vertical split moulds.

40. **appearance** Finally, the lipstick is cooled down, taken out of the moulds and is prepared for flaming, a process that involves exposing the lipstick to an open flame. This ensures the better appearance of the lipstick and enhances its ability to protect itself from external influences such as air, moisture or heat.

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General Training Reading Test 2

1. **E** Because of this course's teaching and assessment structure, its fees are considerably less than all our other courses.

2. **D** 95% of our graduating students move from college to a job immediately and this more than anything shows how good our courses are.

3. **C** This is a two-year full-time or three-year part-time course

4. **A** You'll be taught by lecturers who are art and design experts, with experience in creative industries.

5. **C** with three months in an appointment at a hotel or restaurant.

6. **C** We always have many overseas students on this course and so students have access to special English support services if needed.

7. **B** our students have ended up working in spas, 5-star resorts and on cruise liners.

8. **E** Our full-time media course is completely taught and assessed online and students are free to choose how they study.

9. **F** It has taken over from the Employment Service, which ran the previous Kenton Work Agency, Benefits Agency and Social Security office.

10. **D** The Kenton Job Centre provides employment and benefit services for people of working age.

11. **B** Whilst giving support to the unemployed, the personal advisors are also required to ensure that those claiming unemployment benefits are performing their obligations.

12. **C** If you need help writing your CV, interview tips or maybe you could do with improving your literacy or numeracy skills, speak to the consultants in the Kenton Job Centre Plus Office, who will be happy to advise you.

13. **G** Kenton Job Centre also offers assistance to Kenton employers. By informing the centre of their employee needs, the centre can find suitable candidates for the posts and employers are able to fill their vacancies quickly and successfully.

14. **H** The Kenton Job Centre offers tips and advice to help you work online and earn a decent income, avoid work from home tricks and maximise your earning potential.

15. **line manager** If that does not work, then a further stage can be tried. Speak to your line manager

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16. **(the) (company) website** Our complaint procedure requires that a complaint should be made in writing and submitted to a member of the senior management. These people are clearly indicated on the company website. Our complaint procedure requires that a complaint should be made in writing and submitted to a member of the senior management. These people are clearly indicated on the company website.

17. **(company) email address** Employees must also supply their company email address.

18. **(complaints) meeting** The appeal should again be done in writing. The general manager will instigate a complaints meeting, where the employee can give his position verbally and in writing.

19. **mediator** If the employee still does not accept the decision, he or she can appeal again to the company director. If the director feels the appeal has merit, the case can be referred to an independent mediator.

20. **(written) record** The managers involved are required to keep a written record of what happens during any complaint procedure. It is advised that employees do the same.

21. **footrest** Have your knees level with your hips. You may need a footrest for this.

22. **cross** Don't cross your legs, as this can cause posture-related problems.

23. **stand** A good guide is to place the monitor about an arm's length away, with the top of the screen roughly at eye level. To achieve this, you may need to get a stand for your monitor.

24. **rest** Some people like to employ a rest to keep their wrists straight and aligned with the keys.

25. **keyboard** If you are not using your keyboard, push it to one side if using the mouse a lot.

26. **glare** **Avoid screen glare.** Your screen should be as free of this as possible. If it's on your screen, hold a mirror in front of it to identify the cause. Position the monitor to avoid glare from overhead lighting and sunlight. If necessary, pull blinds across the windows and replace ceiling lighting with table lights.

27. **bifocals** People with bifocals may find difficulties with computer work. It's important to be able to see the screen easily without having to raise or lower your head uncomfortably.

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28. **E** For this reason, there is a constant armed guard present at the bridge and this will also remain after completion.

29. **B** One oddity of the bridge is that there is no pedestrian walkway on the bridge.

30. **A** Due to all this, the building engineers decided to experiment and, instead of using a blimp or helicopter to drag the first pilot line across the gorge, they used a rocket.

31. **D** The bridge was meant to be a concrete beam bridge, but the lack of sand suitable for concrete in the area made this plan too expensive, as sand would have had to be transported to the building site. As a result, a suspension bridge was constructed

32. **C** the road that created a safer and more direct route necessitated seven very high bridges and sixty-one tunnels; the Baluarte River Bridge is the highest of the bridges.

33. **B** Some may argue that the Hegigio Gorge Bridge is not a true bridge, since it was not built for people, but for an oil pipeline.

34. **D** The reason why Balinghe River Bridge has this unusual span length relates to the luck that the Chinese associate with the number 8, which sounds like the Mandarin word for “prosperity”.

35. **B** The first two cables were strung across by a helicopter

36. **E** The bridge is not yet open

37. **(A) suspender** The curving main steel cables also hold other cables (each is known as a suspender), which go down from the main steel cables to the road deck.

38. **(A) (concrete) anchor** It is unusual in that, at each end, the main steel cables continue into the ground and are attached to a concrete anchor that provides extra stability and support.

39. **TRUE** Another construction hurdle came from the harsh weather, which even today can be problematic to the operation of the pipeline.

40. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

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General Training Reading Test 3

1. **D** If you've never done it before, coaching is available from the team of instructors.

2. **E** Right now, there is a special short-term exhibit on the famous *Tyrannosaurus rex* from the New York Natural History Museum.

3. **B** Just off the beach next to the car park, there's a snack café that serves cool or hot drinks and hot and cold meal options every day.

4. **F** With thousands of titles to find (and borrow if you're a registered reader), you'll be sure of finding something of interest.

5. **C** Visitors will be able to enjoy a variety of the exhibits and can also enjoy the hourly film on the history of motor transportation that's shown in The Visitors Centre.

6. **E** Recently back in business after renovation

7. **A** Guided tours available at 11 a.m. daily.

8. **F** The library also has a range of computers connected to the internet, which anyone can use.

9. **D** On Saturday mornings there are special kids sessions from opening time until midday.

10. **status** Our discount card is available to anyone, though its price depends on the age and status of the person employed:

11. **driver** Please note that you cannot buy the discount card on the buses themselves; a driver can only issue standard price travel tickets on the buses.

12. **photo** If you buy your discount card in person, you don't need to provide a photo, as this can be done at any of our offices.

13. **scans** All online applications will need scans of supporting documentation and a digital passport-style photo.

14. **register** After purchase of your discount card, we strongly recommend that you register your card online on our website. This means that if your card is lost or stolen, it can be replaced free of charge and others will not be able to use your missing card.

15. **TRUE** Some pressure at work can act as motivation

16. **FALSE** According to the government, last year 428,000 people reported work-related stress at a level they believed was making them ill. That's forty per cent of all work-related illness.

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17. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

18. **FALSE** Exercise won’t make your stress vanish

19. **FALSE** Setting yourself goals and challenges, whether at work or outside, such as learning a new language or a new sport, helps to build confidence. That in turn will help you deal with stress.

20. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

21. **TRUE** *Whatever the source of your stress, speak to your line manager at Hayworth’s. They all have training in assisting our workforce with any stress-related problems.*

22. **D** The leave year and leave entitlement is not affected by maternity, paternity or adoption leave

23. **B** How much leave a worker can carry over should be in the worker’s contract.

24. **G** An employer can turn down a leave request, but they must give as much notice as the amount of leave requested.

25. **A** Public holidays can be different depending on the state or territory you work in.

26. **F** Whether extra pay is due to a worker depends on the worker’s contract, but this is not guaranteed.

27. **H** An employee may have to take time off to care for an immediate family or household member who is sick or injured or help during a family emergency. This is known as carer’s leave, but it comes out of the employee’s personal leave balance.

28. **ii** Various information within Paragraph A.

29. **i** Various information within Paragraph B.

30. **viii** Various information within Paragraph C.

31. **vi** Various information within Paragraph D.

32. **v** Various information within Paragraph E.

33. **x** Various information within Paragraph F.

34. **vii** Various information within Paragraph G.

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35. **iii** Various information within Paragraph H.

36. **YES** Craven himself recommended aspirin for heart attack prevention in men between the ages of forty-five and sixty-five, who were overweight and sedentary, factors known to lead to heart attacks.

37. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

38. **NO** Also, although aspirin may be effective in preventing a stroke, it is important not to take aspirin when having a stroke.

39. **(A) reaction chamber** It is made today by placing acetic anhydride and toluene in a mixing tank, before transferring the mixture to a reaction chamber, where salicylic acid is added and the chamber heated.

40. **Residue** The exiting product is acetylsalicylic acid, which can then be converted to the form of aspirin that is required. Residue from filtration can be treated for a short while, before it can again be re-used in the process.

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General Training Reading Test 4

1. **(water) hoses** Your new washing machine should not be installed in a place where temperatures may drop below 0° Celsius or the functioning of the electronic controls may not work properly and water hoses may burst or split.

2. **(protective) (transit) bars** Before first use, ensure that the protective transit bars have been removed from the back of your new machine.

3. **flooding** Ensure too that the drain line is secure or the force of the water exiting it may dislodge its position, which also can result in flooding.

4. **detergent** Correct use of detergent will avoid the need for descaling

5. **(cold) water** Any items pre-washed in solvent-based agents should be carefully rinsed in cold water before being washed in your new washing machine.

6. **(full) potential** To exploit your new washing machine at its full potential, always fill your machine with the maximum dry load for the programme you have chosen.

7. **landfill (sites)** We hope to reduce the amount of non-recyclable waste that we send to landfill sites and increase recycling.

8. **plastic** Because of this, please ensure no plastic is in your bio-waste or the fumes from it burning will pollute the air.

9. **(on) (the) pavement** Rubbish bins ought to be put out on the pavement the night before the collection

10. **6** We will collect bulky household waste that will not fit into your bin. This service is free, but must be booked online in advance. You can book up to six household items per collection.

11. **(any) building waste** The bulky service does not collect any building waste.

12. **FALSE** Free initial consultation

13. **TRUE** *Experts in conveyancing, wills, probate, power of attorney, migration and family law.*

14. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

15. **liabilities** You’re 100% accountable for your business’ liabilities, but you also retain full control of the business and its profits.

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16. **same (legal) entity** Many small business owners start out as sole traders, because sole traders aren't required to spend money following any formal or legal processes to establish their business, unlike companies. This is because sole traders and their businesses are considered to be the same legal entity.

17. **assets** A partnership is when two or more people or entities join together to pool their assets and divide the profits and liabilities in a business.

18. **insolvent** you can also be liable for business debts incurred by your partners if they become insolvent.

19. **(personal) guarantee** Most financial lenders will also only give a business loan in exchange for a personal guarantee overriding limited liability.

20. **taxation** Shareholder dividends undergo taxation at a different rate to the company itself.

21. **FALSE** If you find that you are paying out of your own pocket more money than your personal finances can deal with, please get in contact with your line manager immediately and he/she will ensure that you are repaid immediately.

22. **TRUE** Examples of items you can claim for while on company business: … Hotel bills and meals

23. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

24. **TRUE** If you ever use your home phone or mobile for company business, you can claim the cost of these calls.

25. **TRUE** If you use your own Internet connection, then you may only claim a proportion of the bill based on your company usage.

26. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

27. **FALSE** *The company can reimburse you for some expenses without receipts, but we try and keep this to a minimum.*

28. **B** Meteorites commonly collide with Earth, but the majority are destroyed in the impact with the Earth's atmosphere.

29. **D** The Alvarez Hypothesis theorises … and shrouding the globe for years in a thick cocoon of sky-blackening dust and debris.

30. **C** The limestone outside of Gubbio, which was once below the sea, provides total geological evidence of the end of the Cretaceous period and the beginning of the Tertiary period.

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31. **B** This time span is sometimes referred to as “the Great Dying,” because a massive extinction claimed nearly seventy-five per cent of all the species of life on our planet

32. **B** The clay layer itself contained no marine fossils at all.

33. **D** To the amazement of everyone involved, the measurements showed that the clay layer was about six hundred times richer in iridium than the surrounding limestone.

34. **C** These same iridium results were subsequently also discovered in clay layers at locations in Denmark and New Zealand, and later dozens of other sites around the world where the geological record of the Cretaceous-Tertiary boundaries is also complete. These iridium-spiked layers of clay also contained an abundance of soot.

35. **D** This paper was immediately resisted by scientific critics

36. **F** First, there was the discovery of shocked quartz along with the iridium and soot in the clay layer samples from around the world, which could only have been produced in the heat and violence of a titanic smash. Second came the discovery in 1991 of the scene of the titanic smash - the Chicxulub crater. This meteorite impact was thought to have caused the broken up quartz.

37. **B** The discovery of this impact site answered critics of the Alvarez Hypothesis who’d been demanding to know: if an asteroid impact killed the dinosaurs, where’s the crater?

38. **sediment** The crater nowadays is buried beneath a thousand meters of sediment.

39. **(The) impact melt** Under this is a layer of what is known as impact breccias and then a layer of the impact melt.

40. **gases** Beneath that is the rock that was needed to be brought to surface for research. The rock was shown to be made of anhydrite, which is a mineral that, if it were vaporised in an impact event, would produce the particular gases that could alter the Earth’s climate.

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General Training Reading Test 5

1. **D** Drop your car off with us today

2. **E** I can also iron, launder, cook and babysit.

3. **B** *Same day service available.*

4. **A** Prompt and reliable 24-hour service

5. **C** Fully insured

6. **E** I can supply lots of genuine references with telephone numbers for you to double-check.

7. **C** or contact him on handyandy@living.com

8. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

9. **FALSE** You can join also online and then pick up your library card one day later when you visit us and show us your ID.

10. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

11. **TRUE** 10 books or audiobooks for 4 weeks + You can renew most items for a further 2 weeks

12. **FALSE** If you want a book or journal article that the library does not hold, you can request it free of charge through Inter Library Loans.

13. **TRUE** You cannot book a computer by email.

14. **FALSE** In the children’s section, there are 5 separate computers for use only by children under 14.

15. **(technical) knowledge** Having a website for a business today is a must, though some people shy away from it because they fear the expense and feel they are short of the technical knowledge.

16. **consultation** We will start with a consultation with you to find out what you require.

17. **worldwide traders** Not every business operates their selling online, but if you want this option, we have lots of experience with setting up a system that will suit you. We can cover all types of business, from beginners to worldwide traders.

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18. **unexpected charges** We have various transparent packages that you can choose from. We never lock you into a contract, so you can withdraw at any time or change your package without incurring any unexpected charges.

19. **(sales) executives** Operating a website on the Internet nowadays means marketing it hard through all aspects of social media, online PR and what is known as search engine optimisation. We can train you in all this or do a lot of it for you. It's a complex business, so contact one of our sales executives who can give details on what you need to know and how exactly we can help you.

20. **dynamic** Nowadays, businesses are tremendously dynamic and we understand that you will want to change your website from time to time.

21. **refresher courses** Training will take place when your website is complete and refresher courses can be taken throughout the year. The training and refresher courses are all free of charge.

22. **(Their) first day** All our staff accrue paid sick leave (PSL) from their first day.

23. **(The) absence manager** When you realise that you feel too sick to come to work, you should please call the absence manager as soon as you can.

24. **(The) following weekend** we have a policy that states that if you call in sick at the weekend, you have to work the following weekend.

25. **(Any) disabilities** If you have developed any disabilities during your sickness, we are obliged to make reasonable adjustments to your work conditions

26. **8 months** After eight months, we can dismiss an employee who is long-term sick

27. **(An) (employment) tribunal** *You can take your case to an employment tribunal if you think you've been unfairly dismissed.*

28. **MW** Mary Winters sums up her clients' feelings. "The image of a screw cap is firmly lodged in many minds as the epitome of cheap wine.

29. **JC** Wine connoisseur, Jean Costaud, says it also adds to the wine experience. "It's all to do with when the wine is opened. No artificial stopper can come close to reproducing the iconic "pop" when the cork is removed."

30. **AD** American wine producer, Alice Deacon, is more interested in the second, more technical problem. "We want to know whether the synthetic material is truly non-reactive and inert over long periods of time. Will it impart any tastes of its own to the wine?"

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31. **SM** Sally Marshall, explains why. “Cork’s success as a closure depends upon its fitting snugly into an opening with a relatively uniform diameter. Thus, it was not until the seventeenth century, when glass bottles were first made with openings more or less the same size, that the cork truly came into its own.”

32. **MB** Mike Baker, a CEO at a footwear company, is a big fan. “The transformation of used wine corks into durable and attractive footwear is an easy and elegant way to extend the life-cycle of this remarkable material

33. **JC** Jean Costaud explains the problem. “A lightly corked wine may simply smell like cork, while a badly corked wine smells musty, like damp cardboard or old newspapers. The usual rich aroma and taste of the wine is stripped away by the musty odor.”

34. **CW** Environmentalist, Charles Wrathe, explains. “It seems like a small thing, but every cork stopper represents a carbon offset of 113.5 grams. Looked at differently, the 6.6 million acres of Mediterranean cork oaks capture approximately 14.4 million metric tons of carbon dioxide.”

35. **JR** Jose Rivera, a Portuguese cork grower, explains. “While it might seem counterintuitive, the best way to ensure that there is no shortage of cork is to use more cork. That is because the greater the demand for cork, the greater the economic incentive there will be to protect the cork oak forests for future generations.”

36. **B*** With all the beneficial properties of corks as bottle closures, there is one significant defect. This is “corkiness”, a condition that exists when wine is tainted by the presence of a chemical compound called 2, 4, 6 - Trichloroanisole - TCA for short. This compound appears to be caused in the cork by the interaction of moisture, chlorine and mould that is always there.

37. **C*** An artificial cork is made of ethylene vinyl acetate. It looks and feels very similar to real cork and a corkscrew is used to remove it from the bottle.

38. **E*** Nonetheless, more and more low- and mid-range producers are switching to an artificial cork.

39. **G*** The 6.6 million acres of cork oak forests in the Mediterranean Basin not only serve as a refuge for endangered species

40. **B** This is a holistic answer and involves synthesis of the whole text. This text in its entirety fits “Cork: A versatile Material” better than the other three answers.

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General Training Reading Test 6

1. **C** No reservations, just turn up.

2. **D** The Aloha offers you dormitory style accommodation

3. **E** Major city centre hotel requires a smart and multi-skilled person for reception duty.

4. **A** *Consult our website for availability, prices and special offers!*

5. **G** Call one of our salespeople, so we can visit your premises or discuss things on the phone.

6. **F** Bring and pitch your own tent or rent one of our self-catering cabins (capacity 5).

7. **B** Nestling on the sea shore

8. **TRUE** Arena has easy access from different roads for drivers

9. **FALSE** Open every Sunday, from 15th March to 15th December, rain, shine or snow!

10. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

11. **FALSE** No lorries, please!

12. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

13. **TRUE** On foot no charge

14. **TRUE** Supervised fun and games area for kids

15. **(The) (bar) code** The bar code on the label will be scanned every time your package is moved, and in this way you can track your package 24 hours a day and know exactly where it is and what its status is.

16. **(Considerable) discounts** considerable discounts on national and international pick-ups and deliveries when 50 letters or packages are passed.

17. **Unlimited (numbers)** Unlimited numbers of letter and packages of weight up to 20 kilograms

18. **(A) sales executive** Online Trader Service - Successful businesses that sell online require a specialised, efficient and cost-effective service. To receive a bespoke service, call 0300 654 112 to discuss your requirements with a sales executive on our team.

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19. **Fuel price fluctuations** Prices vary considerably due to fuel price fluctuations

20. **Recommendations** *Check our website for recommendations from hundreds of satisfied businesses in your area.*

21. **receipt** First, we require a passport sized digital photo for your company ID card. Please email us one as soon as possible. If you have to pay for one, please retain the receipt, so that you can be reimbursed.

22. **reception** When you arrive for your first day at work, please go to reception. They will be expecting you and will issue you with your ID card.

23. **Swipe** After you receive your ID card and every time you enter or leave the company building, please swipe your card on the reader at the entrance. The reader is at chest level for people who already have the cards around their necks. The swiping of your card allows the company to track your working hours, so that they can correctly assess any overtime or flexitime that you do. It also allows the company to know who is in the building at any one time

24. **(security) briefing** After you have reported to your department, your first day induction will begin with a security briefing. This will let you know about various security procedures that are necessary in our company. This will take place in the meeting room on the 10th floor.

25. **waiver** During it, you will be asked to endorse a waiver, allowing us to monitor your movements around the building on our CCTV system and your movements on the Internet.

26. **passwords** After your security briefing, please go to the IT department on the 3rd floor. The IT people will assign you all the passwords that you will need to operate our systems.

27. **visitors' policy** Finally, on return to your department, you will be asked to read and initial our visitors' policy.

28. **ii** Various information within Paragraph A.

29. **vii** Various information within Paragraph B.

30. **iv** Various information within Paragraph C.

31. **x** Various information within Paragraph D.

32. **v** Various information within Paragraph E.

33. **i** Various information within Paragraph F.

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34. **viii** Various information within Paragraph G.

35. **NO** In contrast to the UK, craft bakeries still dominate the market in many mainland European countries.

36. **YES** This early bread was particularly successful, when wild yeast from the air combined with the flour and water.

37. **YES** The Romans preferred whiter bread, which was possible with the milling processes that they had refined. This led to white bread being perceived as the most valuable bread of them all, a preference that seems to have stuck with many people.

38. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

39. **Enzymes** The basics of any bread dough are flour, water, and of course, yeast. As soon as these ingredients are stirred together, enzymes in the yeast and the flour cause large starch molecules to break down into simple sugars.

40.**carbon dioxide** The yeast metabolises these simple sugars and exudes a liquid that releases carbon dioxide into the dough’s minute cells. As more and more tiny cells are filled, the dough rises and leavened bread is the result.

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General Training Reading Test 7

1. **B** Discounts available if booked on our website.

2. **C** We come to you service

3. **E** We buy as well as sell

4. **A** Monthly payment options

5. **C** Cleaners fully insured

6. **D** Our country-wide network guarantees to get to you within 60 minutes of your call, with a female priority service in action.

7. **E** We are stockists of a large range of used cars.

8. **F** For over 30 years, I have been restoring classic cars for clients around the world.

9. **D** One modest payment will cover you and your car with our standard service and upgrades are available that include transport home, hotel accommodation and extra family cars.

10. **A** Free courtesy car included during repairs

11. **(any) (formal) action** Before starting any formal action, you should contact the energy company directly.

12. **(complaints) procedures** All companies are required to deal proactively with complaints from domestic consumers and they all have mandatory complaints procedures detailing how they do this.

13. **8 weeks** The Ombudsman Services in charge of Energy (OSE) can investigate if the complaint hasn't been resolved to your satisfaction at the end of eight weeks.

14. **binding** The OSE can require the company to correct the problem, apologise, explain what happened, and make a financial award. Its decisions are binding on the energy company, but not the consumer.

15. **C** Don't answer the phone when there are waiting customers

16. **B** Look as though you're happy that the customer has come into your shop or restaurant

17. **F** never swear and don't talk about customers in front of other customers.

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18. **D** Stay calm, don't take anything to heart and be polite, no matter what the customer says

19. **C** Don't allow a talkative customer to take up too much of your time when others are waiting.

20. **A** It's usually fine to be less formal with younger people, but older customers often don't appreciate being called "you guys" or similar. Use your common sense, and be polite. Remember, no one objects to being called "sir" or "madam"!

21. **E** check the goods when you're packing them to make sure they have what they paid for

22. **expansion** The first step in the recruitment process is to decide if your organisation needs a new employee. The need might come from someone leaving the company or increased business activity or scheduled expansion.

23. **(job) description** The selection committee should create a job description for the vacancy. If the vacancy is for someone who has left, the previous job description would be a good starting point.

24. **headhunter (firm)** The advertisement for the vacancy needs to be posted in appropriate places. A headhunter firm might be used if the vacancy warrants it.

25. **email** The committee should create a short list and contact unsuccessful applicants. A short email will suffice.

26. **suitability** The interviews should be conducted by the selection committee. They should have questions and/or tasks ready. Although questions will normally be related to the job description, the committee may want to include various questions that stretch and surprise the candidate to test his/her suitability.

27. **back-up** The selection committee will assess the second interviewees and choose a successful candidate and a back-up in case the job offer is refused.

28. **iii** Various information within Paragraph A.

29. **vi** Various information within Paragraph B.

30. **i** Various information within Paragraph C.

31. **iv** Various information within Paragraph D.

32. **viii** Various information within Paragraph E.

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33. **v** Various information within Paragraph F.

34. **TRUE** it appears that China had less use for the kind of accurate timekeeping that came to rule the West

35. **TRUE** The first mechanical clock probably emerged out of monasteries, developed by monks as alarm mechanisms to ring the bells according to the regular and regimented hours of their religious rituals.

36. **FALSE** Early watches were bulky and ornate and, like the early spring-powered clocks, kept time with only an hour hand, though still rather inaccurately due to errors from friction.

37. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

38. **B** This, poor transportation and communication among participants in the British watch industry led to them losing their market dominance.

39. **D** Gradually, improvements in battery technology, the miniaturisation of batteries, additional components combined with quartz technology and integrated circuit technology combined to produce the most accurate timepieces ever assembled.

40. **E** but the Japanese were the best at controlling their distribution channels.

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General Training Reading Test 8

1. **(For) 20 years** We've been growing and selling organic fruit and vegetables on our farm now for twenty years

2. **(Their) postcode** Customers should go to our website and put their postcode into our rangefinder to see how much it is to get our products to them.

3. **(A) password** All you need to give us is your email address and of course a password.

4. **Debit cards** Credit cards are subject to a small fee dependent on the type of card, but debit cards are free.

5. **(Every) Friday** For customers of our weekly delivery, boxes are sent out every Friday

6. **Twice a year** We have open days twice a year

7. **(Local) (organic) farms** we also have regular deliveries of fresh dairy products and eggs from local organic farms.

8. **long-term investment** Solar panels are a long-term investment in your home; you want them to last.

9. **(tax) rebates** A qualified, experienced installer not only designs your solar panels, but can also save you money by guiding you through the process of securing tax rebates and financing options.

10. **credentials** Check your installer's credentials and ensure they are an authorised installer.

11. **warranty** And don't forget the warranty - solar panels are constantly exposed to the elements and can degrade if not of sufficient quality; you need to ensure your protection.

12. **FALSE** Employees will not be notified about the dates and times of the fire evacuation practices.

13. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

14. **TRUE** All windows and doors should be shut (but not locked) when people are evacuating the building.

15. **subsidies** In order to sustain the supply of skilled craftsmen, the government has offered Bowman's subsidies in order to train apprentices.

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16. **(permanent) job** Successful apprentices might find a permanent job with us or maybe they will go out and start their own business.

17. **(local) colleges** Our apprenticeships are carried out in partnership with local colleges and your training will include classroom as well as building site time.

18. **(nationally) (recognised) qualification** If successful, you will end the apprenticeship with practical trade skills and a nationally recognised qualification.

19. **attendance (record)** You will follow the timetable provided and a poor attendance record or extremely poor grades can result in your apprenticeship being stopped.

20. **(qualified) tradesperson** Each apprentice will be allocated a qualified tradesperson.

21. **website** In order to apply for an apprenticeship with us, you will need to visit our website (www.bowmansbuilding.com).

22. **(valid) reason** Employers are required to have a valid reason to dismiss employees.

23. **unreasonable** This could be because of a variety of reasons, including the cause the employer gave for the dismissal wasn't the real one, the reason the employer gave was unfair or the employer was unreasonable in their actions

24. **(employment) contract** This is when an employee resigns because an employer breached the employment contract.

25. **unfair** A constructive dismissal isn't necessarily unfair, but it would be difficult for an employer to show that a breach of contract was fair.

26. **employment tribunal** If an employee thinks an employer has dismissed them unfairly, constructively or wrongfully, the employee might take the employer to an employment tribunal.

27. **(gross) misconduct** This is when an employer dismisses someone instantly without notice or pay in lieu of notice, usually because of gross misconduct.

28. **GR** Ronaldson continues to justify the approach. "The use of relevant technologies is important, as in many places around the world, water provision efforts suffer from a lack of technical knowledge to effectively manage or adapt a system to a community's changing needs."

29. **KC** As Kathie Coles, an executive from the charity World of Water, describes, the situation will deteriorate. "Over the next 20 years, an

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estimated 1.8 billion people will be living in countries or regions with an absolute water scarcity, and two-thirds of the world population may be under stress conditions. This situation will only worsen, as rapidly growing urban areas place heavy pressure on water supplies."

30. **DS** Darren Stanford, a water quality engineer, explains the important three-step methodology … The third is the evaluation of the impact of the interventions on the health and quality of life of the consumers."

31. **AK** Alex Karpov, a representative from the World Health Organisation, explains some of the other issues that also impact the availability of fresh water. "The deterioration of ground water and surface water quality, competition for water between different segments of society, for example, between agricultural, industrial, and domestic users, and even social and financial barriers, are all causes of water stress and scarcity today."

32. **KC** As Kathie Coles, an executive from the charity World of Water, describes, the situation will deteriorate. "Over the next 20 years, an estimated 1.8 billion people will be living in countries or regions with an absolute water scarcity, and two-thirds of the world population may be under stress conditions.

33. **WG** Will Goodman, a doctor with the World Health Organisation, says that this can affect communities in different ways. "The emergence of the adult female worm can be very painful, slow, and disabling and prevents people from working in their fields, tending their animals, going to school, and caring for their families."

34. **GR** Georgina Ronaldson, a spokesperson for the World Bank, recently announced a way to deal with current difficulties. "To help developing countries, various concerned organisations have developed the Safe Water System (SWS), which is an adaptable and flexible intervention that employs scientific methods appropriate for the developing world."

35. **C** Of the available fresh water supplies, nearly 70 per cent is withdrawn and used for irrigation to produce food

36. **A** Of course, there have been different initiatives put into place around the world to help with water stress and scarcity. While larger scale projects, such as the construction of piped water systems, remain important objectives of many development agencies, a shortage of time and finances will leave hundreds of millions of people without access to safe water in the foreseeable future.

37. **C** Darren Stanford, a water quality engineer, explains the important three-step methodology. "The first is an assessment of the water delivery system from catchment to consumer.

38. **B** The eradication efforts make use of simple interventions for providing safe drinking water

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39. **(The) water table** Many existing dug wells in communities only pierce the topsoil, do not reach deep enough and are therefore readily affected by drought or by the natural declines from summer to autumn in the water table.

40. **(deeper) aquifer** SWS borehole wells can pierce the bedrock and access a deeper aquifer with water that is not affected by surface drought. These are also unaffected by guinea worm infestation and the water is much safer for human consumption.

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General Training Reading Test 9

1. **Lessons** You can get lessons for yourself and/or your child

2. **guides** or you can take a guided trek into the local forests and hills. You'll be taken for up to four hours around the local area to see the wonderful countryside and hopefully lots of the local animals. There are various sights to take in, such as castles, and John's guides know the area well and exactly where to go.

3. **life vests** We'll take you to a good starting point on the river and give you a map, so you know where you're going. For safety, there are life vests provided and we'll give you some hints on kayaking.

4. **refreshments** We have plenty of maps of the trails and advice on places to pause for refreshments.

5. **benches** It's been eroding all that time, so it's not that difficult a climb and there are well-tended paths with benches on which to take a break.

6. **(information) boards** In addition, there are lots of information boards scattered around, so that you can learn about the formation of the volcano and its history.

7. **(Weather) forecast / Weather** *As you can see, lots of our activities are outside, so make sure you inform yourself regarding the weather forecast to avoid getting too wet (if that bothers you!).*

8. **v** Various information within Section A.

9. **vii** Various information within Section B.

10. **iii** Various information within Section C.

11. **vi** Various information within Section D.

12. **ii** Various information within Section E.

13. **ix** Various information within Section F.

14. **iv** Various information within Section G.

15. **contract** The job description will have outlined the roles and responsibilities of the employee's position. The contract will then stipulate these things officially.

16. **probation (period)** although there will be a 3-month review of the employee at the conclusion of the probation period. The three-month review allows both employer and employee to be sure that their commitment to each other is warranted.

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17. **(A) notice** Before the annual meeting, the employee should receive at least two weeks' notice.

18. **(self-evaluation) statement** The employee should give a self-evaluation statement to the manager(s) conducting the meeting giving his/her views of his/her performance over the year in terms of the roles and responsibilities.

19. **informal** There should be plenty of time allocated to the appraisal meeting. It should be reasonably informal, so that the employee is at ease and can discuss his/her performance without any undue pressure.

20. **Rating** At the end of the meeting, there will be a rating of the employee's performance.

21. **(company) handbook** If there is any conflict over the report, then there is an appeal process for the employee. Employees should consult the company handbook to inform themselves about this process.

22. **boundaries** It can also distort what boundaries there are between home and employment.

23. **impractical** However, it might prove impractical to have an overly formal policy that also includes rigidly covering the use of social media in recruitment.

24. **dynamic** While a rigid policy on using social media in recruitment could soon become obsolete, because the trend is so dynamic

25. **discriminatory** In particular when recruiting, employers should be careful if they assess applicants by looking at their social networking pages, as this may be discriminatory.

26. **(privacy) settings** Employees should regularly review the privacy settings on their social networking pages, as they can change. Also, they should consider whether they want or need co-workers to see those profiles.

27. **(work-life) balance** Employers should promote a work-life balance - the line between work and home is becoming increasingly blurred by the use of modern technology.

28. **JG** Jim Gagliano, Jockey Club President, reported on the effects of the drop in numbers on the horse racing industry. "The thoroughbred foal crop has been declining and is responsible for a drop in the number of starts, number of horses in the field, the number of owners, and the number of racing days. This in turn has led to a drop in turnover for all sectors in the industry and makes the industry a less attractive one for new entrants and existing businesses."

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29. **TC** Capps pointed out the horse industry often parallels the wider economy and the current situation closely mirrors the impact the Great Depression had on the industry.

30. **JH** said AHC president Jay Hickey. “It was a very good program and attendees now have a better comprehension of current conditions and what actions are being taken.”

31. **PC** Following up on the need for more and better marketing, Patti Colbert of PCE Enterprises has come up with the *Time to Ride* initiative. This ambitious national campaign and contest targets the goal of giving 100,000 new people a horse experience in the following calendar year. Ms. Colbert reported that *Time to Ride* had accomplished its initial goal to sign up 1,000 stables, instructors, new participants and others in the horse community to host events.

32. **JG** Mr. Gagliano said that organisations are working to promote the best races and make better use of social media and online resources to attract a younger demographic, and develop new owners.

33. **JH** Hickey explains why people are not overly worried just yet. “The industry also has one great advantage: the enduring appeal of the horse. With continued effort on the part of the entire horse community, the industry will come out of the current economic climate even more robust.”

34. **JB** Blea additionally spoke about the AAEP programs to help veterinarians create long-term and successful relationships with horse owners and support an increase in horse breeding.

35. **JH** Hickey explains why people are not overly worried just yet. “The industry also has one great advantage: the enduring appeal of the horse.

36. **FALSE** The industrial revolution and in particular the invention of the internal combustion engine was the end of the horse’s central role in people’s lives.

37. **TRUE** Capps also noted that this is not the first such decline in the number of horses, and in previous instances there was later a strong rebound in numbers.

38. **FALSE** Tim Capps, Director of the Equine Industry Program at the University of Louisville, gave the opening address at the forum and tried to pinpoint the reasons for the drop in today’s numbers of registered horses. The economy was cited by Capps as the single largest factor, but there are probably several other factors as well. Capps believes the horse industry was in a bubble that peaked about six years before, which was similar to an earlier bubble in the 1980’s.

39. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

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40. **B** This is a holistic answer and involves synthesis of the whole text. This text in its entirety fits “To review initiatives addressing current challenges to the horse industry.” better than the other three answers.

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General Training Reading Test 10

1. **Private schools** This system should not be used for private schools, which you should get in touch with yourself if you want to educate your child privately.

2. **(catchment) area** For both primary and secondary schools, which school your child can go to usually depends on where you live. Each school has a catchment area and you will get preference for entry into schools within the area where you live.

3. **3** For both primary and secondary school applications, you should apply to three schools and indicate your preference in the way shown on the application form.

4. **online** Most people apply online, but paper forms are also available in most pre-schools, and from the town's Children's Information Service.

5. **email address** You need to have the teacher's email address and insert it in the appropriate place on the application form.

6. **(tenancy) agreement** We can offer a place once your contracts have been exchanged or a tenancy agreement has been signed.

7. **Admissions Team** If your child already attends a school in our town but you wish to move them to another within the town, then you will need to complete an application form and submit it to the Admissions Team.

8. **governing bodies** All the school governing bodies will have done everything they can to meet the preference of parents whose applications were received by the due date in the first allocation of places within the limits of their resources. Each school has a limit on the number of pupils it can accommodate and this means that some children may not be offered a place at their preferred school, because there is no room.

9. **B** Only a 3-minute walk from the beach and the safe waters of the local Atlantic bay

10. **A** discount vouchers for local eating places provided.

11. **D** $800 a week year round.

12. **C** There is a service visit every morning at 10 a.m., so you won't need to worry about making your bed, cleaning up the kitchen or general tidying up.

13. **B** as well as a barbecue on the grass next to the chalet.

14. **C** The lodge has 5 double bedrooms, so it suits groups of people rather than 1 or 2.

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15. **(original) (contracted) hours** Our part-time working scheme allows you to reduce your original contracted hours to the number of hours that suit your personal circumstances.

16. **holidays** part-time workers will get the same treatment for: pay rates (including sick pay, maternity, paternity and adoption leave and pay), pension opportunities and benefits, holidays, training and career development, selection for promotion and transfer, or for redundancy, opportunities for career breaks

17. **21 days** There are some situations when we don't have to treat part-time workers in the same way as full-time employees. In these situations we must be able to show there is a good reason to do so - this is called 'objective justification'. You have the right to get a written statement of reasons for your treatment by us. The request should be in writing and we must write back within 21 days.

18. **(A) notice** You must provide a month's notice in advance of your wish to reduce your working week.

19. **pro-rata** All terms and conditions will be pro-rata to the number of hours contracted to work.

20. **(line) manager** In consultation with your line manager, an agreement can be made on what action is taken on the hours that are reduced.

21. **posts** Certain posts will be excluded from part-time working. These are ones that are required for a number of fixed hours per day and are required at a particular time of the day.

22. **finance** Banks will require one as well if you try to obtain finance from them.

23. **licences** Choosing your business structure is an important decision that can determine the licences you will require in order to operate

24. **multiple states** You will need to register your business name if it's different from your own, and this will allow you to trade in multiple states.

25. **tax** Ensuring you're registered for the correct tax is also an essential step to opening your business and this depends on the type of business you're starting. Some registrations apply to all businesses and others may be compulsory depending on your business' size and type.

26. **(legal) professional** Next, having the correct registrations, licences and permits is fundamental when running your business. They allow you to operate without fear of closure from non-compliance or other legal concerns.

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Consulting a legal professional can help you understand your legal requirements.

27. **obligatory** Finally, ensure you have all the correct insurance for your type of business. Depending on your business, there will be obligatory insurances and also some that are just advisable to have.

28. **iii** Various information within Paragraph A.

29. **x** Various information within Paragraph B.

30. **v** Various information within Paragraph C.

31. **viii** Various information within Paragraph D.

32. **i** Various information within Paragraph E.

33. **vi** Various information within Paragraph F.

34. **ii** Various information within Paragraph G.

35. **(A) heat exchanger** In solar thermal power plants, the heat from the sun hits a vast number of panels, which absorb the heat and transfer it to a liquid inside a tube that in turn goes to a heat exchanger.

36. **(A) turbine** Inside the heat exchanger, the heat from the sun superheats water to create steam, which is used to spin a turbine and create the magnetic field that allows a generator to create electricity.

37. **electrical grid** The electricity created is then sent to the electrical grid.

38. **FALSE** Thanks to heat storage tanks, solar-thermal power plants in deserts can stock and supply electricity on demand day and night.

39. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

40. **TRUE** The technology is ready, but the main stumbling block that is preventing companies that are ready to put money into the projects is the lack of political and social stability in this region.

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General Training Reading Test 11

1. **D** Drop into our offices or we can visit you in your house, offices or your project's location.

2. **C** Do you want to invest in stocks, shares, bonds and currencies around the world? + We specialise in the US, UK, China, Australia and Canada markets, but we have opportunities from all around the world.

3. **B** We have hundreds of genuine, satisfied customers who you can contact to hear about our professional service.

4. **C** Check us out today on our website and book an online or call-back consultation with one of our investment executives.

5. **B** Call Howard Solicitors for our no win no fee service.

6. **A** Flexible payment options with installments

7. **D** Commercial & Residential, Construction, Barn Conversions, Alterations & Extensions + Building Defect Analysis

8. **FALSE** Bournepoint is one of the largest shopping parks in the country

9. **TRUE** In addition to the DIY, pet and gardening superstores

10. **TRUE** Next year, the CinePlus Multiplex Cinema will open

11. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

12. **TRUE** The bowling is very popular at weekend evenings, so booking this in advance is a good idea.

13. **FALSE** We have over 3000 free car-park spaces

14. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

15. **advantageous** We offer regular training sessions for all our staff and you can also apply for any training specific to yourself that you think could be beneficial to you and the company.

16. **tailored** When you join Dawson's, we will create a personal development plan for you. In consultation with you, we will identify your strengths and weaknesses, and take into account the way you like to learn.

17. **annually** We will review what we've agreed with you at least once a year to evaluate your progress.

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18. **assessment** employees must pay us back if they don't complete or pass the course (if evaluation is part of the course)

19. **relevance** Be careful to include the dates, training fees, any travel or accommodation expenses and how the training applies to you and your role at Dawson's.

20. **in-house** Some of these courses are run by specialists who are already part of our company and others are outsourced to organisations that specialise in the relevant field.

21. **(local) recycling facility** Contact your local recycling facility and establish what materials they accept.

22. **regulations** For businesses, there may be federal and/or state regulations on the disposal of electronics, batteries and mercury-containing lamps, as they may contain hazardous substances.

23. **(printer) cartridges** top up any printer cartridges you use rather than purchasing new ones – it's cheaper and greener

24. **modifications** Before replacing a computer that no longer fits your needs, investigate enhancing its capacity. Many modifications can be made with little know-how using the help of the manufacturer or a do-it-yourself guide.

25. **leftovers** After office festivities, put leftovers in recyclable containers, and share them with family, friends, or others.

26. **packaging** Purchase office supplies in bulk or multi-packs to diminish packaging waste.

27. **durability** Consider the durability of a product before you purchase it.

28. **telescope** When Galileo Galilei, an Italian astronomer, first detected Mars with a primitive telescope

29. **waterways** Astronomer Schiaparelli's observations two hundred and seventy years later resulted in a superficial map of Mars' surface being constructed, containing linear features. These, Schiaparelli said, hinted at waterways, possibly created by an intelligent race.

30. **uninhabitable** the hope of another form of life on Mars was not completely given up until the 1960's, when NASA's Mariner spacecraft landed on Mars and finally provided photographs and scientific evidence that gave proof of the uninhabitable nature of Earth's red neighbour.

31. **samples** A study released recently reports that ancient Mars harboured a form of nitrogen that could potentially have been used by microbes, if any

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existed, to build key molecules, such as amino acids. Drilled samples from a sedimentary mudstone had previously allowed Mars-rover team members to conclude that, billions of years ago, the area was part of a potentially life-supporting lake-and-stream system.

32. **controversial** Today, different projects and organisations have tried to shed light on the controversial issue of intelligent life in outer space.

33. **distances** Even though this does not eliminate the possibility of other forms of life, it does imply that if they do exist, they do so far from our reach, and these distances complicate any advances in the field.

34. **lasers** It is likely that lasers will be developed to exploit their even greater range within a few years.

35. **range** It is likely that lasers will be developed to exploit their even greater range within a few years.

36. **FALSE** The “Wow Signal” is regarded as being an exception. It was a signal picked up by a telescope at an American university in 1977 and appeared to have all the right characteristics to have originated from an intelligent species. The fact that no signal was ever received from the same area of the sky again led to the event being regarded as a coincidence or a misinterpretation.

37. **FALSE** The opinion that this may bring danger to mankind’s existence is not as abstract as it has been presented in many science fiction movies, and scientists as well as astronomers are reluctant to pursue active signalling.

38. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

39. **D** Thirdly, and most importantly though, they would need to exist at the same time as us

40. **C** However, due to the fact that the development from single cells to multiple cells is very unlikely and the emergence of intelligence is even more unlikely, many renowned scientists are now less optimistic and are convinced that, at present, we are the only intelligent species in this galaxy.

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General Training Reading Test 12

1. **appointment card** When preparing your things for your stay, remember to bring your appointment card with you too.

2. **email** At some hospitals, you'll be asked to attend a pre-operative assessment, which may be an appointment with a nurse or doctor, a telephone assessment or an email assessment.

3. **blood** If the assessment involves a visit to the hospital, some tests may be carried out, including a blood test.

4. **(usual) medications** You'll be given clear information on: … whether you should cease taking your usual medications before going into hospital

5. **anaesthetic** If your doctor has instructed you to fast before the operation, it's really important that you don't eat or drink anything – this includes light snacks, sweets and water. You need an empty stomach during surgery, so you don't vomit while you're under anaesthetic.

6. **(blood) circulation** You'll need to remove all make-up and nail polish before your operation, as the doctors will need to see your skin and nails to make sure your blood circulation is healthy.

7. **checklist** There is so much to organise in just packing for the move that important things are often over-looked. Use a checklist to make sure you've got everything covered.

8. **council tax** Contact your local rates office to let them know the date you move out of your current property and when you move into your new one, so they bill you correctly for council tax.

9. **area** If you've moved area, you may need to register with a new doctor's surgery (GP) or dentist.

10. **redirect** To deal with this, redirect your post to your new address. You can download a form from the Post Office website. It can take up to 10 days to set up and there is a charge.

11. **meters** On your moving day, you will need to read the meters in both properties, so the right bills can be issued.

12. **TRUE** Sections of the East High Street will be closed from Monday, April 6, for up to 12 weeks to allow for Campion Gas to replace and reinforce gas networks. Your local council is taking the closure as an opportunity to carry out street lighting improvements at the same time so as to minimise possible future disruption.

13. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

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14. **FALSE** One lane only on South Street will also be closed.

15. **(The) (staff) management** For us, the main issue is the staff management of those who work on their own and away from the main business base.

16. **Loneliness** For you, it can include overcoming feelings of loneliness

17. **Promotion** Often, being away from the managers who are responsible for promotion is felt to be the greatest disadvantage.

18. **(The) (employee's) post** Homeworking can also be used in conjunction with other arrangements, such as flexible hours, working part-time, term-time working or working our core hours. The employee's post will determine whether this is possible.

19. **(A) (risk) assessment** As the employer of all our staff, we have a duty of care for all our employees, and the requirements of the health and safety legislation apply to homeworkers. We are responsible for carrying out a risk assessment

20. **(An) appeal** Any refusal will be accompanied by an explanation and employees can make an appeal if they are not satisfied.

21. **prevention** Don't wait for it to make you ill before you do something about it.

22. **bed** You may feel like lying down, but this won't help and could make things worse.

23. **technique** Incorrect procedure when using a computer keyboard and mouse, mobile phone or hand-held device can all cause RSI.

24. **breaks** If you work on a computer a lot, it's important to leave the computer periodically. That means for every hour at your keyboard, you should rest for at least five to ten minutes.

25. **commute** Many of us spend long hours at work and may have long and tiring journeys to and from work.

26. **fitness** But getting active at work is easier than you may think. Try and cycle or walk to work, take stairs rather than the lift or use your lunch break as an exercise slot. Working out and losing weight will also benefit your posture and help prevent injury.

27. **performance** What we eat and drink affects not just our health, but our efficiency and success too.

28. **ix** Various information within Paragraph A.

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29. **iv** Various information within Paragraph B.

30. **v** Various information within Paragraph C.

31. **ii** Various information within Paragraph D.

32. **viii** Various information within Paragraph E.

33. **vi** Various information within Paragraph F.

34. **x** Various information within Paragraph G.

35. **B*** Rocky terrain and difficult weather conditions made the task appear impossible and the bridge's detractors publicised this.

36. **C*** Aesthetes and environmentalists worried the bridge would mar the natural beauty of San Francisco's world-famed harbour.

37. **E*** A series of other accusations followed: an enemy fleet could demolish the bridge and bottle-up the US fleet.

38. **G*** The floor of the Golden Gate Strait would not support the weight of the bridge

39. **H*** Voters, despite the financial uncertainty that was used as further grounds to oppose the bridge

40. **C** This is a holistic answer and involves synthesis of the whole text. This text in its entirety fits "To provide an overview of the construction and use of the Golden Gate Bridge." better than the other three answers.

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General Training Reading Test 13

1. **E** (minimum $60 call-out charge)

2. **B** References available.

3. **C** Email me at sally@online.com.au.

4. **H** All payments to be done by credit or debit card at the time of ordering.

5. **D** I do all types of housework, and I can also handle your laundry, washing up or childcare.

6. **C** I charge $10 an hour and I ask for a taxi to take me home if I stay at your home after 11 p.m.

7. **D** I do all types of housework, and I can also handle your laundry

8. **H** Call or use our website to place your orders.

9. **(At) (the) reception** If you're up earlier and in a hurry for a plane or a train, we will have "Breakfast on the Go" available at the reception.

10. **(The) head waiter** Ask the head waiter which sitting you have been allocated. She can change this if space is available.

11. **(The) top floor** If you'd like to order à la carte, you may go to the top floor Oyster Restaurant.

12. **(A) (small) deposit** All sun loungers and tables on the beach are free of charge for our residents, but a small deposit is required.

13. **(The) nurse** For anything more serious or problems in the hotel, there is the nurse on duty 24/7 in the hotel

14. **(The) entertainment board** Check the entertainment board for the weekly plan.

15. **notice** it would be best to do this in writing giving the correct amount of notice.

16. **reason** It might be good to have an informal conversation with your boss before out of politeness, as this can cause good will, but you are not obliged to provide a reason for your resignation.

17. **pay** You're usually due the normal pay and things like sick leave before you leave.

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18. **in lieu** Once you resign, your employer can ask you to leave immediately. In this case they'll probably offer you a one-off payment in lieu, instead of allowing you to work out your time.

19. **competitor** Your contract may include a restrictive covenant, which is a period of time that your employer wants to stop you from working for a competitor, or having contact with customers, once you've left the company.

20. **reference** Try and leave your job on good terms with people. Firstly, any new employer may want a reference from your old employer.

21. **responsibilities** Don't expect everyone to be happy about your leaving. Some people might take it personally and it might mean that some of your co-workers have to take on the responsibilities that you are leaving.

22. **C** As the company management has recently noticed a number of employees arriving late to work, the company has decided to implement a punctuality policy.

23. **F** Punctuality is always a difficult thing for managers to enforce, as there are often reasons for lateness. No manager likes to be heavy-handed and antagonise people, so the policy will help support the managers as well as make things clear for all employees.

24. **B** The late employee cannot complete tasks, is not there to take part in teams and will need to be covered by colleagues, which stops the colleagues from fulfilling their own responsibilities.

25. **I** This can be very demotivating for the late workers' colleagues, when they see people getting away with unprofessional conduct.

26. **G** Next week at 10 a.m., we will be holding a mandatory meeting for all staff, where the draft policy will be discussed. All employees will be allowed to ask questions and make their points of view known.

27. **A** When the policy is ready, all employees will be asked to add their signature to it to show they have read and understood everything in it. Following this, the policy will be put into action straight away, so no employee will be able to continue with this counter-productive behaviour.

28. **FALSE** The world's longest fence, known as the Dingo Fence or Dog Fence, has split Australia in two for the past one hundred and thirty years.

29. **TRUE** The dingo's origin is uncertain

30. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

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31. **TRUE** However, dingo populations multiplied and evidence has shown that they began to thrive on the newly imported European rabbits that were running in feral plagues at the same time.

32. **TRUE** Bounties have been placed on the heads of dingoes in southeastern Australia since as early as 1852. While bounties were placed on numerous types of animals, the bounties given for dingoes were generally the highest and often twice as much money was given for a dingo than for other pests, such as foxes, hares, and wallabies.

33. **C** Over time, the length of the fence has also been reduced within Queensland for cost reasons and control over the dingo population is often done via less expensive poisoning, specifically via bait laced with sodium monofluoroacetate.

34. **D** Feral camels are also smashing through sections of the fence in search of water and recommendations to reinforce and electrify more portions of the fence have been made to deal with this.

35. **C** The Dog Fence Act 1946 levied a rate on grazing properties located inside the fence to fund wages for maintenance and patrol workers.

36. **B** The sloping dog fence is recommended for most locations, except in situations where the soil is susceptible to erosion, as this may result in the formation of gaps below the fence.

37. **A** The fence's low electric wires are also likely to be problematic in environments with considerable ground vegetation, which will cause electrical shorts and leakage.

38. **(2) (timber) posts** Every section of the fence is just over a metre high and has six wires, consecutively electrically charged and earthed, that go between two timber posts down from the top until around 30 centimetres from the bottom.

39. **earthed** The wires then slope out to the ground at approximately a 30-degree angle with four more wires, again consecutively electrically charged and earthed.

40. **more narrowly spaced** The wires in the slope are more narrowly spaced

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General Training Reading Test 14

1. **(The) (town) Mayor** The day will start at 11 a.m., when the town Mayor will formally open the anniversary celebration with a short speech in the town gardens.

2. **9 p.m.** All the town centre's shops will be open and their normal closing time of 7 p.m. will be extended to 9 p.m., so the shopaholics amongst you can have the time of your lives.

3. **(The) Children's Hospital** If there is any excess revenue left at the end of the day, the money will ALL go to the Children's Hospital.

4. **(Various) bands (playing)** There will be various bands playing and everyone should find something to their taste.

5. **(A) firework display** At 10 p.m., there will be a firework display to end the day's fun.

6. **(by) (night) bus** People will be able to get back to their respective suburbs by night bus, and plenty of these will be laid on for free from 11 p.m. for one hour.

7. **(Special) constables** Special constables will be on hand to watch over everything, but we hope that they won't be needed.

8. **TRUE** You must be at least 16 years old before you can apply for your learner licence and you first have to pass a road theory test before you can get it.

9. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

10. **FALSE** To apply for your restricted licence, you must be at least 16½ years old and have held your learner licence for at least six months.

11. **TRUE** You can drive on your own, but not between 10 p.m. and 5 a.m.

12. **FALSE** Your supervisor must hold a current full New Zealand car licence that does not have a supervisor condition. They must have held their full New Zealand licence (or an equivalent overseas licence) for at least two years.

13. **FALSE** You must be at least 18 years of age before you can apply for your full licence. If you have completed an approved advanced driving skills course, this is reduced to 17½.

14. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

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15. **self-employed** These notes are meant to help any agency workers who are assigned to us. We hope that you enjoy your time with us and that it is profitable for both you and the company. These notes do not cover people who are self-employed.

16. **personnel department** On their first day, all agency workers should report by 8 a.m. to Mr. Buckley, who is to be found in the personnel department on the 2nd floor.

17. **break times** When you get to your department, your department manager will tell you about your duties. The working day finishes at 5 p.m. All agency workers are allowed an hour for their lunch break and they are also entitled to morning and afternoon breaks. Your department manager will tell you the break times in your department.

18. **(job) vacancies** From day one of their employment, any agency worker will be entitled to: + be informed about any job vacancies.

19. **(annual) leave** This includes: + working time rights - for example, including any annual leave above what is required by law.

20. **Ante-natal appointments** All agency workers, regardless of how long they have been with Greening Ltd., will also be entitled to paid time off to go to ante-natal appointments during their working hours.

21. **(trade) union (representative)** All agency workers are welcome to talk with the trade union representative (Mrs. White in the post room on the 4th floor) with regard to their rights and obligations.

22. **flexibility** Renting can firstly provide more flexibility for your business as it grows.

23. **lease** You are not locked into property ownership and you can usually agree with your landlord the length of the lease that you require, or have a break clause included.

24. **(refundable) deposit** Upfront costs for leasing premises are often relatively low, though you will have to provide a refundable deposit.

25. **interest (rate)** You are not exposed to interest rate rises, although your rent may rise periodically as a result of rent reviews.

26. **maintenance** You may have to look after maintenance inside the building

27. **service charge** you may, however, have to pay a service charge.

28. **iv** Various information within Paragraph A.

29. **vi** Various information within Paragraph B.

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30. **ix** Various information within Paragraph C.

31. **i** Various information within Paragraph D.

32. **viii** Various information within Paragraph E.

33. **iii** Various information within Paragraph F.

34. **C** Drowning claims an estimated 372,000 lives around the world each year. This is a conservative estimate and the actual number is likely to be much higher.

35. **G** In the early 19th century, there was an average of 1800 shipwrecks a year around the coasts of Great Britain, with many seafarers drowned. This danger was an accepted part of life onboard.

36. **E** One of the entries, from William Wouldhave, was designed to self right. Boatbuilder Henry Greathead was asked to build a lifeboat combining the best features of Lukin's and Wouldhave's plans, and came up with a vessel called the Original.

37. **B** Sir William Hillary is credited with founding the RNLI. After witnessing the destruction of dozens of ships from his home on the Isle of Man, and getting involved in rescue attempts himself, Hillary appealed to the Navy, the government and other 'eminent characters' for help in forming 'a national institution for the preservation of lives and property from shipwreck'.

38. **C** Efforts in the mid 19th century were focused on the wealthy, and it wasn't until the late 1880's that the RNLI realised how generous the general public could be.

39. **B** Lifeboats were frequently dragged for long distances before putting to sea to minimise the time at sea in rough conditions.

40. **C** The way in which people use the sea has changed dramatically since the RNLI's foundation. More people are using the water for leisure, so the lifesaving service has had to change accordingly.

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General Training Reading Test 15

1. **(parents and) students** During this day, we aim to show present and prospective parents and students our school during a normal working day.

2. **head of marketing** At 11 a.m., there will be a short talk by our head of marketing and this will be followed by a short questions – answers session.

3. **website** DO look over our website first, so that you don't ask unnecessary questions

4. **primary school** DO tell your primary school that you and your child are attending our Open Day

5. **(email) feedback** DO send us email feedback on the day, so we can make it better next year

6. **morning** DON'T come too late – the morning is always the most useful time

7. **noise** DON'T make too much noise in class time

8. **B** Personalise your letter. While it's a temptation to use one letter for all applications when you're filling in a lot, a letter tailored to the job on offer is much more likely to make a positive impact on the employer.

9. **H** Target the skills required for the job and show how your experience, qualifications and personal qualities make you a match for it. Emphasise any job-appropriate training or awards you have.

10. **E** Don't go on – about five paragraphs should be enough. Employers often have many applications to screen and they don't want to (and probably won't) read four pages.

11. **A** Use a computer to write your covering letter. This is what will be expected and, while a hand-written letter may seem more personal, it will seem strange nowadays.

12. **D** The letter should also be checked for grammar and spelling errors, and should use the same text format and font size throughout.

13. **F** Call the company and find who will be reading it and address it to him/her.

14. **J** If you're sending the application by email, don't forget to attach your covering letter and CV to the mail.

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15. **Forward (-rotating) (programs)** Forward-rotating programs (moving from morning to afternoon to night shifts) are better than backward-rotating ones in terms of sleep loss and tiredness.

16. **8 hours** To qualify as night working, the night time period must be no more than 8 hours long

17. **18 years** Any of our staff under 18 years are not allowed to be night workers.

18. **2 years** We must also keep records of any night workers' working hours to prove they aren't exceeding night working limits, and we must keep the records for at least 2 years.

19. **Self-employed workers** Our usual limits and regulations for night workers do not apply to self-employed workers.

20. **(Qualified) health professionals** we must perform a health assessment before you become a night worker and on a regular basis after that. Usually, this is just done with a questionnaire, which was created in collaboration with qualified health professionals.

21. **TRUE** In most situations, small investments of time and money can achieve large improvements in information security.

22. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

23. **TRUE** ranging from the accidental loss of data to deliberate sabotage by staff (though the latter is very rare).

24. **FALSE** Best practice for backing up data includes: + giving one person the main duty for backing up, and designating a second to cover for absence

25. **FALSE** Best practice for backing up data includes: + not relying solely on a cloud-based backup system for keeping your data safe

26. **TRUE** Best practice for backing up data includes: + using a different tape, external hard drive or disk to back up each day of the week and having a schedule for rotating them – this can nearly always safeguard backups in the case of a virus attack

27. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

28. **AC** Alan Cook, explains. "It is not known whether the population is properly recovering. There is a real concern that the drastically depleted genetic pool created by the hunting will affect their capacity to breed properly.

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29. **SM** Scientist, Sophie Morton, explains how whale experts try and work out their age. “We have discovered that by counting the layers of a deceased whale’s wax-like earplugs, we can get a close estimate of the animal’s age. The oldest blue whale found using this method was determined to be around 110 years old and we estimate that average lifespan is estimated at around 80 to 90 years.”

30. **PL** Conservationist Patrick Liley explains why the blue whale fat is one factor that has threatened the blue whale. “Historically, hunters have chased them to harvest their meat and render the cold-resistant fat down to oil.

31. **MD** Dr Mike Dance, said, “Using new advanced echosounders, we were able to track individual krill for the first time, allowing an examination of the changing internal structure of the krill swarms that blue whales prey upon. Our ability to find these blue whales also allowed us to investigate the whales’ habitat.”

32. **AS** Marine biologist, Ariadne Scott, describes them. “An average individual is 21 metres long and weighs 100 tons. It has almost 2,500 gallons of blood and burns up to 3 million calories a day. Its heart weighs more than a ton and the tongue alone weighs about 2 tons.”

33. **PL** Patrick Liley explains what he feels is the solution. “It’s not a secret. Whaling caused the initial destruction of the blue whale, and it continues to do so. We need to make all countries stop whaling and close the loophole on ‘whaling for scientific purposes’ that permits commercial whaling to carry on.”

34. **JS** Jon Stephens explains, things change in winter. “Summers are spent in polar waters, because food production is higher there, but in winter, they migrate several thousand miles to warmer tropic and subtropic areas and fast for the duration of their stay while breeding, using the fat on their bodies to see them through the whole winter.”

35. **AB** Alice Baggley, an environment spokesperson, explains the problem. “There is concern that noise pollution may affect blue whales’ ability to communicate, particularly in New Zealand, where there is persistent seismic activity for oil and gas extraction near a blue whale foraging ground.”

36. **B** Blue whales are also the loudest animals on Earth, with their calls reaching 188 decibels (a jet reaches 140 decibels). Recently, Australian marine scientists have detected individuals singing from almost 750 kilometres away. Although no one is certain, the blue whale calls are theorised to be probably a part of mating behaviour.

37. **D** Blue whales usually only congregate for this breeding and they do not live in the pods common for other whale species.

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38. **A** The blue whale is currently one of the world's most endangered whales. It was not hunted until modern techniques made them more easily attainable, but by the mid-1900's, only about 1,000 were estimated to remain.

39. **B** Blue whales have been protected from whaling since 1966 by the International Whaling Commission, though some were hunted unlawfully until 1972.

40. **C** Like many marine animals, blue whales are at risk of 'bycatch', which is accidental entanglement in fishing gear, which can cause injury, infections, starvation and drowning.

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EXAMPLE WRITING ANSWERS

Below you will find example writing answers for all the writing questions in the IELTS-Blog General Training Practice Tests, tests one to fifteen. There are many ways of answering the writing questions and these examples are only one possibility of a good answer. Please refer to the question papers while you are reading these reports and essays so that you understand the questions that are being answered. We hope this will give you an insight into how the writing answers should be written for IELTS General Training module.

General Training Writing Practice Test 1

Task 1

Dear Sir / Madam,

I am writing to you to express my interest in your job advertisement for a chef that I saw posted on the local village board. As I have currently moved to Brenton as a qualified chef, I would therefore like to apply for this position.

I noticed from the job description that you require someone who can both cook in a creative and healthy way, and who can communicate with and manage staff in an effective manner. My previous job was as an assistant chef at Brew's restaurant in London, where I was responsible for preparing all the dishes on the restaurant's menu and coming up with inventive recipes to present to the head chef. I am also personally very interested in healthy living and this is always reflected in how I cook. I was also responsible at Brew's for managing the cleaning and serving staff at the restaurant, in which capacity I found I was able to build good working relationships with all the staff in my responsibility.

I noticed that this is a part-time job. My preferred days for working would be Monday, Wednesday and Friday afternoons and evenings. I would be available until late at night on those days and I would also be able to work two Saturdays of each month.

I look forward to hearing from you soon. Please let me know if you require any further information.

Yours sincerely,

Marisa Thompson

(241 words)

Task 2

Humans have become a prime culprits for the destruction of the wildlife population around the world. Humans believe that they are the most powerful species on this planet and have therefore chosen to use all of nature's resources for their own good, even if this results in the destruction of the environment around them. Clearly, this is not a positive result of human existence and many people believe that the world's wildlife population should be better protected.

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One possible way to protect wildlife around the world is to reduce the amount of polluted substances produced through the human way of life. It has become habitual for people to pollute water by adding chemicals to it during industrial processes or to pollute air as a result of the fossil fuel industries and car emissions. Stopping the addition of chemicals to water and creating cleaner processes would reduce water pollution and help create a safer environment for wildlife to live in. Increasing the availability and use of public transportation and increasing the use of renewable energy sources could reduce world pollution further.

Another possible attempt to protect wildlife around the world is to actively promote recycling projects to reduce the amount of resources that are wasted. This would lessen the degradation of the natural environment, as humans continue to search for new resources. Society uses a lot of paper and wood on a daily basis and people do not actively think about whether or not they are wasting these resources. Printing double-sided or on recycled paper for example would appear to change nothing, yet if carried out regularly would help make a difference.

In conclusion, there are numerous different ways in which every human being can help to protect the wildlife population around the world. One can engage in projects to raise awareness of environmental destruction or one can actively take part in activities to protect it. Everyone must find the area in which he or she would like to involve him or herself, as all should be obliged to protect wildlife around the world.

(343 words)

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General Training Writing Practice Test 2

Task 1

Dear Sarah,

Now that the weekend of my birthday party is over and you have hopefully arrived home safely, I just wanted to let you know again how much your birthday present means to me. I don't think I've ever received something quite as original as this lovely, hand-made photo album with photos and notes reminding me of our childhood. I think that these memories have helped us stick together and I hope that, although we live a long way apart now, I can add to this album every year when we see each other. With the stationery collection that my mother gave me and the calligraphy set I got from my dad, I can easily continue to add to this work of art!

It's sad that you could only be there for the party and not for my actual birthday. I went canoeing with my parents and my sister at Barley Creek, the lovely lake resort that we often used to go to when we were young. Do you remember the tall trees and the calm atmosphere there? Well, everything is still as it used to be. Even the castle restaurant is still there, where I topped the day off with a fancy dinner. What a memorable day it was!

I hope you can be there next time.

Lots of love,

Amara

(223 words)

Task 2

In modern day society, education has become a vital aspect of every child's life. Educational facilities tend to offer a wide range of subjects aimed at educating children and teaching them various skills. Fundamental subject areas are said to be mathematics, science, languages and physical education. Depending on the type of educational facility, a certain subject might be emphasised, yet these core subject areas are usually incorporated into nearly all educational facilities. Although it is commonly agreed that these subjects are vital for a child's educational upbringing, opinions differ when it comes to the subject of music. Whilst some believe that musical education is an important part of growing up, others believe that it should no longer be taught in schools, as it is considered a waste of time and resources.

Music falls under the subject area of art, causing it to often be considered as less valuable than other subjects. Typically people believe that learning to express oneself in a creative manner is less important than learning about mathematical theories and scientific facts. Often the opponents of musical education propose that a more rationally-based education will benefit children later on in their lives, as they will be able to perceive and comprehend the logical aspects of life more easily. The supporters of musical education argue that music is beneficial for children, because it offers a manner of creative self-expression. Furthermore, music is part of human culture, as it brings people together and therefore children who study music can obtain a sense of cultural knowledge.

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Personally I believe that music should be taught in schools and that it is not a waste of time and resources. I played piano for seven years and believe that this has helped me become a more balanced person. It is important for a child to learn about thinking creatively and to take a break from logical subjects once in a while.

In conclusion, music should be taught at school, because it enables children to express themselves creatively and to learn more about culture and human interaction.

(342 words)

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General Training Writing Practice Test 3

Task 1

Dear Sir / Madam,

My family and I have just recently been a guest at Seaside Resort in a rented apartment. Even though the view overlooking the sea was lovely, several things in the apartment were missing or unsatisfactory and I would like to use this opportunity to explain the problems leading to this complaint.

First of all, the wooden steps leading up to the door of the apartment did not meet official security standards: one step broke when my husband carried our luggage up, leaving him with a bruised leg, and two other steps were also dangerously close to breaking apart in the middle. Additionally, when my children wanted to put away their clothes in the available cupboards, one of the planks broke loose, hitting my younger son and scaring both children. Finally, the kitchen did not have enough cutlery, let alone cups, and the sink in the bathroom only worked after my husband worked on it.

As you can see, the condition of the apartment was unsatisfactory in many ways, and I would therefore like to ask for a discount of thirty per cent of the price we paid for the rent.

I hope this feedback was useful to you and will help to make Seaside Resort a better place for tourists in the future. Please report back to me regarding your plans of how to deal with this situation!

Yours sincerely,

Mrs. Angela Driftwood

(237 words)

Task 2

The wearing of school uniforms is an issue that is both supported and opposed by many people. Numerous schools around the world require students to wear school uniforms on their grounds, however, teachers are not often required to wear a specific uniform while working. It has therefore been suggested that it should be compulsory for teachers to wear a specific uniform or follow a specific dress code on a daily basis.

One reason for introducing a dress code for teachers would be that teachers typically function as role models. For students who are not willing to conform to the dress code of their school, it would be beneficial to see figures of authority wearing the same outfit as each other, and they would then potentially be more willing to follow their own dress code.

Another reason for introducing a compulsory dress code for teachers would be that if all teachers wore the same outfit, there would be no visible difference amongst them. Naturally some teachers are wealthier than others and would tend to show this through their clothing. This could cause other teachers to feel inferior and therefore could result in lower quality work and decreased motivation. Furthermore, students would feel treated more fairly, if not only they, but teachers as well had to wear a certain uniform in school.

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Lastly, uniforms for teachers would enable students and other teachers to easily distinguish between school staff and other adults. In many schools there is no high quality security system and strangers can easily enter and steal something or commit other crimes. If teachers wore uniforms, one would then be able to approach and confront strangers more easily, as one could distinguish teachers wearing uniforms clearly from other adults.

In conclusion, there are many positive effects of introducing uniforms for teachers and therefore they should be installed in as many schools as possible.

(313 words)

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General Training Writing Practice Test 4

Task 1

Dear Sir / Madam,

My name is Amanda Rosewell and I am a resident of the city of Harpley. I am writing this letter in my name and on behalf of my neighbours on Bristwood Avenue, as we have experienced very poor rubbish collection services recently.

For around three months, the trash I put out at my gate on the correct day is only collected irregularly, and when it is, some is left behind. My neighbours have had similar experiences, if not worse, with one woman not having her rubbish collected for eight weeks and another family dealing with unfriendly and incompetent rubbish collectors. Apparently, their waste container was broken by the harsh handling of the collectors, and the family's children have been scared by their unfriendly comments.

Although I have called the rubbish collection service hotline, the company's employees have not taken my complaint seriously and nothing has changed the current situation. I would therefore like to ask what you as the local city council can do in order to improve this state of affairs, as the rubbish collection services do not react to any feedback from dissatisfied citizens.

I look forward to hearing from you soon.

Yours sincerely,

Amanda Rosewell

(202 words)

Task 2

In modern day western society one can easily become obese, as the availability of cheap and unhealthy food is high. Nonetheless, many people desire to be healthy and slim and therefore have chosen to follow special diets or exercise regimes so as to not become obese. Others believe, however, that people should be better informed about today's unhealthy lifestyles and the poor food they are consuming before such diets and regimes are taken into consideration.

Personally, I agree that the unhealthy lifestyle of many people must be addressed before thinking about ways of losing weight through special diets. It has become habitual for people to cook using ingredients that have been pre-cooked or to which chemicals have been added. Additionally, several people consume a lot of microwave and fast food, which are both easy to purchase and prepare, but are often fairly unhealthy. Due to the fact that it has become less popular to cook meals using fresh ingredients, people consume chemicals, taste intensifiers, salt and sugar without realising. By consuming food that has been made by mass production, one no longer has to think largely about how a meal is prepared and can simply consume it without thinking about the ingredients.

I believe that in order to lose weight effectively and over a long period of time, one has to learn to eat in a healthy way and to carry out sport on a regular basis. Learning how to

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cook with fresh ingredients is an important aspect of eating in a healthy way, and, by doing so, people can avoid eating food that has been pre-made. If people do not understand this concept, they will fall back into unhealthily habits after their diet is over.

In conclusion, today's unhealthy lifestyles as well as the poor quality food consumed by people on a regular basis must be addressed before thinking about diets or exercise regimes. If people can combine exercise with wholesome eating habits, they will be happier and healthier.

(330 words)

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General Training Writing Practice Test 5

Task 1

Dear John,

I have recently been given a trip to France as a reward for my hard work at my company, and I may choose someone to come with me.

As you studied French at university and are therefore not only familiar with the language, but also the culture, I'd love it if you could come with me. I'm sure you'll enjoy the holiday, as you do not just have to translate, but you can also appreciate the beauties of France with me.

We will leave Toronto on the third of September and will fly back on the nineteenth. In France we will arrive in Paris, we will stay there for four days and then take a bus to see the Provence region for around three days. From there, we will take the train to Marseille and Cannes, as these are the most popular cities in the south. Finally, one of my colleagues will take us back to Paris by car, as he is going there on a business trip. We will only need to have spending money as flights, other travel and accommodation are all included.

There are a few things I'd like to see, for example the Louvre museum in Paris, the Chateau of Versailles and the Picasso Museum in the south of France. I hope you'll have some ideas as well.

Please tell me if you are interested in this trip. I would really appreciate having you as company and I look forward to hearing back from you!

Best wishes,

Christopher

(254 words)

Task 2

In recent years it has become normal for high school graduates to travel abroad for their university education. There are numerous positive aspects to studying in a foreign country, such as the discovery of new cultures, the possibility of learning more about oneself and the chance of learning a new language.

By travelling to a foreign country, it is certain that one will be confronted with foreign customs and traditions. Experiencing and understanding these customs and their origins provides students with an interesting chance to develop a more open-minded attitude towards others. Additionally, it is also extremely stimulating to learn more about the reasons behind certain traditions and practices.

A prime reason for students studying abroad is the prospect of finding oneself and growing as an individual. When living in a foreign country, students have to become increasingly independent and they are confronted with their strengths and weaknesses. Typically

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students develop increased self-esteem and also acquire or improve upon their skills of housekeeping and cooking, which are important for living independently later on in life.

When living in a foreign country students are exposed to a new language and in most cases attempt to learn it. If they already possess some knowledge about the language, they have the possibility of advancing and improving upon these skills with the native population. The ability to speak multiple languages offers students a higher chance of being successful on the international job market, which makes studying abroad an attractive choice.

Personally, I would like to study abroad in either Scotland or France, because I would like to experience the life and customs in these countries. Additionally, I would like to become more fluent in French, as I believe this will be beneficial for me later on in life.

In conclusion, studying abroad offers the possibility for students to grow and develop as an individual and to acquire valuable skills that will be useful later on in life.

(323 words)

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General Training Writing Practice Test 6

Task 1

Dear Sir / Madam,

I have recently read about the evening course on the French language that your institution is offering and I have a few questions.

As I am an advanced speaker in French and have read that the Course “B1“ is offered for this level, I would like to know what this course comprises, so that I will be able to decide whether this matches my abilities or whether I would need to sign up for another course. I would also like to know if the teachers giving the lessons are qualified native speakers, as I believe this is very important in order to get an authentic insight into the cultural context of the language studied. A native teacher has the greatest knowledge and understanding possible of the language he or she is teaching.

Lastly, I would like to ask for you to send me a brochure of the different courses offered at your institution, using the address I have sent this letter from as the recipient address.

I look forward to your response!

Yours sincerely,

Peter Travolta

(180 words)

Task 2

Regarding the question whether a country’s government should be able to place a restriction on the number of children a family can have in order to control rising population numbers, I personally think that a government should not be able to take this step.

The concept of a government restricting the number of children a family can have was put into action in China as the one-child policy. Families were only allowed to have one child, which resulted in the deaths of many girls, as families thought boys were more useful in terms of supplying the family with money. If this restriction is imposed in western countries, I believe that the result will not be the same. However, in less economically developed countries, such as India or Kenya, the result would be the same as in China. In poorer countries, families require a large number of children, because for them children are a means of security. Due to poor hygiene conditions, many children die at young ages and therefore families need to have many children to ensure that at least one or two survive to become adults. Children are needed in poorer countries to supply the family with income and to furthermore care for parents once they are old. They are important economic factors and should therefore not be restricted. The proposed restriction would additionally breach people’s human rights.

I believe that the government should not place a restriction on the number of children a family can have, but should ensure that all children have access to the same resources and have equal chances of achieving success. In poorer countries, children have to work and therefore do not have the opportunity to obtain a decent education, whilst in western

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countries children are educated and therefore have an advantage compared to children from poorer countries. By restricting the number of children a family can have, the opportunity disadvantage for children from poorer countries would increase even further, as they would have to work more and would obtain even less education.

In conclusion, the government should put more emphasis on creating equal opportunities for all children rather than limiting the number of children a family can have.

(364 words)

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General Training Writing Practice Test 7

Task 1

Dear Mr. Smith,

I have received your letter of complaint regarding poor service from a member of staff at my restaurant, The Seaside Inn.

I would like to use this opportunity to express my sincere apology for this embarrassing and rare occurrence at my restaurant. The member of staff responsible for your inconvenience has been removed from the list of waiters and is now working in the kitchen department, where contact with guests is unlikely. He has also undergone training to improve his attitude. The current staff have also undergone training again to avoid similar events in the future.

As a gesture of goodwill and as means of compensation, I would like to offer you a free meal for four people at my restaurant. You may use the enclosed voucher at any time and for any meal.

I hope to welcome you again as a guest at my restaurant!

Yours sincerely,

Katherine Hitchwell

Manager of The Seaside Inn

(158 words)

Task 2

Several schools around the world insist that all students should bring their own private laptop to class to assist in their education. Technology has become a significant component of educating children and is considered beneficial in many ways. Nonetheless, there are likewise many disadvantages to using private technological equipment in classrooms.

Bringing a private laptop to class offers a variety of benefits for students. Firstly, laptops can be used to take notes in classes where teachers sometimes speak at a high speed. Many children find that they can type faster than they can write by hand and therefore prefer typing their notes in class so as to not miss any important information. Teachers could furthermore make use of learning programs and websites during class, as students would have the possibility of using these websites on their private laptops. Moreover, students can use periods meant for working on assignments effectively, because they can work on their assignments digitally right away and not have to type up handmade notes later on. Information can additionally be distributed more easily to students, as for example hand-outs can simply be emailed or shared electronically and do not have to be printed.

Although bringing private laptops to class offers these various advantages, it also creates several disadvantages. Laptops firstly are fairly expensive, meaning that families with more than one child will have to spend a large amount of money to purchase laptops for all

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their children. Furthermore, laptops can easily be damaged during class and outside of class as well as stolen, which could create future costs for families. During class laptops can also distract students, because they can surf the Internet or look at non-class-related work during class periods. The amount of time students are exposed to technological equipment is also increased by incorporating laptops into classrooms, which can result in several health-related problems.

In conclusion, bringing a private laptop to class involves several advantages and disadvantages. Nonetheless, I personally believe that if used wisely, a laptop is an extremely useful tool in lessons and therefore I would support this initiative.

(348 words)

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General Training Writing Practice Test 8

Task 1

Dear Sir / Madam,

I am a regular customer at Nelly's supermarket and have never experienced a lack of quality in your products. However, last week, I made a rather disappointing purchase at your store that I would like to complain about.

Last Friday, I purchased a series of products that proved to be very unacceptable in quality and condition. Firstly, a bag of mandarins were completely covered in mould. I could not see this when I was at the supermarket, as the bag was covered in advertisements and the mandarins were not visible. Furthermore, I bought three pineapples, two of which had worms in the middle when I cut them open at home. Lastly, two sets of Vanilla Yoghurt were also three weeks past their sell-by date. This did not actually cause a problem as they were still in a good condition, but I noticed this as I began to inspect everything after having detected the damaged mandarins and pineapples.

I made these purchases on Friday the 12th of October, at around 3 p.m. in the afternoon and I would now like to know what you intend to do about this problem. Is there a possible refund or other means of compensation?

Regards,

John Bloomsrock

(206 words)

Task 2

Obesity has become a common problem in western societies and this is partly due to the availability of fast food at low prices. To tackle this problem, it has been suggested that governments should increase the tax on fast foods in order to reduce the amount of fast food consumed. I personally believe that this is a sound idea, because especially young people, who have less money, will be discouraged from buying fast food.

The main reason for the high consumption of fast food is that it is a cheap alternative to healthy meals. A salad for example often is twice as expensive as a burger, resulting in more people eating the burger than the salad. As a result, people prepare fewer meals themselves and eat more fast food instead. In my opinion, it should not be possible to sell fast food at a lower price than staple food. By making fast food more expensive than vegetables and fruit, people would change their eating habits, as they would want to save money.

Another way to reduce consumption of fast foods would be to prohibit its promotion. A similar approach was taken in terms of advertising cigarettes and one can say that this approach has been successful to some extent. Additionally, commercials for fast food often target young children through offering inducements, such as the toys in the happy meal at McDonalds for example. The children are persuaded to demand a happy meal, yet often do not necessarily want to eat the food contained in it. The only thing they want is

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the toy. If advertising fast food were forbidden, the number of children consuming fast food would be reduced and therefore the number of obese children would decrease as well.

In conclusion, governments should put a tax on fast food to reduce the amount consumed in order to decrease the number of obese people. By placing a tax on fast food and making it more expensive than healthy raw foods, people would began to eat more healthily. If additionally the advertising of fast food were banned, the number of obese people would decrease even more drastically.

(356 words)

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General Training Writing Practice Test 9

Task 1

Dear Tim,

I have decided to sell my car and I remember you being interested in it in the past. I am wondering whether you are still looking to buy a car and if this could be an offer that would interest you and suit your needs.

My car is now seven years old and therefore has a few drawbacks that you should be aware of. First of all, the radio is not adapted to modern standards. I know that you like to listen to electronic and bass music, so this may not satisfy you. Also, the seats are visibly damaged in the back, as my kids have sat there most of the time, but this is repairable.

Otherwise though, the car is in excellent condition and I am sure that, besides the radio, you will be pleased with its properties. It drives very well and will get you through the most stressful drive to work or an enjoyable holiday trip with success.

Just call me or write back if you would like to know more. I hope to see you soon if you would like to inspect and test drive my car!

Best wishes,

Thomas

(196 words)

Task 2

In many modern day families, it is a common aspect of family life that parents give jobs to their children to do around the house to develop their characters and a sense of self-sufficiency. This aspect can be looked at as having both positive and negative sides.

When parents give their children jobs or chores to do around the house, they make their children understand that they are part of a community. While this community is only within the family’s house, the lessons children learn from carrying out their chores are equally fitting for the global community where they live in. Children are taught that they have to integrate into the global community and that in order for this community to work effectively, everyone must carry out their chores. Furthermore, children learn about the concept of pride, as they are taught to be proud of what they have accomplished. Chores around the house additionally prepare children for living independently later on in life, as they acquire skills that are valuable for everyday life.

Although there are many supporters of this concept, some parents argue that children should not be given jobs to do around the house. They argue that children should be allowed to be children and not have any duties. For them, children should be left as children and should not have to deal with any of the responsibilities adults have to deal with.

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In conclusion, I believe that giving children chores to carry out is a positive aspect of family life, as I think that it helps children to become independent and makes it easier for them to live by themselves later on in life.

(277 words)

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General Training Writing Practice Test 10

Task 1

Dear Sir / Madam,

I recently requested a new credit card, as my old one was stolen during a holiday abroad. Even though the letter usually containing the credit card and its respective access information arrived on time, the credit card was missing and I would like to report this to you.

When the letter arrived, no visible signs were evident that the letter had been opened, but when I inspected the letterhead closely, there were small scratches that could indicate tampering. I believe that for security reasons this newly requested credit card should be cancelled immediately in order to avoid any criminal use. It may have been a technical issue, but it is also possible that a thief was responsible.

Lastly, I would like to know when a new credit card will be sent to me, as I will be going on a business trip in the near future and need it urgently.

Best wishes,

Marianne Bolton

(158 words)

Task 2

In modern day society, it has become common to make copyright protected material freely available on the Internet with the result that the owners of the work lose large sums of money. The discussion of whether or not this distribution is of positive or negative nature has therefore been raised. Personally, I believe that this issue has both negative and positive effects.

Distributing copyright protected material freely online can firstly help make this material more popular. Often people are not willing to spend money on a film or song before being exposed to it once, as they cannot be sure that they will enjoy the material they are about to purchase. If they purchase a song or film and then do not like it, the money spent will have been wasted, which is disappointing. Frequently, people purchase copyright protected material that they enjoyed after being exposed to it once, meaning that often owners often receive money at a later stage. An owner’s reputation can additionally improve, because frequently owners who allow their work to be distributed partially or completely online have a more positive reputation amongst customers.

Regardless of the positive effects of the free online distribution of copyright protected material, it can be said that this distribution has several negative effects. Firstly, owners lose large sums of money through it. A lot of time and money can be spent producing the material distributed, as certain spaces and equipment must be rented or bought to produce a certain song or film. Like all other people, artists need money to survive and thus are at a disadvantage when they do not receive money for their work. I personally believe therefore that governments should make sure that when something is performed in public or when work is displayed in public, artists should receive credit and money.

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In conclusion, it can be said that the online distribution of copyright protected material has both negative and positive effects. In my opinion, it cannot fully be determined whether this distribution is of a positive or negative nature; one must decide upon this for oneself.

(349 words)

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General Training Writing Practice Test 11

Task 1

Dear Jimmy,

Guess what! I have finally moved into my new house! The furniture is already arranged and the boxes that you saw at my old apartment last time containing all the decorations have disappeared.

I would love you to come over for a few weeks to stay. I would appreciate your company and we can finish off any last adjustments together. I know that you are creative and so maybe you have some tips for me on how to decorate the living room. Besides a huge bookshelf, a TV and a sofa, I am unsure about what else to put in there. What do you think about next Friday? You can come anytime, but this would be most convenient for me.

I am sure that you will like my new house, just as I do. The garden has exquisite flowers and herbs from its previous owners and the large stove in the kitchen gives you a feeling of nostalgia. In addition to this, the staircase creaks in a funny way, which reminds me of the old house where I lived in as a child.

I am looking forward to your answer and I hope that you can come as soon as possible!

Hugs,

Leah

(205 words)

Task 2

In modern day society, it is essential for a child to be educated in order for him or her to have success later on in life. Children are typically educated in schools, which are run by the government. The government officials therefore decide what is taught to the children and what is not. Personally, I believe that it is better if governments are responsible for the subject matter covered in school and not the teachers.

It is a common goal to supply all children with the same opportunities in life, meaning that the same core knowledge should be taught to all children to offer them the same benefits. Naturally, some children will be better at certain subjects than others and will therefore obtain a more detailed degree of knowledge, yet every child should be taught the same core knowledge. Education provides opportunities, because certain types of education will enable children to pursue certain careers later on in life.

Supplying the same core knowledge is an essential concept, yet it has not been put into action in several countries. In Germany, for example, the syllabus taught depends on the region of the country. In certain regions, children attend school for thirteen years and in other regions for twelve years. This raises the question whether or not the children obtain the same degree of knowledge and that the children attending school for thirteen years are at an advantage compared to those attending school for twelve years. Already one can see that problems arise when the regional government decides upon the core knowledge taught to students. If teachers had a say in what knowledge should be taught to students,

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the subject matter would become even more complex. The core knowledge would not only vary from region to region, yet also from school to school, providing unfair advantages and disadvantages for certain students.

In conclusion, the government of a country should decide upon what knowledge is taught in schools, as the situation would become too complex if all teachers were responsible for this aspect.

(339 words)

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General Training Writing Practice Test 12

Task 1

Dear Sir / Madam,

I am a student at Mason College and I would like to enquire about the event hall that you own in the city centre.

My friends and I are trying to establish a weekly dance club session and have been on the lookout for a suitable location. The dance club will be focused on Charleston and Rock'n'Roll dancing, which are becoming increasingly popular at our college. Having inquired at the city's town hall, I have been given your contact information and would like to ask whether it is possible to rent your hall and what the conditions would be for this. We would need the hall every Tuesday from 6:30 p.m. to 8:30 p.m. During public holidays and college semester breaks, the hall will not be needed. I would be happy to meet you at the hall one evening after my classes to discuss the possibility of this rental.

I hope to hear back from you soon with a positive reply.

Yours sincerely,

Paulho Gomez

(169 words)

Task 2

Illegal drugs have become a worldwide problem in modern day society. The trading of drugs is widespread in nearly all countries and the number of people consuming drugs worldwide is high. It has been suggested simply to legalise all recreational drugs to solve the problems associated with them. I personally agree partially with this proposal, because I can see many advantages, yet also many disadvantages.

One positive aspect of legalising these drugs would be that the number of criminal activities committed to obtain them would decrease. Fewer people would therefore be imprisoned and have a criminal history that prevents them from progressing in life. Additionally, essential police resources would be freed up and devoted to other areas. Finally, high taxes could be imposed on the legal product, allowing governments to have better resources to improve the infrastructure of their countries.

Although legalising all illegal drugs could result in several positive effects, there are many negative effects that could be possible. As a result of the legalisation, I personally believe that it would become acceptable to use drugs and people would no longer pay attention to the damage that drugs cause. Schools might no longer educate teenagers and adolescents about the negative effects drugs have on people, resulting in more teenagers experimenting with them, as they would believe that this is a normal aspect of life. This would result in a higher number of drug addicts and potentially in more deaths, because it would be easier to obtain a large amount of illegal drugs and therefore the chances of overdosing would also increase.

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In conclusion, I partially agree with the proposed action. Nonetheless, I think that an age restriction should be placed on drug use, as teenagers and adolescents could easily become addicted if all illegal drugs are legalised. This group of people is highly at risk of becoming addicted and potentially dying as a result of drug use and therefore should only be allowed to consume drugs after reaching a certain age.

(330 words)

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General Training Writing Practice Test 13

Task 1

Dear Tom,

I have rather upsetting news for you, for which I am very sorry. Although my stay with you in two weeks has been planned for a while, I will have to cancel.

Yesterday during work, I had another meeting with a colleague regarding the town hall project, which I told you about the past few months. During the conversation, a business trip, which had been planned and booked since last year, came up. I will need to speak to several representatives of other town halls in the area. I had completely forgotten about this, and unfortunately it is at the exact same time as my planned stay at your house. I hope you won't be too angry with me, I hope to make it up to you in some other way.

Why don't I come and visit you at the end of your vacation, when you have returned from Europe? I remember you saying that you have three weeks left before going to New York. If that works for you, please get back to me, as I would love to see you before Christmas.

Hope to see you soon!

Best wishes,

Johnny

(194 words)

Task 2

In modern day society, money is a driving force for nearly everyone. Most people aspire to have lots of money and to have the ability to live the life they want. In order to obtain money, people work in different jobs. In some countries around the world, governments have initiated a system where unemployed people receive a regular payment to enable them to survive. This system is often controversial. Some people believe it is an excellent idea, whilst others believe that it puts an unreasonable strain on a country's financial resources.

When looking at the positive aspects of this system, it can be said that it prevents people from having a private bankruptcy. When somebody becomes unemployed, he or she will have on-going costs such as rent for a dwelling, bills for water, telephone and electricity as well as the cost of food and several other things. Without a salary, this person will fall into debt, because they will be unable to cover these costs. A national unemployment payment system will therefore prevent this person from losing nearly everything over time. Without this system, many people would become homeless and would potentially engage in criminal activities to survive. Therefore, one can say that this system is positive. Although stories are heard of people exploiting the system, usually people that become unemployed want to find new employment fast in order to become financially independent again, meaning that the government does not have to pay a regular payment for long.

Although there are positive aspects of this system, one can also say that if the payment made by the government is too high, it will prevent people from seeking for work actively.

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Occasionally, the payment people receive is higher than their potential salaries, deterring them from working and creating an on-going cost for the government.

In conclusion, the proposed system has positive and negative aspects. Personally, I believe that the positive effects of the system outweigh the negative. The payment must remain on a level that helps people survive without regular salaries, but does not seem attractive to exploit over a longer period of time.

(353 words)

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General Training Writing Practice Test 14

Task 1

Dear Mr. and Mrs. Greene,

My name is Caroline Hague and I am an exchange student about to participate in an English Language Training course in London. The organisation that arranged this course for me has assigned you to be my host family for those four weeks and I would therefore like to introduce myself.

I come from the Netherlands and live in Maastricht, a beautiful and historical city not too far away from the country's capital, Amsterdam. I would like to know more about the English language, culture and literature and therefore I have applied for this training course. I am an active outdoor person and love to ride my bike, and I am also passionate about music.

I am interested in the type of food that is popular in your family, as I am a vegetarian. Do you eat a lot of meat? If yes, that's no problem for me, I will only have to know in advance so I can bring a few essentials.

In a month's time, on the twenty-second of May, I will be arriving at Gatwick airport at 4 p.m. I have seen that you have kindly offered to pick me up and so I will be waiting at the Terminal A pick-up at 5.15 p.m. I look forward to meeting you then.

I hope to hear back from you and to see you soon!

Regards,

Caroline Hague

(234 words)

Task 2

Students today have many possibilities when it comes to choosing a possible career, however, their choice often involves the decision of whether or not they would like to go to university to study a certain subject in depth or if they would like to go directly into the workplace. This decision should be entirely dependent on the student.

It is generally thought that students who go directly into the workplace after leaving school are less intelligent than those who study further on at university. Although this stereotype might be true in some cases, it often is not. In the case that a student wants to have a job such as optician, he or she does not need to study at university and can go directly into workplace to learn how to carry out this job. This student will have to pass certain exams, which are just as important as the exams taken at university, in order to obtain a licence for carrying out this profession. Going directly into workplace therefore similarly involves studying and learning like at university. Students who wish to pursue a career such as doctor or lawyer will have to go to university to learn more about this profession. Once they have passed all necessary exams, they will be ready to enter the profession.

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Naturally a certain degree of intelligence is necessary to attend university and therefore for students who did not obtain an adequate education it will not be possible to attend university. Although this might seem unjust, students with low intelligence or students who have not been well educated will only hinder other students in the learning process.

In conclusion, I personally think that it should be up to the student whether he or she would like to go directly into the workplace or study further at university. The student must be happy with the choice he or she made and should choose the option suitable for making them happy in the future.

(328 words)

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General Training Writing Practice Test 15

Task 1

Dear Roy,

I am participating in a theatre event at college next week and have been designated the photographer's role. I know that you have a single-lens reflex camera of very good quality and would like to ask you if I may borrow it for this event.

The event is next Saturday and Sunday, as there are two performances, and I will be sitting in the audience and going around to get close-ups of the actors. I would need the camera from 6 p.m. to 9 p.m. on Saturday and Sunday. If you are willing to leave the camera with me overnight, that would be easier. I promise to take good care of it and lock it away as soon as I am otherwise engaged. I can return the camera to you either on Sunday evening or Monday morning, depending on what suits you best.

Please tell me as soon as possible if you are willing to lend me your camera, as I need to tell my teachers if I will be taking part in the event.

Regards,

Bill

(178 words)

Task 2

In recent years, computer use around the world has increased drastically. As a result technological equipment is used increasingly in schools around the world. Many people question therefore whether schools put enough emphasis on teaching students basic handwriting skills and mental mathematic skills.

The use of technological equipment in lessons has increased since the onset of the digital age. Nearly all professions around the world involve computer use and even the simplest tasks are carried out via electronic equipment. It is therefore important for students to learn how to use technological equipment correctly for their future careers. This equipment also offers various learning advantages, as notes and assignments can be completed much faster and more neatly using electronic equipment.

Nonetheless, the practical skills such as using and holding a pen correctly are likewise vital for future careers. Students therefore have to be taught at early ages how to carry out simple tasks using basic skills, such as writing. It is also essential that a student develops neat handwriting, as in the case of a technological problem the student will have to write by hand. Furthermore, final exams are typically written by hand and thus the student must develop the basic skill of holding a pen and writing with it. It is the same with mathematics skills. People will not always have a machine with them to carry out calculations and the ability to do arithmetic in the head is a vital skill for operating in today's world.

In conclusion, I personally believe that schools should keep a balance between using practical skills and using electronic equipment to carry out certain tasks by having student submit assignments created electronically, yet also by having them complete assignments

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by hand in class and without computers or calculators. This balance is important, as if the focus lies only on one of the two aspects, the student will face problems later on in life.

(321 words)

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COMMENTARY ON THE EXAMPLE SPEAKING RECORDINGS

Below you will find reports by an IELTS speaking examiner on the recordings of **IELTS-Blog.com's** tests 1 - 15. The questions asked in the recordings are the questions in the Speaking Test sections of **IELTS-Blog.com** Tests 1 – 15, so, while listening to the recordings or watching the film, it is advised to have the question sheets with you for reference. The recordings are not real IELTS test recordings, but the interviewer is a real IELTS examiner and the recordings are conducted in the exact way that an IELTS Speaking Test is done.

Speaking Practice Test 1

Examiner's Commentary

The person interviewed is Clara, a French female. Clara is a teacher.

Section 1

Clara spoke fluently and confidently. She showed that she had an excellent vocabulary range with only very occasional mildly awkward word choices. She showed she could speak at length and on varied topics without needing to pause to access words or grammar, though there were some occasional hesitations. One grammar slip came up when she said "since a long time" rather than 'for a long time.'

Section 2

Clara spoke well in section 2. She had no problem with speaking long enough, even though she did not use all the preparation time given. Clara again showed her fluency and accuracy with no pauses and few errors (she said "inconvenient" once instead of 'inconvenience' and she had one missed article). Clara also showed a sense of humour, which is a nice touch in a speaking test. She justified herself well without pausing with the unexpected question at the end.

Section 3

Again, Clara spoke fluently and accurately and again showed humour. She spoke formally, though occasionally used some informal vocabulary at suitable points. Clara was good at giving full answers, for example, she gave a good list of both advantages and disadvantages of owning a car. In spite of more demanding questions, Clara showed little hesitation and used more complex grammar flexibly and accurately. There were only very occasional errors ("pushing foot down" instead of 'putting' and "consider stop driving" instead of 'consider stopping') and she coped well when searching for a word

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she didn't know – using "degrees" for alcohol testing, which was perfectly comprehensible.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	8
Lexical Resource	8
Grammatical Range and Accuracy	8
Pronunciation	8
Estimated IELTS Speaking Band	**8**

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Speaking Practice Test 2

Examiner's Commentary

The person interviewed is Darija, a Croatian female. Darija is a personal assistant.

Section 1

Darija showed that she had a good command of English. Her speech was very clear and there was an American accent apparent. She showed excellent fluency (she got tongue-tied once – not a problem) and gave full answers to all questions. There were no grammar errors and only the very occasional minor awkward word choice.

Section 2

Darija showed again that her English is fluent, accurate and idiomatic. She had few pauses in her long turn and only occasional fluency trips. There was one grammar error at the end ("than we used to" instead of 'than we are used to').

Section 3

Darija again showed her excellent command of English with her good and full answers. She was fluent and accurate with only occasional fluency trips and grammar slips ("the nature" instead of 'nature'). Darija's lexical range is excellent, with only the occasional awkward word choice.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	8
Lexical Resource	8
Grammatical Range and Accuracy	8
Pronunciation	9
Estimated IELTS Speaking Band	**8**

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Speaking Practice Test 3

Examiner's Commentary

The person interviewed is Yi Xhuen, a Chinese female. Yi Xhuen is a student.

Section 1

Yi Xhuen spoke slowly, but reasonably clearly. She lacked the intonation an English native speaker has and this made her often sound rather wooden. Her pronunciation was fair, but there were some words that were unclear or poorly pronounced (e.g. serious). Yi Xhuen's vocabulary was reasonable, but she lacked range. She was, however, quite good at 'talking round' something and making herself understood when she lacked the words. There were errors though (e.g. "It is over population" instead of 'over-populated'). Yi Xhuen had reasonable grammatical accuracy, but again had a limited range.

Section 2

Yi Xhuen took the preparation time available to her, and this is always strongly recommended – there's no advantage to not taking the time. Yi Xhuen was more hesitant with the challenge of the demands of speaking for so long in section 2 and her fluency was affected. Sometimes she talked herself into a corner and found it difficult to get out. There were also more errors in grammar and word choice. In spite of all this, Yi Xhuen spoke for the required amount of time and made herself understood on different topics and she also showed a sense of humour.

Section 2

Yi Xhuen was able to cope with the more demanding questions of section 3, but her answers could have been longer and more developed. She still showed the intonation, fluency and pronunciation problems of the earlier sections and the more complex topics caused more hesitancy and pauses. She also made more grammar errors, some quite basic ("My country suffer" instead of "My country suffers" – 3rd person agreement). On the other hand, Yi Xhuen spoke for the required amount of time and answered all questions properly and sometimes with examples. Yi Xhuen could certainly always communicate what she wanted to say. Overall, Yi Xhuen's ability in everything was fair, but lacked range and flexibility.

Section 3

Yi Xhuen's English in section 3 was much the same as before. She managed to answer each question fully and without too much hesitation, but her grammar and vocabulary ranges were limited and her pronunciation was heavily influenced by her mother tongue. Yi Xhuen has a few limitations in her English, but she can certainly communicate fairly well.

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Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	5
Lexical Resource	5
Grammatical Range and Accuracy	6
Pronunciation	4
Estimated IELTS Speaking Band	**5**

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Speaking Practice Test 4

Examiner's Commentary

The person interviewed is Welta, a Thai female. Welta works in a shop.

Section 1

Welta addressed all the questions, but there were some problems with all aspects of her English. Her Thai accent was very apparent and this often interfered with communication. For example, the problem with her pronunciation of "r" made her English sound awkward and strange. Some lexis, on the other hand, were pronounced very clearly. Welta had to pause fairly frequently to access ideas and lexis, which affected her fluency. In general, Welta did not give long enough answers. She needed to try and develop most of her answers, so that she could demonstrate a wider range of lexis and grammatical structure. Welta also often misses out words in a sentence, but is confident to carry on, as the words that she does produce usually communicate her meaning.

Section 2

The problems identified in section 1 were again apparent. Welta did manage to include some details, however, and managed to talk for over a minute. There were various grammatical and syntactical problems, for example her use of articles. Welta spoke fairly slowly and seemed to lack confidence.

Section 3

With the added difficulty of section 3, Welta's performance worsened. The lexis, grammar range and flexibility of thought in English required to deal with the questions were often beyond her English language ability, though she attempted to answer everything. The answers and therefore the section were far too short.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	4
Lexical Resource	4
Grammatical Range and Accuracy	4
Pronunciation	4
Estimated IELTS Speaking Band	**4**

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Speaking Practice Test 5

Examiner's Commentary

The person interviewed is Eva, a Latvian female. Eva is a teacher.

Section 1

Eva spoke fluently and accurately in this section. She has an accent, but it does not obstruct communication. Eva has a very good vocabulary range and accurate grammar usage. There was one error (i.e. "from Internet" instead of 'from the Internet'), but it was extremely minor. She provided good full answers and only paused to think about good answers for questions.

Section 2

Eva did not need the preparation time, which was available. She performed fine, but I would not recommend not using the time given. Eva was fluent and accurate and used a very good and natural vocabulary range. The accent was still apparent, but did not hinder understanding. Eva did not make any grammar errors.

Section 3

Eva again showed excellent fluency, grammar and vocabulary range. The accent is still there, but again it does not stop communication or understanding.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	8
Lexical Resource	8
Grammatical Range and Accuracy	8
Pronunciation	7
Estimated IELTS Speaking Band	**8**

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Speaking Practice Test 6

Examiner's Commentary

The person interviewed is Roxanna, a Peruvian female. Roxanna is a teacher.

Section 1

Roxanna spoke well and gave full answers. She was a little hesitant with her answer occasionally, but she communicated well. Her grammar was reasonably accurate, though there were errors and a limited range. Roxanna had a reasonable vocabulary range, though it tended to be a little basic. Roxanna's pronunciation was a little affected by her mother tongue, but this did not affect communication.

Section 2

Roxanna gave a good and full section 2. She spoke reasonably slowly and with some hesitations, but her speech was perfectly coherent. Again, Roxanna's grammar and vocabulary range were a little limited. Her pronunciation was very clear and had the hint of a North American accent.

Section 3

Section 3 was well dealt with by Roxanna, but the more demanding nature of the questions created her more problems. Roxanna attempted to answer every question, but some longer answers would have been better. Some basic errors came up ("childrens" instead of "children") and there was more hesitation in her speech.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	6
Lexical Resource	6
Grammatical Range and Accuracy	6
Pronunciation	7
Estimated IELTS Speaking Band	**6**

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Speaking Practice Test 7

Examiner's Commentary

The person interviewed is Siva, an Indian male. Siva is a biochemist.

Section 1

Siva spoke fluently and confidently and gave good and full answers. Siva's grammar was excellent and he used a wide range of structures flexibly and accurately. Siva's vocabulary was also excellent and he rarely paused to access language. Siva's accent was apparent, but did not interfere in any way with communication. Siva could also use English idiomatically and used humour appropriately.

Section 2

Although Siva had an unsure start, he showed that he could speak at length with ease. His grammar usage and vocabulary were excellent again and he spoke clearly and fluently.

Section 3

Siva's section 3 confirmed the impression he had made in the previous two sections. All aspects of his English were excellent and he spoke clearly, fluently and confidently. Again, he showed that he could speak idiomatically when appropriate.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	8
Lexical Resource	8
Grammatical Range and Accuracy	8
Pronunciation	8
Estimated IELTS Speaking Band	**8**

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Speaking Practice Test 8

Examiner's Commentary

The person interviewed is Dimitry, a Georgian male. Dimitry is a student.

Section 1

Dimitry spoke fluently, confidently and accurately. His Georgian accent was apparent, but it did not affect comprehension at all. He gave fairly full answers and showed that he had the ability to speak at length. Dimitry's vocabulary range was very wide and he also had a good idiomatic English usage. It was not perfect. Dimitry used the word "stressing" instead of "stressful," but incidents like this were not common. Dimitry's grammar usage was very accurate, but occasionally he made very minor errors, for example when he said "from 1920's" instead of the "from the 1920's," which reflects the different usage of articles in his mother tongue.

Section 2

Dimitry showed in this section that he has no problem talking at length in English. Again, Dimitry used accurate grammar and a wide and idiomatic range of lexis. It was not perfect, with Dimitry choosing to use "advertisement" instead of the more natural "advertising," which is a common error in even strong English users.

Section 3

Dimitry's performance in section 3 reflected his performances in the previous two sections and he showed this excellent use of English. The grammar and word choice were both accurate and varied. Again, he showed that he has an excellent idiomatic usage of English, mixing this with formal lexis use at the same time.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	9
Lexical Resource	8
Grammatical Range and Accuracy	8
Pronunciation	8
Estimated IELTS Speaking Band	**8**

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Speaking Practice Test 9

Examiner's Commentary

The person interviewed is Katerina, a Czech female. Katerina works in business.

Section 1

Katerina was a confident and fluent speaker. It was particularly noticeable that she was able to give long answers in accurate English to nearly all the questions asked. The interviewer therefore did not need to use all the questions in the test. Katerina also had a wide range of vocabulary and she did not need to pause to access lexis or grammar. There was the occasional awkward word choice (i.e. "far away from the centre" instead of "far from the centre"), but this did not affect communication. Katerina's accent was apparent and she made the occasional mispronunciation (i.e. "vineyards" and "picturesque"), but this did not affect comprehension in any way. Katerina's grammar was excellent with very few errors or awkward usage.

Section 2

Katerina took the full minute to prepare, which is always advisable. She gave full answer when she started talking, with the interviewer having to stop her after two minutes, which shows the value to using the time. Again, Katerina's vocabulary, grammar and fluency were excellent. Her accent was again noticeable, but not intrusive in any way.

Section 3

Katerina again performed well in section 3. She spoke fluently and accurately and again showed her wide range of vocabulary. She made the occasional errors (i.e. "the fast grow" instead of "the fast growth"), but these never affect communication or comprehension. Katerina's use of connectives and other cohesive features allow her to speak with great coherence. Overall, Katerina showed an excellent ability to deal with unexpected questions and subjects, being able to immediately come up with opinions in fluent English on all topics.

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Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	8
Lexical Resource	8
Grammatical Range and Accuracy	8
Pronunciation	8
Estimated IELTS Speaking Band	**8**

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Speaking Practice Test 10

Examiner's Commentary

The person interviewed is Toshe, a Japanese female. Toshe is a teaching assistant.

Section 1

Toshe spoke well and generally quite fluently. Her English was strong, but there were certain limitations in her abilities and flexibility. She did not need to hesitate much to access vocabulary or grammar and her accuracy in both was very good, though not without error. Toshe's Japanese background is very apparent in her pronunciation, but this does not really affect her communicative ability.

Section 2

Again, Toshe showed she had a good command of English with some limitations in her vocabulary and grammar usage. She spoke fairly fluently in this longer turn, and she only really hesitated from time to time in order to maintain the coherence of her speech rather than to access language.

Section 3

Toshe again performed well in this section, though the more demanding nature of the questions brought out more hesitation and some errors. Although there was more hesitation, Toshe still managed to produce lengthy and intelligent answers to the questions. There was still some limited flexibility in structure and lexical usage. Toshe's accent still showed her Japanese mother tongue, but her pronunciation was nearly always fairly clear.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	7
Lexical Resource	7
Grammatical Range and Accuracy	7
Pronunciation	7
Estimated IELTS Speaking Band	**7**

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Speaking Practice Test 11

Examiner's Commentary

The person interviewed is Pedro, a Chilean male. Pedro is a teacher.

Section 1

Pedro spoke very fluently and accurately. He has a very slight accent, but his accent often seems to be more American than Chilean. He spoke calmly, and with humour and intelligence. Pedro's vocabulary range is very strong and he rarely needs to pause to access the right word. There were very few errors, though there were occasional inconsistencies ("it's played along the year" instead of 'all through the year')

Section 2

Pedro had no problems with speaking for the longer section. He again spoke fluently and accurately with his negligible Chilean accent. His vocabulary range was extremely good, with no apparent problems.

Section 3

Pedro again gave measured and full answers. He was accurate, fluent and clear. His pronunciation was again very good, with his American accent clearly apparent. He did use some slightly different intonation, which made some words sound a little different to how a native speaker would pronounce them. There were no particular grammar or word choice problems.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	9
Lexical Resource	9
Grammatical Range and Accuracy	9
Pronunciation	8
Estimated IELTS Speaking Band	**9**

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Speaking Practice Test 12

Examiner's Commentary

The person interviewed is Kuba, a Polish male. Kuba is a professional diver.

Section 1

Kuba spoke fairly fluently and generally accurately. Kuba had a good answer for all the questions, but there were certain limitations in his vocabulary and grammar range and he often had to pause to access language and sometimes tailed off. This led to fairly short answers for some of the questions. Quite often though, Kuba did show that he knew some more unusual lexis, probably due to the time that he spent in the US, which he mentioned in section 2. Kuba's accent was quite strong, but did not really affect communication.

Section 2

Kuba spoke well and confidently in this section. He still had some limitations in vocabulary and grammar and he also made occasional errors (i.e. "I used to work as a card dealer in casino" instead of "I used to work as a card dealer in a casino"). This error was typical for him, as he made quite a few article errors, which often happens with Slavic languages. Kuba lacked a little fluency in places and at one time he had to stop, as he could not access the word "environment" (a word he remembered just after the test stopped).

Section 3

The more demanding nature of the questions in section 3 led to Kuba making shorter and sometimes less fluent answers here, although he also gave some good and long answers. The grammar and vocabulary range were reasonable, but again there was a lack of range that showed Kuba's limitations.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	6
Lexical Resource	6
Grammatical Range and Accuracy	6
Pronunciation	7
Estimated IELTS Speaking Band	**6**

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Speaking Practice Test 13

Examiner's Commentary

The person interviewed is Deniz, a Turkish female. Deniz is a graphic designer.

Section 1

Deniz spoke fluently and confidently. She used vocabulary and grammar flexibly and accurately and has the ability to use longer and complex sentences without difficulty. She speaks with an accent, but this is not intrusive. There were occasional errors ("more green" instead of "greener" or "but if it is a grocery" or "it might help you to growth" instead of "grow"), but these did not affect communication. Deniz also uses English in a colloquial way at appropriate times, which makes her sound very comfortable with using English. There were occasional pauses as she accessed vocabulary, but she interacted well with the examiner to ensure that she was understood.

Section 2

Deniz chose a good subject for her section 2. It was a famous place and allowed her to talk at length. She spoke a long time, in spite of the fact that she speaks quite quickly. Again her vocabulary, grammar and general communicative ability were very good. There were again errors ("Once in a year" instead of "once a year"), but again these did not impede communication. Deniz's accent was still apparent, but she spoke clearly and the occasional word or phrase seemed by her pronunciation that she has spent some time in a native English-speaking country.

Section 3

Deniz gave long and complex answers for section 3 and showed she had the language ability to discuss more complex ideas. It helped that she had studied architecture, but this does not necessarily mean that she would have the vocabulary range in English that she clearly has. Again, all aspects of Deniz's English were very good.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	7
Lexical Resource	7
Grammatical Range and Accuracy	7
Pronunciation	8
Estimated IELTS Speaking Band	**7**

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Speaking Practice Test 14

Examiner's Commentary

The person interviewed is Shaifali, a Singaporean female. Shaifali is a student.

Section 1

Right from the start, Shaifali showed that she had an excellent command of English; she spoke fluently, confidently and idiomatically. Shaifali gave full and intelligent answers to all questions and did not hesitate to access language or structure. Shaifali's grammar was very accurate and there were no errors. Her word choice was also automatic and highly appropriate in all speeches. Shaifali did not seem to have any interference in her accent at all from a mother tongue. Shaifali also used humour in appropriate situations.

Section 2

Shaifali showed again section 2 her strong ability in English and she had no problem speaking at length. Although an extremely strong candidate, she still took the whole minute available to prepare her talk, which is always highly advisable. Shaifali spoke fluently and again with humour and showed that she could perform a long turn without any problems at all. Again her vocabulary and grammar ranges were excellent and she did not make any errors at all.

Section 3

The greater demands of section 3 only allowed Shaifali to show her excellent standard of English. She spoke sensitively and coherently with the more difficult questions, without any errors coming into her English. Her pronunciation remained impeccable and of a native speaker standard.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	9
Lexical Resource	9
Grammatical Range and Accuracy	9
Pronunciation	9
Estimated IELTS Speaking Band	**9**

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Speaking Practice Test 15

Examiner's Commentary

The person interviewed is Teresita, a Philippine female. Teresita is a nurse.

Section 1

Teresita spoke very fluently and confidently. Her speech was very clear and her accent was hardly apparent. Her sentences were well constructed and her lexis were varied and reasonably idiomatic. There were some grammar errors with article problems being apparent. Occasionally there were some grammar and lexis problems with sentences carrying some wrong or awkward choices (eg: "that their team had that loss). Teresita's answers were fairly full and she was good at adding detail to her comments.

Section 2

Teresita underperformed in this section. She spoke only for 30 seconds and the examiner had to prompt her to address some of the questions on the card. Teresita did not use her minute's preparation and seemed over-confident. By not reading what was required of her, she did not speak for long enough and did not show her English abilities. What English she did produce showed again that she was a strong English user, though she did make some errors.

Section 3

A good performance here, though Teresita still showed that she has problems with articles. She showed her good vocabulary and grammar range. Teresita still needed to develop answers a bit more fully, as it sometimes gave the impression that she did not have the language to do so. This resulted in section 3 being a little shorter than it should have been. At the end, Teresita did not clearly listen to the question. When asked how education prepares young people for technology today, Teresita talked about how young people need to learn when to use their phones.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	7
Lexical Resource	7
Grammatical Range and Accuracy	7
Pronunciation	8
Estimated IELTS Speaking Band	**7**

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Listening Recordings' Transcripts

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IELTS-Blog.com listening practice tests. Test one. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman discussing lost property at a cinema.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Peter Good morning. Do you work here at this cinema?

Angela Yes, I do. My name's Angela. Can I help you?

Peter I was here last night watching a film and I think I dropped my wallet under my seat.

Angela Oh, I don't have the keys for the lost property drawer. I can take some information for you and I'll get Mr. Smith to call you when he comes in. He's in charge of lost property.

So, Smith is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

Peter Good morning. Do you work here at this cinema?

Angela Yes, I do. My name's Angela. Can I help you?

Peter I was here last night watching a film and I think I dropped my wallet under my seat.

Angela Oh, I don't have the keys for the lost property drawer. I can take some information for you and I'll get Mr. Smith to call you when he comes in. He's in charge of lost property.

Peter That'll be fine.

Angela What's your name?

Peter Peter Simpson. Simpson is spelled S - I - M - P - S - O - N.

Angela And can you let me know your address?

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Peter I live at thirteen Winchester Road, Alton.

Angela And the postcode?

Peter It's W twelve, seven RT.

Angela Now, I need a contact telephone number for you.

Peter I'll give you my mobile number, as that'll be more convenient. It's oh one seven four three, oh six two, four nine six.

Angela Thanks. Now, what film were you watching?

Peter It was the new Spiderman movie.

Angela What showing did you see?

Peter It was the one that began at seven-thirty p.m.

Angela Do you remember where you were sitting?

Peter Yes. I still have my ticket. Here it is. I was in seat F twenty-three. There was only one other person near me in G twenty-four, so my wallet shouldn't have been found by another customer.

Angela Thanks.

Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

Angela Now, could you give me some details about the contents of your wallet?

Peter Well, I had some cash, around twenty pounds I think. Then there were my bank cards, my debit card, and credit cards.

Angela Have you cancelled them yet?

Peter Yes, I did that this morning when I realised that my wallet was missing. I don't keep a note of the PIN numbers in my wallet, so the cards should be safe.

Angela Anything else?

Peter My company ID is in there. That's a card that I swipe when I go into work. I usually have my company photocopy card in there as well, but for some reason I left that on my desk.

Angela OK. I've made a note of that.

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Peter Next week, I'm coming back to the cinema for another film. I bought the ticket last night, so that is in the wallet too. I'm also going to the theatre, but that ticket is in the glove compartment of my car.

Angela Anything else? We've had people who lost wallets with hotel card keys, library cards, health insurance cards, passports and lots of other things.

Peter Yes, you're right. I do have my health insurance card in there. I'd forgotten. But that's it.

Angela Right then. Thanks very much, Mr. Simpson. I'm sorry I can't tell you more right now, but I'll give this information to Mr. Smith the moment he gets in and I'll make sure he calls right away.

Peter Thanks very much. Goodbye.

Angela Goodbye.

That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a woman telling some people about the organisation of a conference. First you have some time to look at questions eleven to fifteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Good morning and welcome to this first talk of the conference on the conservation of natural resources. My name is Linda. Before we start with our first official speaker, I'd like to tell you a little about the organisation of the event.

First of all, I'd like to tell you that within the conference areas, all your food and non-alcoholic drinks are free, as the costs have been included within the price of your ticket. All you need to do is to show the blue identification card that you were issued when you registered. If you wear it round your neck with the string provided, then it is easily seen and not easy to lose. If you do lose it, please come to see me at my catering desk with some identification and I'll issue you a new one. As you came into the conference area earlier through the main entrance, you will have seen a large rectangular room, which is the conference reception room. The catering desk is in this room, just to the right of the conference entrance as you come in. If you have not yet officially registered, you can do that at the registration desk across the room directly opposite my catering desk. Again, just bring a piece of identification.

We know that some of you will not have yet organised anywhere to stay. If you'd like some help with that, you can visit our accommodation desk, which is found to the left of the registration desk as you come into the conference reception room. The bathrooms are

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between these two desks. We have agreed some special rates at some nearby hotels that also have free shuttle services to and from this conference centre. You won't find a better deal.

During the conference, there will be two speeches going on at any one time. After the opening speech that follows my talk, you can choose to stay in this hall, which is Lancaster Hall, or go to the other hall, which is Kensington Hall. Lancaster Hall, which is the one we are in right now, is through the only door in the right hand wall of the conference reception room and Kensington Hall is directly opposite. Plans and schedules are available on the desk on the left of the conference reception room entrance as you come in. Please help yourself.

You now have some time to look at questions sixteen to twenty.

(20 second gap)

Now listen to the rest of the information talk and answer questions sixteen to twenty.

And now, before the opening speech, I'd like to tell you about the refreshments organised for this event.

In the mornings before the first speeches, we will have tea, coffee, juices and water along with some fruit available on tables. Please help yourselves, but please don't take food or drinks into the conference halls. Just leave used crockery on the tables provided.

Lunches will be served in the conference centre's restaurant. To get there, leave our conference area and go up to the second floor by lift, escalator or stairs. You will see the restaurant there easily. In the restaurant, the food will be served cafeteria style, so that the large number of people can be handled efficiently. There will be starters, soups and salads available as well as main courses. The main course will have two meat options, one vegetarian option and one vegan option. There will be the usual side dishes such as potatoes, pasta, rice and a range of vegetables. There will also be a choice of deserts and fruit to finish your meal. Drinks are also available in the restaurant. As I said before, everything soft will be free of charge, but you will have to pay extra for things like wine and beer. Tea and coffee will be available in the restaurant as well.

In the afternoon, we will serve tea in the conference area. However, if the weather is good, we will serve the tea on the terrace. Tea, coffee, juices and water will be available to drink and to eat there will be a selection of sandwiches, cakes and biscuits. These will be laid out for you, so just help yourselves.

If you have any queries or complaints, please come and see me. In the morning and afternoons, I will be at the catering desk and at lunchtimes, I will be stationed in the restaurant.

I'll stop now and hand you over to our first official speaker.

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

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Now turn to section three.

Section three. You will hear a student and a lecturer discussing a university course on coastal erosion. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Amanda Good morning, Dr. Peters. Can I ask you a couple of questions?

Dr. Peters Oh, good morning, Amanda. Yes, I'm free right now. Go ahead.

Amanda I wanted to ask you about the course that you're offering next year on coastal erosion.

Dr. Peters OK.

Amanda First, I wanted to know which country the course focuses on.

Dr. Peters Well, I don't restrict myself. As we're in Australia, it's natural that I spend quite a bit of the course focusing on the coastline here. Australia has a coastline of nearly thirty-six thousand kilometres and around fifty per cent of that is made up of sand. Australia provides us with so much material to work on and is currently such a topical subject that we don't need to study anywhere else. That would make the course a little limited though and so we look at various other places around the world.

Amanda What are some of the other locations?

Dr. Peters There are some cliff formations in California that are in danger from the Pacific there, so we look at that. A lot of the countries in Western Africa have erosion problems and this is quite an important part of the course.

Amanda Is it true that the West African erosion problem is because of human activities?

Dr. Peters It's simplistic to blame problems on only one cause, but human actions are certainly part of the problem. The removal of sand and gravel from the coast to use for construction and human coastal constructions, such as ports, harbours and jetties, with the associated dredging required for ships to approach, have all exacerbated the problems. Natural phenomena, such as wave actions, tide, sea currents and winds also play a role, although it's argued global warming affects these as well.

Amanda Are there any other places we study?

Dr. Peters We look at some severe erosion areas around the world, so we can study the causes, consequences and action taken in these areas. This includes some locations in the UK, Louisiana and Hawaii. There are various others as well.

Amanda Do we have many field trips?

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Dr. Peters Yes, we do, but only in Australia and to places not too far away. We can't afford to go to Africa and California unfortunately! Our main trip is a study of the Gold Coast and we visit a number of hotspots on the coast there.

Amanda What will we do on the field trips?

Dr. Peters A lot of survey work and research. Fortunately, we have the figures of previous students available, so we have great data on past erosion measurements. You'll have access to all these data and then you'll need to do your own measurements.

Amanda How long will the trips be?

Dr. Peters They'll be mostly day trips when possible to keep costs down. That will of course be locations that are fairly close to us here. There will also have to be some overnight trips. We get a lot of work done on these trips, but it's a lot of fun as well.

You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Amanda Can I ask you a little about assessment?

Dr. Peters Yes, of course. The assessment is divided between essays, a project and one exam at the end of the academic year.

Amanda What does each of those entail?

Dr. Peters You'll have six essays. These will be set on different areas of the course and they will try to make you look more deeply at different geographical locations and at the different causes and consequences of the problems and actions taken or planned. The project is for you to choose an area of study that has interested you. As we're in Australia, it's natural that most students choose an erosion issue or situation here, as information is more readily available and the locations are easier to visit. We do have students who choose overseas locations, particularly foreign students, of course.

Amanda And the exam?

Dr. Peters The exam is two hours in length and will assess the whole course. Any part of the course can come up and students will be expected to have a good working knowledge of the various aspects of the different things that they studied.

Amanda How are the assessments weighted?

Dr. Peters The exam is fifteen per cent of the final course grade and the essays are thirty-five per cent. The project makes up the other fifty per cent.

Amanda What happens if students fail?

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Dr. Peters The exam can be re-taken if the students fail, but the essays and project cannot be done again. It's not that easy a course. There is a lot of knowledge to acquire and synthesise.

Amanda Do you get many students who fail?

Dr. Peters No, not really. The key thing for us is the student selection. We try and make sure that we choose able and motivated students. We check qualifications very carefully to ensure that all students have the necessary background and skills to cope with what the course demands.

Amanda That sounds reassuring.

Dr. Peters I hope so. Of course there are occasionally some problems, but usually, the course tutors can see fairly early by the essay performances if any students are struggling and they try to intervene and help before the problem students' situations become irretrievable.

Amanda Well, thanks, Dr. Peters. That was really helpful!

Dr. Peters You're welcome, Amanda. Goodbye.

Amanda Goodbye.

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear part of a biology lecture on the emperor penguin. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Good morning and welcome to this lecture on the emperor penguin. Penguins in general are flightless birds perfectly designed for the marine environment. They are excellent swimmers with a torpedo shaped body, feet and tail that act as a rudder and flippers that act as propellers. A waterproof coat of feathers with an under-layer of woolly down plus a fat layer protects them against the cold.

Penguins eat mainly small fish and krill. In turn, penguins become food for other marine animals, namely leopard seals and killer whales. On land, their main predators are skuas and sheathbills, which are both carnivorous birds that take both eggs and chicks.

There is still debate about the classification of some penguins, and depending on which authority is followed, there are seventeen, and perhaps up to twenty, species of penguin. Four of these species live and nest on and around the Antarctic continent and the rest are found in sub-Antarctic regions.

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The largest of the penguin species, the emperor grows up to 1.15 metres tall and weighs up to forty kilograms. They are very deep divers, often diving to about two hundred and fifty metres with dives lasting on average three to six minutes. Their menu is varied and includes fish, krill and squid.

A truly hardy animal, the emperor penguin is the only warm-blooded animal that breeds during the Antarctic winter, surviving blizzards, darkness and wind chill equivalent to temperatures as low as minus sixty degrees Celsius. Every year around late March, adult emperor penguins leave the pack ice and may walk up to two hundred kilometres over its frozen surface to their breeding sites. They require stable, long-lasting fast ice on which to breed. In May or June, the females lay one egg and then make the long walk back to open water, eating again for the first time in about two months. In the meantime, the egg is kept on the feet of the father, protected under the layers of feathers and fat of its abdomen. During the next two months, the father fasts while keeping watch until its chick hatches. Miraculously, at that time, the mother returns with food. By that time of year, July - August, food can then be obtained more easily, because adjacent ocean areas have been swept free of sea ice by strong winds.

Two of the most northern emperor penguin populations are located at Pointe Géologie, Adélie Land, and Dion Island located on the northwestern Antarctic Peninsula. In this warmer part of Antarctica, both emperor penguin populations have declined over recent decades. At Pointe Géologie, the population has declined by about fifty per cent over the past fifty years. High mortality occurred during the late 1970's, the cause of which is not yet known, and the population has not recovered since. The decrease in the Dion Island colony was brought about by large-scale disappearance of sea ice in that region.

The emperor penguins' main predator is the leopard seal. The leopard seal lives in the ocean and waits until some emperor penguins enter the water and then eats the weakest one. Also some birds eat the eggs and the chicks when they are about a month old. Furthermore, emperor penguins face threats from overfishing and rising temperatures. The overfishing is killing most of the emperor penguins' food source.

Climate change has caused profound changes in the Antarctic ecosystem and impacts the emperor penguins in diverse ways, such as causing ice shelves to collapse and icebergs to calve. A recent report claims that under two degrees Celsius global warming will lead to a decrease in sea ice thickness and an increase in open water area. This will severely challenge around forty percent of the emperor penguin population in terms of finding satisfactory nesting areas. The report goes on to say that because of this, emperor penguins will lose twenty per cent of their number in the next ten years; the report also calls for emperor penguins to be put on the endangered animals list. Global warming can paradoxically cause more and less ice at different times of year. Too much ice can mean that the female has much further to travel to begin to feed following the birth and much further therefore to return to bring the food to the hatched chick and waiting father. Too little ice can mean that breeding platforms can be scarcer or break up earlier before the chicks are ready. The report hopes that emperor penguins may adapt to the changing conditions, by climbing onto land or higher, safer ice, but at this point, this is only conjecture.

A final threat is that the king penguin may also easily displace the emperor penguin because of its extended breeding season, which allows it to exist in areas with lower food availability.

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That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test one. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test two. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman discussing a celebration at an outdoor centre.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

John Good morning. Welcome to John's Outdoor Centre.

Katherine Thank you.

John What can I do for you?

Katherine I'm looking for a suitable place to celebrate my birthday. When I drove by this place a couple of days ago, I thought that this might be a good place, as it is quite far from the city. It would be a really different place to be.

So, birthday is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

John Good morning. Welcome to John's Outdoor Centre.

Katherine Thank you.

John What can I do for you?

Katherine I'm looking for a suitable place to celebrate my <u>birthday</u>. When I drove by this place a couple of days ago, I thought that this might be a good place, as it is quite far from the city. It would be a really different place to be.

John May I ask when your birthday is?

Katherine On the eighteenth of <u>May</u>.

John Alright. In the summer. That's a very nice time. We would be able to use the stone oven, make a bonfire and use the camping area if you wish to stay for the night.

Katherine That sounds great!

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John OK. May I first take your phone number and full name before we start to talk about any further details?

Katherine Of course! My full name is Katherine Truman – that's spelt K - A - T - H - E - R - I - N - E and T - R - U - M - A - N. And my telephone number is oh three four eight, two three seven, eight five five.

John Got that, thank you. So, when's the party supposed to be?

Katherine I'd like to celebrate on the twentieth of May and the party should start at 6 p.m., because I still need to work on that day and then get ready for the party, which I guess you know will take some time!

John Oh dear, working on a Saturday. I know nobody who enjoys that! Well, my calendar shows that the date is free and, up to now, there haven't been any other bookings made for that day yet. However, horse riding is not available on that day, as the horses will be resting. I hope that you didn't plan to do that?

Katherine Oh no, that's fine. I think that food and a bonfire will be fine for my guests.

John Speaking of guests. How many people have you invited or are you intending to invite?

Katherine It'll be thirty people.

John Okay.

Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

Katherine Before I book any activities for the party, I would like to have a list of the activities that are available and their prices. My budget is eight hundred dollars and I would like to stay within this boundary. This must also include the food and drinks consumed.

John Okay. Let's go through the price lists. So, as you can see, we are open from seven a.m. to eight p.m. from Monday through Friday. On the weekends, however, we are open from eight-thirty a.m. to seven p.m. These opening times don't interfere with your party, as you're planning to spend the night here, aren't you?

Katherine It depends on the price I would have to pay.

John Okay, so we offer various activities. To start with, we can offer to make a bonfire for fifteen dollars. This money is just to pay for the wood we need.

Katherine Yeah, that sounds great. I'll definitely book the bonfire. What else is there?

John There are also various tours we offer, like for instance the boat tour, which

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takes between two and three hours and costs six dollars per person. Then there is the cycling tour for eight dollars per person and the hiking tour for twenty-five dollars per person. Our special offer for the summer is baking in our newly built stone oven. This can be done in groups of up to fifteen people maximum and costs five dollars per person.

Katherine Okay, that sounds great. Let me see. I would really like to bake, so I'll take that. And I'll also take the boat tour.

John Alright. Let's get to the food and drinks. We offer a small and a large buffet. The small one serves approximately forty people and costs two hundred dollars, while the large one costs four hundred dollars and serves eighty to a hundred people. As an extra, you can also book a lamb on a spit for thirty-five dollars. I think for you, I'd plan one hundred and fifty dollars for the drinks.

Katherine Alright, then I'll take the small buffet please and the drinks of course.

John Okay, and lastly we offer three types of accommodation. We can offer camping with tents for forty dollars per tent and they hold four people each. We also have some tipis, which are big tents that hold up to twenty people, for eighty dollars per tipi. However, our greatest attraction is the tree house for a hundred dollars. It can house up to twenty people as well.

Katherine Okay. Half of my guests will drive back home, so the tree house will be perfect. Great! According to my calculations that makes seven hundred and ninety-five dollars in total, so that's just under my budget.

John Yes, I think that's right.

Katherine Okay. Thank you for that. Could we take a look at the tree house?

John Of course we can. It's right over there.

That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a woman giving some people information about a walking tour around the town of Barton. First you have some time to look at questions eleven to fourteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to fourteen.

Good morning, everyone. My name's Sharon. Thanks for coming today to my walking tour of the town of Barton. First, I'd like to give you a quick overview of where we're going to today.

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Right now, we're in front of the Barton Tourist Office. From here, we'll move down the pedestrian road towards the river. While we're on this road, we'll first pass the Town Hall on the right and then right after that, the old town prison. Opposite the prison we'll see the town museum, although we won't be visiting that this morning. When we get to the river, you'll see the river docks, where people can take boat trips up and down the River Stroud. We'll turn right here and walk down the path next to the river. While we're walking, we'll first see on the right the Museum of Modern Art and then after that, the oldest house in the town and then, just before we get to Charlton Bridge, the memorial to Sir John Barton, the founder of the town. Across the river from the Modern Art Museum, we'll see the impressive facade of the main town mosque, which was built only fifteen years ago for the Muslim population of the town.

We won't cross Charlton Bridge, but we'll go to the right again and walk up the street, stopping at Regent Square, in the centre of which is the town's war memorial fountain. There's a great ice cream parlour there and we can rest a while, look at the view and eat some ice cream. When we're done with that, we'll take the road that goes right off the square and walk back down towards the Tourist Office again. While we're walking, you'll see Barton Shopping Mall on the right. We won't stop there on our tour, but if you want to do some shopping, it's only a short walk back. There are a number of interesting things to see on the left. You'll first see the town's famous gothic church and then the library and sports centre. For your information, the town's train station is right behind the library as we pass it and the cinema is next to that.

You now have some time to look at questions fifteen to twenty.

(20 second gap)

Now listen to the rest of the information talk and answer questions fifteen to twenty.

I'll be speaking at each of the attractions to let you know all the interesting information, so I think the tour will take around two and a half hours and that's including the twenty-minute break for ice cream. This afternoon, I'll be doing a three-hour walking tour of the town museum that we will pass early on in this walk.

By the way, I do not charge anything for this walk and I live only by tips. If you feel the walk has been worthwhile, past walkers with me have tipped between five and twenty pounds. It depends on your budget and how good a job you think I've done.

Now, just before we begin, I've been asked to talk a little bit about the entertainment on offer tonight around the town.

Tonight is a weekday, so there's not much in the way of live music, which someone asked me about. Nor will you find here much in the way of football, as the town team only plays at the weekends. At the town cinema, there is a double bill film with films on novels by the famous Russian novelist, Leo Tolstoy. That starts at seven o'clock. We won't see the town theatre on our walk today, but there is a tour of it offered tonight as there are no performances tonight. You might be tired of tours today by then though!

One fun thing to do that does not involve any walking is at the pub called The Crown. They have their weekly quiz on tonight. I often go to that myself with some friends. What I will be doing tonight though is to go to a cafe in the town's main square, where I will be watching some street theatre that is scheduled this evening to start at eight o'clock. Barton is quite

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well known for this, so it would be an excellent and different thing to do. There is some tennis on in London too and I told some people that they could watch that on TV in their hotel or in pubs, but I've been told that bad weather in London has stopped all play, so that won't be an option any more.

So, those are a few things you could consider and maybe I'll see you later if you do what I'm doing. Now, let's get on with our walking tour!

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear three students and a lecturer discussing the students' agriculture projects. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Professor Evans Now, you three have come to tell me how you're getting on with your agriculture projects.

Simona That's right, Professor Evans.

Professor Evans: So, to start with, I'd like to you to tell me about the collection of your primary data. Would you like to start, Steve?

Steve Of course. I've been studying how parasites affect the growing of potatoes in this part of the world. In order to gather data, I've liaised with some farmers local to the university and they've nearly all allowed me to work in their fields and collect data. The problem is that all the farmers around here use insecticides that kill the parasites. It's been easy therefore to collect information on farms with no parasite dangers, but it was a challenge to get information on farms that had parasites.

Professor Evans How did you manage to get the parasite data then?

Steve I had to rent a field away from other farms and plant potatoes myself. I of course did not use insecticides and I've managed to collect enough data to compare with the other data on farms with insecticides.

Robert Wasn't that expensive, Steve?

Steve Not too bad actually. There was an initial outlay for the rental and the planting, but I managed to do a deal with a local farmer, who harvested and sold them. He paid me for them and, as they were bio-potatoes with no insecticides, I got a good price and I even made a small profit. My housemates and I also ate potatoes every day for a couple of weeks!

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Professor Evans How about you, Simona?

Simona Well, as you know, I'm doing a project on growth rates in different varieties of tomatoes. Now the weather here is not so good for tomatoes, but the university botanical garden assigned me an area in one of their greenhouses and so I was able to grow plenty of varieties and I had lots of success with gathering data for my project. Like Steve, my house ate lots of tomatoes through the early summer!

Professor Evans So, Robert. How did you get on?

Robert I had a lot of initial problems. I wanted to look at different soils and how acidity affected growth of certain plants. I started a bit too late and I wasn't able to get agreements with different places about being able to use the different bits of land with the acidities that I wanted.

Professor Evans How did you deal with that?

Robert In the end, I just had to ditch that idea and go for my plan B. This was about the growing techniques of apple farmers. The season starts later, so I had enough time to prepare and contact farmers. Where I live at home with my parents is an important apple-growing area, so I was able to use my holidays to gather all the information there.

You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Professor Evans So, do you have any questions about the rest of the work that you need to do on the project?

Steve We're a little confused about when we need to be finished by. We've heard different things.

Professor Evans You need to give me a hard copy by the twenty-eighth of February next year. I then have a week to read your projects and make comments on what you need to do to improve. You then have until the thirtieth of April to submit the final version to the university. Remember as well that you can't give in a hard copy this year. It has to be submitted by email to the course administrator, which is Mrs. Roberts. Her email address is in the course literature, on our website and on the department noticeboard.

Simona There is no mention in the project guide about a word limit. Is there one?

Professor Evans Yes, there is. It's in the project guide, but it's hard to find. We'll make it clearer next year. Last year, the word limit was deemed insufficient at eight thousand words, so this year it's been increased by two thousand. We hope that this will give you all the scope to do a good job. Be careful not to waffle though or we'll be cutting it down by a thousand next year for those after you. The limit also doesn't include the appendices, which is another change from last year. There's no limit on them, but please be sensible and don't give me twenty thousand words!

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Robert I've a last question, Professor. What happens if our projects are not good enough?

Professor Evans That doesn't happen very often, Robert. I'll get to read the first drafts and, unless the project is incredibly bad, I can give you the advice needed to get it up to scratch. If in the end it really does fail, then you won't be able to graduate. You'd have to redo the project or do a different one the next year in your own time.

Robert Thanks, Professor.

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear part of a psychology lecture on the Rorschach Test. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Good afternoon, everyone. Today, we continue our overview of the different psychological tests that have been used over the years in order to profile people and to explain out-of-the ordinary behaviour. The test we'll look at today is the Rorschach Test.

The Rorschach Test is a projective psychological test developed in nineteen twenty-one to measure thought disorder. It was first developed from the observation that schizophrenia patients often interpret ambiguous images in very unusual ways. In the test, a participant is shown a series of ten ink blot cards and is directed to respond to each by saying what the ink blots look like. The Rorschach Test is practically the only test that evaluates in this way.

The Rorschach ink blots are supposed to remain secret so as not to pollute the test population. The theory behind the test, created by Hermann Rorschach, is that a test taker's spontaneous or unrehearsed responses reveal deep secrets or significant information about his or her personality or innermost thoughts. These days, nearly all psychologists avoid using the method applied to the Rorschach, as it is regarded as unreliable at best and dangerously misleading at worst. A few psychologists, however, still believe in it as a valid diagnostic tool, despite the availability of more modern and sophisticated personality tests. The psychologists who do still see value in the Rorschach Test frequently argue amongst themselves as to the manner of its interpretation, the meaning of the results, and even its validity. Several different schools of thought have even sprung up for the interpretation of the results, muddying the waters even further.

For those still using the Rorschach Test, the Exner Comprehensive System is one of the more popular scoring methodologies in use today. Based on the work of John E. Exner, responses are scored using a number of categories. There is a reference to the level of vagueness of the answer or if there is a synthesis of multiple images in the blot. What makes a subject say what he or she does is also significant. For example, how the

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respondents explain how the ink blots resemble what they think it resembles is very significant. Amongst other criteria, the degree of mental organising activity that is involved in producing the response and any illogical, incongruous, or incoherent aspects of responses are also used in evaluation. Using the scores for these categories, the examiner then performs a series of mathematical calculations producing a structural summary of the test data. The results of the structural summary are claimed to show personality characteristics that have been demonstrated to be related to different kinds of responses. Both the calculations of scores and the interpretation are often done electronically.

The Rorschach Test is supposed to be administered in a very particular and rigid format in order to minimise variance in the results. Like the cards themselves, the test procedure itself is also supposed to be kept secret from the general public. In the standard test protocol, test takers are given the cards one at a time in a specific order, and the psychologist is supposed to place them directly in the takers' hands facing up and in a particular orientation. The order is not supposed to vary. The genuine Rorschach cards are numbered on the back primarily for the psychologists' use. If takers notice the numbers or remark on them, a note is supposed to be made about this. The cards themselves are large, about seven by nine inches and are made of stiffened cardboard or, in modern variations, a textured plastic that mimics the feel of cardboard. Five of the cards have purely black and white images, two of the cards are black, white, and red, and the last three cards have various colours of ink used in the blots.

The test giver will almost never give any guidance. They will instead tell the test takers that they're free to do whatever they like with the card. About fifty per cent of people who take the test flip or rotate the cards. It's reported that some psychologists will penalise people in terms of the results if they don't turn the cards around or upside-down!

During the test the psychologist or psychiatrist will record everything the taker says. In general, questioning or asking about the results are supposed to have significance to the test provider, as does asking nearly anything about the blots themselves. It used to be that the notes were taken in a special shorthand that was specifically developed for the Rorschach Test, although these days many psychologists rely more on recordings and will only make cursory hand-written notes during the test. Often the psychologist will attempt to shield his or her note-taking from the takers so as not to distract them or make them nervous, as this would create a skew in the test results.

That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test two. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS Blog.com listening practice tests. Test three. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman discussing a mobile phone contract.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Tom Hello. Welcome to R and N Mobile. My name's Tom. How can I help you?

Jennifer Hello. I'd like to discuss my new mobile contract.

Tom Would you mind giving me your customer ID?

Jennifer Just a moment, please. Here it is. TR three four nine five seven three.

So, TR three four nine five seven three is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

Tom Hello. Welcome to R and N Mobile. My name's Tom. How can I help you?

Jennifer Hello. I'd like to discuss my new mobile contract.

Tom Would you mind giving me your customer ID?

Jennifer Just a moment, please. Here it is. TR three four nine five seven three.

Tom Thank you. Now, just for confirmation, could you provide me with your date of birth?

Jennifer Sure. It's the twelfth of March, nineteen eighty-two.

Tom And what's the zip code of your current address?

Jennifer It's eight five eight two three.

Tom What's the number of your house at that location?

Jennifer Thirty.

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Tom And finally, your name, please?

Jennifer Jennifer Wright.

Tom Would you spell that, please?

Jennifer Jennifer is J - E - double N - I - F - E - R. Wright is W - R - I - G - H - T.

Tom That's interesting. We had you before as Jennifer with only one N. I'll just change that. Now, I notice here that we don't have a home number for you. That can be very useful for us in case you have a problem on your mobile and we can't phone you on it.

Jennifer My home number is oh one nine three four, nine eight one, three four two.

Tom Finally, can you just confirm for me how you pay your monthly bill?

Jennifer I do that with direct debit.

Tom OK, Miss Wright. Thank you. That has confirmed your identity.

Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

Jennifer Last Wednesday, I ordered a new contract, but I only saw yesterday that the terms have changed.

Tom Absolutely right.

Jennifer Now, I wanted to know whether I am also eligible to have an additional two gigabytes of Internet each month.

Tom Just a moment, please. (*pause*) OK. I just looked into this, and I'm sorry to say that you're not eligible.

Jennifer Could you do anything about it?

Tom As a matter of fact, you are in luck. As you did not yet activate the SIM card, we will be able to send you a new contract along with a new SIM card.

Jennifer That would be great. Are there any extra costs?

Tom No, there will be no extra costs for you. Furthermore, you will also be able to use our TFR Network, which is one of the fastest available.

Jennifer That sounds great. And how about the terms and conditions? Will I be able to terminate the contract?

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Tom Absolutely. You'll be able to terminate the contract, but you must, however, terminate thirty days in advance.

Jennifer Sounds great. And the price of forty-five dollars per month will stay the same?

Tom Exactly. May I proceed to delete your current contract and start the new one?

Jennifer Absolutely. Could I also order a new mobile telephone?

Tom Yes, you will be able to do that on our website. I will send you an email with the link to our online store. I have now also changed your contract. You'll be able to reauthorise your payment, so you'll just need to sign here, please. That's it. Can I help you in any other way?

Jennifer No, that's all. Thank you very much.

Tom You're welcome. Have a great day.

That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a man giving some people information about a holiday park. First you have some time to look at questions eleven to fifteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Good morning, everyone. I'm Mr. Jenkins. I'd like to welcome you all today to our holiday park. Now you've all just spent the first night in your rooms and I hope you had a restful night. What I'd like to do is to tell you a little bit about the holiday park and what we have on offer for you.

As you may be aware, right now we're at the central coffee bar in the holiday park's main building, which is known as the Johnson Building. This is a large building in the very centre of the park. The coffee bar here is open every day from six a.m. until eight p.m. It serves coffees, teas and other infusions, along with a variety of cold drinks and hot and cold snacks. It does not serve proper meals. For that, you'll need to go to one of our other restaurants, such as our pizzeria, French bistro or Asian street café elsewhere in the park. More of that later. Also available in this building is the main reception. If you have any questions about the park, just go there and speak to our receptionists. One exception to this is anything to do with money. If you need to pay any bills or enquire about any costs, you'll need to go the finance office, which is in a separate building two hundred metres down the drive towards the main entrance. The maintenance team are also based there, so go there if there's anything wrong in your rooms or if you see anything faulty in the park. Back to where we are now. On the second floor, you'll find the first aid centre, which has a lovely view of the lake and our cinema, which can be seen at the far end of the lake.

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There, we show old and new movies that hopefully appeal to all ages and tastes. The first aid centre has a nurse on duty twenty-four hours a day. The nurse can also get you to the doctor's surgery around half an hour away if there is anything she can't deal with. The rest of the second floor is taken up with various administration offices. On the floor above that is our Fitness Area, which you can use at any time if you're over eighteen years of age. The Fitness Area does not include our saunas, steam rooms and treatment areas, which are found next to the main swimming pool. In the Fitness Area, you can work out on your own or book a session with one of our instructors. If you're feeling lazy, just go to our Internet café, which is next to the Fitness Area. You can comfortably surf the net with a hot chocolate while watching the more motivated people work out!

You now have some time to look at questions sixteen to twenty.

(20 second gap)

Now listen to the rest of the information talk and answer questions sixteen to twenty.

We have plenty of activities for you and your family to enjoy. I'll describe some of these now.

In the south of the park is our water park complex. It's a ten-pound entrance fee for the public, but free for residents. Also, this area is open to the public in the afternoons, but in the mornings, it's reserved for the residents of the holiday park and that's you. The water park opens from nine in the morning and closes at six in the late afternoon. The resident-only time changes at midday.

We also have a mini-golf, which is open from nine a.m. to six p.m. You don't need to own any equipment. Just turn up and we'll supply everything. The mini-golf can be quite busy, so we limit the number of people on the area at any one time. Groups of maximum five people are allowed to start playing at five-minute intervals. Reservations are not permitted, so it's run on a first come, first play basis. There's no cost for the mini-golf.

For the keep-fit amongst you, we run a jogging club, which meets twice a day. The first session is at eight a.m. and covers a distance of around four kilometres. The jog goes through the forest on easy flat trails. The second session is at five p.m. and is longer, at six kilometres. This also goes through the forest on well-tended trails, but is hillier and more demanding. Both the jogs are led by two of our fitness instructors. One will lead the jog and the other will bring up the rear. The sessions start with some warming-up exercises and end with stretching.

Not far away is the historic town of Levington. With its medieval castle and the historic old town with the old fortified walls still standing, this is a popular visiting place for our guests. We have a minibus service that goes to Levington every day at one p.m. and returns at five p.m. There's an extra cost of two pounds return for this service. Tickets can be bought at the main reception area. You can also buy tickets from the bus driver, but if all the tickets are sold, you may find yourself disappointed, so book ahead if you really want to go.

Before I carry on, are there any questions so far?

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That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear a student giving his presentation and interacting with his university teacher. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Alex Good morning, Professor Norris. We're all here now.

Professor Norris Thanks, Alex. Good morning everyone. Today, we're going to hear from Alex, who is going to do his presentation. First of all, I'd like to tell you that next week's seminar on your next essay is not in this room, but in room four two five in the history department. It's the room that has all the pictures of the Great Wall of China in it. We're doing a swap with the history department for just that day, so that they can use this larger room, which will suit their purposes. Now, Alex. Are you ready?

Alex Yes, thank you, Professor Norris. I'm ready.

Professor Norris So, what do you plan to talk about today?

Alex Well, many of you will have heard of the Forest of Dean.

Professor Norris Let everyone know where it is, just in case.

Alex It's on the borders of south Wales and England, near the River Severn, which is the longest river in the UK.

Professor Norris Thank you. Now, what are you going to tell us about the Forest of Dean?

Alex I'd like to focus today on the new colonies of wild boar that have sprung up in the forest. These are wild pigs, if you didn't know. This fits in with our course subject, which explores how new non-indigenous species can affect a natural environment.

Professor Norris Surely wild boars are native to the UK though?

Alex They were, but they went extinct here around seven hundred years ago. I know it's not quite the same, but seven hundred years is a long time and the forest environment adapted to the boars' absence. It's pretty much the same as if a foreign species were introduced.

Professor Norris Yes. I think I agree with that.

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Alex So, boars were once common in the Forest of Dean and were hunted for food. In medieval times, boars from the royal forest were supplied for the King's table. There is a record of an order for a hundred boars and sows for a Christmas feast in twelve fifty-four. Boars are thought to have become extinct in Britain due to over-hunting not long after this time, although disease also was a more minor factor. The farming of wild boars in Britain became fashionable in the nineteen seventies, but the principal issue facing the industry was that it was not particularly profitable. In nineteen ninety-nine, boars escaped, or were released, from a farm near the Forest of Dean. In two thousand and four, a group of about sixty farm-raised boars were dumped near the forest.

Professor Norris Really! So many boar escaped from one farm!

Alex No. In the second case, the boar were released. A farm was going out of business and it was easier for them to just release the boar rather than go through the selling process.

Professor Norris Were they prosecuted?

Alex I'm afraid I don't know. I just focused on the boars.

Professor Norris That's OK. It's not important.

Alex Anyway, very soon it was clear that the two released populations had merged and, in spite of worries by the Forestry Commission regarding limited bloodlines, a healthy breeding population was surviving in the forest. The breeding has caused the population to grow steadily and there is now believed to be in excess of eight hundred boars in the Forest of Dean, with the population expanding out into neighbouring areas. Boar are now feral throughout the forest area and the Forest of Dean population is the largest of the breeding populations that now exist in England.

You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the presentation and answer questions twenty-six to thirty.

Alex The problem with the released and breeding wild boars in the Forest of Dean is that the population is getting too large.

Professor Norris Who is actually responsible for controlling the population?

Alex That's an interesting legal point. Once the animals escaped, the government's position is that free roaming wild boars are feral wild animals and as such do not belong to anyone, and that responsibility for managing wild boars rests with the land owner. Thus, feral wild boars have the status of a wild animal, such as wild deer, and foxes.

Professor Norris What will happen to the excess numbers then?

Alex Well, many people feel that the numbers are not a problem. Although there are stories of wild boars being dangerous, locals next to the Forest of Dean say this is not the case. When wild boars are disturbed by walkers, the tendency is for one of the larger sows to position themselves between the walkers and the young, often accompanied by much

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snorting, whilst the family group leads the young to safety. Once the family has moved off, the defending sow will usually suddenly turn and run off to rejoin the group. The defending sow may well also be provoked into a mock charge at the intruding people, particularly if that group continue to approach for a better look, or simply because they have not noticed the boars. Male boars can be more aggressive, but so far there are only stories of dogs being chased.

Professor Norris I don't expect that the government have accepted the stories of locals!

Alex Absolutely not. There are now regular culls of the wild boar population by the Forestry Commission in the Forest of Dean. Forest rangers on specific days go out and destroy carefully selected numbers of the animals. The problem is that animal rights activists object to the culls and try to disrupt them.

Professor Norris Can't the forest just be closed on cull days?

Alex No, the forest is open land. The activists know that the forest rangers conducting the cull have to stay close to big paths, so that they can bring vehicles to move the dead carcasses of the animals away. The activists just divide the forest up and watch over the big paths and make lots of noise and move bait.

Professor Norris Are the activists successful?

Alex To a certain extent, yes. It's a big forest and they can't be everywhere, but they create enough disruption that they have spoiled quite a few of the planned cull days. The forests rangers are quite annoyed about this and point out that the large numbers of wild boar can affect the lives of other inhabitants of the forest. The forest rangers haven't given up though and they now keep the cull dates secret and try and catch the activists unprepared.

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear part of an environmental science lecture on bottom trawling fishing in New Zealand. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Good morning. Today in this environmental sciences lecture, we are going to look at bottom trawling, and we will focus this time on our own waters here in New Zealand.

The area of ocean and seabed out to two hundred nautical miles from New Zealand's coastline is called the exclusive economic zone, or EEZ. This area covers approximately three point nine million square kilometres and is the fifth largest EEZ in the world. The depth of the sea within this area can extend to ten thousand metres. The marine

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landscapes within New Zealand's EEZ include spectacular underwater mountains, valleys, geysers, and muddy flats. These are home to corals, sponges, and other unique forms of marine life.

Fishing can damage the seabed and the corals, sponges and other life found there, particularly when bottom-trawl or dredge fishing gear is used. How much damage occurs depends on a number of factors, including the type of seabed habitat that is being fished and the particular equipment being used.

Conservation groups say bottom-trawling is the most destructive type of fishing undertaken in the world's oceans today. Bottom trawling involves dragging huge, heavy nets along the sea floor. Large metal plates and rubber wheels attached to these nets move along the bottom and crush nearly everything in their path. The bottom trawling net indiscriminately catches every life and object it encounters. Thus, many creatures end up mistakenly caught and thrown overboard dead or dying, including endangered fish and even vulnerable deep-sea corals, which can live for several hundred years. This collateral damage, which is known as the by-catch, can amount to ninety percent of a trawl's total catch. Conservationists claim that all evidence indicates that deep-water life forms are very slow to recover from such damage, taking decades to hundreds of years, if they recover at all. Commercial fishing companies, not surprisingly, tell a different story.

All human activity has some degree of impact on the natural environment. What is important is that these activities are closely monitored to ensure that impacts are managed and kept to an acceptable level. The New Zealand Ministry of Fisheries says it closely monitors bottom trawling as part of a comprehensive fisheries management regime. In New Zealand, one of the ways this is achieved on land is by setting aside large areas as national parks, where activities such as intensive farming are not permitted. In the marine environment, the approach is no different. In 2007, the New Zealand Government, with the support of the fishing industry, closed one point one million square kilometres of seabed to bottom trawling and dredging, which is close to a third of New Zealand's entire EEZ. The seventeen separate closed areas, known as benthic protection areas, or BPA's, mainly cover areas of New Zealand waters that have never been trawled. The seabed within these areas is largely in an untouched state and includes the full range of deep-sea underwater landscapes that occur across the EEZ. In addition to the BPA's, eighteen areas around underwater seamounts and geysers have been closed to all types of trawling, because of the unique marine life that is found there. Across New Zealand's EEZ, half of all known seamounts and all known active hydrothermal vents are closed to all trawling.

In addition to the BPA's, the New Zealand Ministry of Fisheries says most of the New Zealand EEZ is deeper than one thousand two hundred and fifty metres and there is very little bottom trawling below that depth in New Zealand. Scientists have recently calculated that in excess of ninety-one per cent of the New Zealand EEZ has never been bottom trawled. Finally, the New Zealand Ministry of Fisheries says it also regularly monitors where fishing vessels have operated, and the type and quantity of marine species, such as corals and sponges, which are caught.

New Zealand claims it is a world leader in successfully managing the effects that bottom trawling has on the seabed, closing one of the largest areas of marine space to bottom trawling in the world. Conservation groups are not happy with the New Zealand government though. They say that the ban doesn't extend to all vulnerable ecosystems, and that some of the areas covered have already been fished out or are too deep to

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bottom trawl anyway. Of course, one third protection that the New Zealand government is so proud of leaves the two thirds unprotected and even if one third of a particular environment is protected, the damage inflicted in the other two thirds does have an impact on the rest. Conservation groups say that the only real way to protect the seabeds is to ban bottom trawling altogether and that if this means that consumers have to pay more for their fish, then this is a reasonable price to pay to preserve the underwater environment surrounding New Zealand. A final less noticed effect, but extremely important none the less, is that small community economies are affected, as their fishermen's catch sizes are strongly affected by the enormous takes of industrial trawlers.

That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test three. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test four. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman as the woman changes her family's hotel reservation.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Jake The Sutherland Hotel. Jake speaking. How can I help you?

Mrs. Easton Hello, my name is Mrs. Jane Easton. I have a reservation with you for next week, but I'd like to make a change.

Jake OK. Do you have the reservation number with you?

Mrs. Easton Yes. It's EZT four eight six, nine seven eight.

So, nine seven eight is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

Jake The Sutherland Hotel. Jake speaking. How can I help you?

Mrs. Easton Hello, my name is Mrs. Jane Easton. I have a reservation with you for next week, but I'd like to make a change.

Jake OK. Do you have the reservation number with you?

Mrs. Easton Yes. It's EZT four eight six, nine seven eight.

Jake OK. I have your details here. I just need to take some details from you in order to confirm your identity. First of all, can you tell me your full name again?

Mrs. Easton It's Mrs. Jane Easton. Easton is spelled E - A - S - T - O - N.

Jake And can I have your full address, including the postcode?

Mrs. Easton It's thirty Richmond Rise, Birkdale, Auckland. The postcode is oh six two six.

Jake And can I have your date of birth, please?

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Mrs. Easton It's the fourteenth October nineteen eighty-five.

Jake Now, there's a couple of things missing from the reservation details. Can I ask you about them quickly, please?

Mrs. Easton Yes, of course.

Jake How did you find out about us?

Mrs. Easton I found you in an Internet search.

Jake What website did you use?

Mrs. Easton It was hotels.com. I always use this website when I'm looking for hotels.

Jake Yes. We get a lot of bookings from that website.

Mrs. Easton They're very good. I have never had a bad experience using them.

Jake And do you know if the website charged you a commission for getting you the booking with us?

Mrs. Easton No. It was clear from the start that they only received that from you. I paid nothing to them.

Jake Thanks very much.

Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

Jake That's lovely, Mrs. Easton. Now, what can I do for you? You said you needed to change your reservation. Let me know what needs to be done and I'll make the changes and confirm everything by email.

Mrs. Easton Thank you. At present, I have a reservation for myself and my husband, Michael. We've decided that we're going to bring our children with us now.

Jake That's no problem. Can you give me the details of them with their ages?

Mrs. Easton There are two of them, both boys. Mark is thirteen and Max is eight.

Jake Would you like separate rooms for the boys?

Mrs. Easton No, just one twin room is fine for them both.

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Jake Now, you and your husband have a sea view. Do you want that for your children's room? A sea view is more expensive, of course.

Mrs. Easton No. We don't need a sea view for them. They'll just be sleeping there.

Jake Is there anything else?

Mrs. Easton Yes, I need to change the dates. At present, we're coming on Friday the twenty-second of May. As we're bringing the children, we won't be able to get to you until the following day. We planned to stay until the following Wednesday and we won't change that.

Jake So, I just need to add the extra room for the boys and take off one day from the start of the booking.

Mrs. Easton That's right. Can you let me know the new price?

Jake Let me look. You and your husbands' price is one day cheaper. For the boys, Mark gets charged the full rate, but Max gets the child rate. Your old price was one thousand two hundred dollars and the new one is two thousand dollars exactly. That includes all the local and district taxes.

Mrs. Easton Can I get a receipt for that?

Jake I can't do that for you now, but of course you'll be issued one when at the hotel.

Mrs. Easton I think that's everything, then.

Jake OK, Mrs Peters. Let me just check everything. So, the booking is held with your VISA card with the last four numbers eight five three seven. Is that still alright?

Mrs. Easton Yes. That's fine. Do I need to add to the deposit I've paid?

Jake No, what you've paid already is fine.

Mrs. Easton Will the hotel know that I've paid it?

Jake Oh yes. Don't worry about that. It's all in the system. Now, as I said earlier, I'll send you a confirmation by email. I have your address already in the system. Now, is there anything else?

Mrs. Easton Actually, yes. I've just thought of something. Is breakfast included for everyone?

Jake Yes. You all get that included in the price. Anything else?

Mrs. Easton No. I think that's everything. Thanks very much for your help.

Jake You're welcome. Goodbye.

Mrs. Easton Goodbye.

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That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a man giving some people information about a tour of a chocolate factory. First you have some time to look at questions eleven to fifteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Good morning, everyone. My name's Marcus and I've been asked to tell you a little about tours around our chocolate factory.

The chocolate factory has always been a family business and it was constructed in 1924. We found there was a demand for guided tours a few years ago, as our brand is so well known that people want to have a look at how we operate here.

The factory does not operate twenty-four hours a day. It has done in the past, but it's not needed right now. The factory employs twenty-five people full time. This includes the operating and maintenance staff, who are responsible for making the chocolate, and the office staff, who are responsible for marketing, finance and all other aspects of our business.

I'll now tell you what you see when you come on a tour. We meet in the reception area of the administration area. Here you will be given some orientation, a visitor's badge and a sterile hair net that must be worn in the manufacturing area, so that we keep in line with our hygiene policy. There will also be a short safety talk by our health and safety officer.

The tour starts with seeing where the raw chocolate arrives. We don't refine the raw material from the cacao bean. The raw chocolate is melted down in enormous vats. Depending on which product is being manufactured, different ingredients are blended. These include milk, sugar, lecithin, which is an emulsifier, vanilla, cinnamon, fruits and nuts and chili, as well as others. Every time we change the product, the vats must be thoroughly cleaned, especially if we've been using chili.

The manufacturing machinery creates the different shapes of the product and you'll see whatever product is being manufactured at the time of your visit. Finally, the last part of the manufacturing process is the wrapping. We use a foil and paper combination in two pieces, which is done on a horizontal flow wrapping machine. Foil is necessary to stop greasy cocoa butter getting from the inside of the package to the outside and the paper of course is branded on the outside to look attractive.

You now have some time to look at questions sixteen to twenty.

(20 second gap)

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Now listen to the rest of the information talk and answer questions sixteen to twenty.

After the manufacturing process, you will return to the administration area. You will get to watch a film on the history of chocolate and then there will be a short lecture that goes through the marketing and sales strategies of our firm. Of course, we don't give away any of our secrets!

At the end of the visit, you will of course get a tasting! All of our products will be available to taste and your guide will assist you in choosing a selection. We recommend, especially with children, that you don't eat too much. As well as being too unhealthy, your bodies are not usually ready for so much rich food and it can upset your stomachs.

So, let me run through some administration for you. First of all, for individuals and small groups, we have one tour in the morning, starting at ten a.m. and one in the afternoon, starting at two p.m. For these tours, adults pay thirteen dollars, senior citizens pay nine dollars and children pay six dollars. Of course, we run larger groups and school tours as well. The usual fees apply, except for school tours. Children cost four dollars each and for every seven children there must be one member of the school staff. There's no charge for the staff. All our guides, by the way, have police screening for working with children. Larger tours can take place at any time during the day, though of course they must be booked in advance. We have free parking for cars and coaches and the whole factory is wheelchair friendly. Guide dogs are welcome, except in the manufacturing areas for obvious reasons.

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear two students discussing a course change with their tutor. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Edward Professor Holden. Do you have a minute?

Professor Holden Yes. Come in, both of you. What can I do for you?

Tina We wanted to ask you about changing courses.

Professor Holden Ah. Well, sit down for a while then. So, you two are studying history at the moment, is that right?

Edward That's right.

Professor Holden And why do you want to change?

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Tina Well, you know how in the first year, we had to study three different subjects, one of which was our main one?

Professor Holden Yes. That's our way of making sure that you get a broader education. You can also have the chance to see if a different subject might suit you better.

Tina That's what has happened to me. In my first year, I studied history, French and linguistics. Now it's the start of the second year, and I've found that it is the linguistics that I really miss. History is great, but I've found that there were too many periods to study that I'm just not interested in.

Professor Holden Have you talked to any of the History department about this? Have you found out all the syllabus for the next two years?

Tina Yes. I've spoken to the head of department and got the whole schedule. I also spoke to the course secretary and some of the lecturers.

Professor Holden Do you know that in years two and three, you don't need to study everything? You can choose the periods that you find more interesting.

Tina Yes, I know. The course secretary went through everything with me very carefully. The problem is that year three has most of the specialisation and even then I'll have too many obligatory topics.

Professor Holden What about you, Edward?

Edward Well, I studied History, English and Earth Sciences. I chose Earth sciences, as I wanted one subject that would be really different to what I was used to. I was really good at sciences at school, so I didn't find it difficult at all.

Professor Holden So, is that what you want to study now, or is it English?

Edward I love the English and the History, but I can't handle all the essays in both subjects.

Professor Holden Yes, I understand that. But, are you sure that you will handle the change of choice from a main subject in the arts to one that is so different in the sciences?

Edward I've thought about this all summer. I know it's a big switch, but I've done some extra reading over the summer and I talked it over with my family.

Professor Holden Have you spoken to any of the Earth Sciences department about it?

Edward Oh yes. I spoke to a lot of the teachers and they asked me about my education background. They seemed to be satisfied that I could cope.

Professor Holden I'm not so sure.

Edward Well, I can't ever be totally sure, but it's what I really want to do. I know it'll be hard work. Earth sciences has more lectures, but the major assessments are smaller assignments and projects. The exams are shorter, too.

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You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Professor Holden In order to change, there is a certain amount of paperwork. Both of you need first of all to fill in this form. You need to put the main subject you're studying and the subject that you want to study. You'll need some signatures on it, too.

Tina Whose do we need, Professor Holden?

Professor Holden You'll need your personal tutor's signature. For you, Tina, that's me of course, but I don't know for Edward. I'm not his tutor.

Edward It's Doctor Flynn.

Professor Holden OK. Now, you'll need as well the signatures of the head of department of the subject to which you're transferring. For you, Edward, you want to switch to Earth Sciences, don't you?

Edward That's right. Mr. Thomas is the head of Earth Sciences.

Professor Holden That's true, but he's not the head of University Science, who is the person you'll need. That's Professor Atkins. She's very busy, but if you give the form to Mr. Morton, her PA, he'll make sure the form gets signed and back to you quickly. For Tina, your new HOD will be Professor Coles.

Tina OK.

Professor Holden Finally, you'll both need the signature of the director. You'll need to get Miss Morgan's signature for that. Doctor Tennant is on long-term sick leave and Miss Morgan is his short-term fill-in.

Edward And do we need the signature from the department that we're leaving?

Professor Holden The HOD for history is Professor Evans, but he'll hear about it through normal channels. He doesn't need to take part in this process.

Edward OK. Thanks.

Professor Holden Now, do you know what to do with these forms once you have all the signatures?

Tina No. Can't we just give it to you?

Professor Holden You can come and ask me any questions, but don't leave the finished form with me. You need to take the form to the registrar's office.

Edward Can we email it?

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Professor Holden I know scanning and emailing is a lot easier, but the registrar's office will need the original.

Tina What about post then?

Professor Holden Posting is fine. However, that might delay things. These kinds of changes can only be done quite near the start of the second year. If your paper gets lost in the post or stuck over a weekend, it might not work for you.

Tina OK. How do we go there then?

Professor Holden Go down to the railway station. Go past it and on the right will be the university administrative building. It faces the post office. Go to the second floor and ask if the registrar's office is open. It is often closed. If they tell you it's open, go up a floor to where it is and deliver your form.

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear part of a geography lecture on Australia's Great Artesian Basin. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Good morning ladies and gentleman and welcome to this geography lecture.

Occupying an area of over one point seven million square kilometres beneath the arid and semi-arid parts of Queensland, New South Wales, South Australia and the Northern Territory, the Great Artesian Basin covers almost a quarter of the Australian continent, and contains enough water to cover the world over. Much remains to be known about this valuable resource that has enabled life in inland Australia to develop over thousands of years.

To explain how the Great Artesian Basin works, you need to know how it came to exist in the first place. Back in the Triassic age, Australia was joined together with the other southern continents, including Antarctica, South America, Africa and New Zealand, in a land mass called Gondwana. Right up in the north west corner of Gondwana, there was a natural dip that became the Great Artesian Basin. Over the next one hundred million years, huge events like ice ages in Europe and tectonic plate movements caused the ocean level to rise and fall. When the ocean levels rose, water became trapped in that natural dip and formed a sea. But when the ocean levels fell, the whole area became land again. When the seas drained away, they left clay deposits behind, which hardened into impermeable stone strata.

These stone strata residues became the environment that allowed the formation of the Great Artesian Basin. Below ground level, where the ancient natural dip lies today, there is

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a layer of permeable stone allowing falling rain to seep through it. Where there is no impermeable stone, the water soaks down until it reaches the saturation level, which is where the rock ends and the water reservoir of the Basin begins. The water in the reservoir is then held between two impermeable stone strata. This water is incredibly pure, as it has been filtered and cleaned as it passed from the permeable rock. The water then remains trapped under the ground, only emerging through a natural spring.

Scientists estimate that there's over sixty-five thousand million megalitres of water in the Basin right now. A megalitre is a million litres. Sixty thousand million megalitres would be enough to cover all the land on the planet in almost half a metre of water. The water fortunately does not stay underground. For thousands and thousands of years, artesian water has been bubbling up to the surface all over the Basin area. This brings life to parts of Australia that would otherwise be barren desert. These areas are home to a host of native plant and animal species that have evolved in these unusual ecosystems. Many of these can't be found anywhere else in the world. What's more, water from the Basin's springs around the recharge zones often seeps into natural creek and river systems, helping to keep them flowing when the rains don't come. Of course, not all the emerging water comes from natural escape. Farmers, town councils and others all create bore holes to make artesian wells and these have helped maintain agriculture and urbanisation that wouldn't have been otherwise possible.

The trouble is that modern usage of the Basin's water has caused the Great Artesian Basin problems. It's so bad that a lot of bores and natural springs have simply stopped flowing, and hundreds of bores that do flow are out of control. They can't be turned off, and they're wasting millions of litres of water every day. A lot of bore water flows into shallow channels dug into the dirt, which encourage noxious weeds and feral animals, and it's almost pointless, because the open channels or drains mean around ninety-five per cent of the water evaporates or seeps away before it can even be used. Meanwhile, to make matters worse, a lot of old bores were poorly made, or the casings underground are corroding, so the water is escaping to the wrong places and damaging the environment.

There are, however, things we can do. These days, there's a strategy in place to fix up the old bores so they can be used in a sustainable way, and the water can be distributed more responsibly. This process involves what we call capping and piping. Put simply, capping is just like putting a lid on the bores. Through a tap system, farmers can turn the bores on and off and only use the water when it's needed. Piping involves replacing the old open channels or drains with new piping. Although this is a lengthy and expensive process, it is regarded as one of the best ways to preserve a lot of the water that is needlessly lost. Government funding has allowed the process of piping to be carried out for a number of years now and, because of this, the water goes straight to tanks without being wasted, and it doesn't ruin the native landscape by encouraging weeds and feral animals.

This effort to make the water usage is vital. The Great Artesian Basin is key to life to about a quarter of the country, but it also impacts Australians from coast to coast. In fact, it impacts the country so much that if it was to dry up, Australia would be a very different place. Seventy towns that still rely on the Basin for their water would disappear. The beef, wool and sheep industries would lose about one billion Australian dollars a year, and the food production system would be affected very badly. Australia would have to import more food and the balance of payments would change affecting the country's economy as a whole.

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That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test four. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test five. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman discussing a train ticket.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Roger Good morning. Welcome to Southern Trains. What can I do for you today?

Sandra Good morning. Can I get train tickets here?

Roger Yes, you can.

Sandra Good. I'd like to buy a season ticket, please.

So, season is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

Roger Good morning. Welcome to Southern Trains. What can I do for you today?

Sandra Good morning. Can I get train tickets here?

Roger Yes, you can.

Sandra Good. I'd like to buy a season ticket, please.

Roger That's no problem. First of all, I'd like to take some personal information.

Sandra OK.

Roger So, what is your full name?

Sandra I'm Sandra Williams. That's S - A - N - D - R - A and then W - I - L - L - I - A - M - S.

Roger Thank you. And can I have your full address, including the postal code?

Sandra It's forty-three Andover Way. The town is Stanton and the postal code is ST six, three ED.

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Roger Thank you. Now I need your date of birth.

Sandra It's the eighth of October, nineteen ninety-four.

Roger Have you had a season ticket with us before?

Sandra No, this is the first time.

Roger That's fine. Now, your season ticket can be registered online. To set up an account, we send you an email with details of what to do. So, can I have your email address, please?

Sandra I'm not that keen on giving out my email address. I get too much spam.

Roger I can understand that. I can assure you that we don't send you any other emails at all and the address is kept confidential. We are bound to that by law.

Sandra I suppose that's OK. My address is sandra at primrose dot com. Primrose is spelled P - R - I - M - R - O - S - E.

Roger And finally, I need a contact number for you.

Sandra Is it OK if I just give you my cell number?

Roger Yes, that's fine.

Sandra It's oh five four eight two, four nine five, seven one two.

Roger Thank you. That is all the personal information done then.

Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

Roger Now I need some details about the season ticket. What journey do you need it for?

Sandra I've just got a new job in Bexington and I've quit my old job in Petersfield. I was thinking of driving to the new job, but there's always too much traffic when you pass Amberton. I thought the train would therefore be better for the commute trip from here in Stanton.

Roger I think you're right to do that. Trains don't get held up by traffic jams! Do you want just that route? For a little more, I can get you a ticket for the whole region.

Sandra I'm not sure yet. I'll see when you give me the actual prices.

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Roger Of course. Now the price also depends on the timings. Off-peak is much cheaper of course. That's for leaving after nine thirty in the morning and for not returning between the hours of four and six in the afternoon.

Sandra Saving money would be good, but I'll need a peak ticket. I'll need to keep normal work hours and also not be too late back home to look after the children when they get back from school.

Roger Another way to save would be to buy only a weekday season ticket and not travel on weekends. Would that be good for you?

Sandra Let's think. I do have some family near my new job, but I don't think I'd travel too often by train at weekends there. I'd probably drive with the family. The weekday thing would be an excellent option for me.

Roger OK. I'll make it that. Finally, would you like first class, second class or variable class?

Sandra What's the variable class?

Roger That is something for frequent travellers. Travellers get twelve individual journeys a calendar month in first class and the rest of the month in second class. That way, you can treat yourself from time to time when you're tired or get some peace and quiet when the train is busy.

Sandra I think I'll go for that. I hate it when there are too many noisy kids on a train.

Roger So, now for the prices. For a one-month ticket for your route it is one hundred and ninety-eight dollars. If you go for the whole region, it will be two hundred and fifteen dollars. If you want a ticket for more than one month, it's the same price per month, until you go for a ticket for six months or longer. Then there is a twenty per cent discount, which would make it one hundred and fifty-eight dollars and forty cents per month for your route, or one hundred and seventy-two dollars for the whole region.

Sandra I think I'll just go for my route rather than the whole region, but I'll take a six month ticket and get the discount.

Roger That's fine. It'll be one hundred and fifty-eight forty then. I've just put in all the information. Please wait for a couple of minutes for the computer to process the order. The ticket will then be printed out.

Sandra Where would I go to catch my train here every morning? Is it still platform four?

Roger It used to be that one, but it's changed now to seven. When you come in through the entrance, there are six platforms right in front of you. That's where platform four is. To get to yours, go right as you come in and you'll find it just beyond the wall on the right side of the station.

Sandra OK.

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That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a woman giving some people information about some hotel services. First you have some time to look at questions eleven to fifteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Hello, everyone. My name is Anna. I'd like to welcome you all today to the Paradise Hotel and I'll tell you now a little about the services we have on offer here.

As you've probably noticed, the Paradise Hotel is built on a hill and so its design reflects that. Our hotel is on seven levels and I'd quickly like to explain what can be found on each level. The main entrance to the hotel and the reception is on level three. You can find the concierge's desk there and also our coffee bar with its great view over the hotel's swimming pools, beach and sea. All our accommodation is on levels four, five and six. If your room is on level four, then its number will start with a four, for example four oh seven, and if your room is on level five, then its number will start with a five, for example five two three. The same goes for level six. Level seven gives access to the spa and treatment area. If you'd like to book a treatment there or just use some of facilities, call it from the phone in your room or just go down and speak to the staff there. Level seven also gives access to the swimming pools and, beyond them, the beach. Both the beach and the swimming pools have sun loungers, where you can lie and enjoy the good weather. There are also snack kiosks and bars found around the pools and beach.

Moving up from the reception level, level two is where all the hotel restaurants are. There are three to choose from. First, there is the Chef's restaurant, where you can eat breakfast, lunch and dinner from the buffets provided. If you'd prefer to eat á la carte, the Eastern restaurant does Asian specialities, such as Thai, Indian and Chinese food, and the Ocean restaurant specialises in seafood and fish. Again, places can be booked for the Eastern and Ocean restaurants from your room phone or you can book at reception on level three or just go to the restaurant itself.

Level one has our Fitness Area. This includes a fully equipped gym with weights and aerobic machinery and class rooms, where you can go for scheduled fitness classes, such as aerobics, pilates, yoga or spinning. The schedules are all posted at the Fitness Area's reception and at the main hotel reception.

You now have some time to look at questions sixteen to twenty.

(20 second gap)

Now listen to the rest of the information talk and answer questions sixteen to twenty.

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Now I'd like to let you know about some of the things that are going on this week at the hotel.

Today's Monday and tonight we have an entertainment evening by the pool. The weather forecast is good and you should enjoy our selection of dancers, singers, magician and other acts. This will start at seven and go on until ten.

Tomorrow, we have a pub style quiz, which will be held in the rooftop bar. You can access this if you go up to the gym and follow the stairs opposite where the lift opens. The quiz will start at eight in the evening and go on for around two hours. Please note that under eighteens will not be allowed in the bar.

On Wednesday, we have a karaoke night. This will start at seven and go on until nine. This will take place next to the pool and you are invited to be brave, grab the microphone and show everyone what you can do. To start the evening, the hotel manager has bravely volunteered to sing first with his favourite song. He hasn't told us what his song is yet!

We have left Thursday evening free. Some people just like to be left alone to relax and there is a travelling circus visiting the town and this is only one kilometre away. Let us know if you'd like us to book you a taxi to and back from the circus if you'd like to go.

Friday evening is our jazz night. We have a local jazz band who plays with us every week and they are a firm favourite with all our guests. This takes place in the coffee bar lounge and in order to see them, you need to book a table. We only have forty tables available with five places at each, so make sure you book ahead, so that you won't be disappointed. Booking a table costs thirty dollars and bookings should be done at the reception, not the coffee bar.

Saturday and Sunday are also left free, though there will be some live music playing both evenings by the pool, from seven until half past nine.

Now, I have posted this schedule of events on the entertainments noticeboard and it's also available on our hotel website. If you'd like to ask me any questions about anything, please do so at any time. I'm usually in my office, which is next to reception. If I'm not there, ask reception, and they'll page me.

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear four students discussing their geography project. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Tony Hi Alison. How are you?

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Alison Hi Tony. I'm good. Are the other two here yet?

Tony Not yet. Oh, here they are now. Hi Greg. Hi Sophie.

Greg Hi Tony. Hi Alison.

Sophie Hi guys! Are we late?

Tony Not at all. Well, let's get down to it right away. As you know, we're talking about our geography project today and our task is to survey an area to see whether it would be suitable for a new supermarket. Alison, you told me yesterday that you had an idea of how to start.

Alison Yes. Well, the first thing is that we'll have to choose the actual site that we wish to survey. Once that's done, we'll need to do certain preparation work.

Greg So, does anyone have any idea of a suitable site to survey? Sophie. You're good at this.

Sophie Thanks, Greg. I've got some ideas. There is a farmer's field on Castle Road, just after the road leaves town and goes over the bridge. That could be a good place. Another possible site I found was in the town centre at the old cigarette factory. Finally, there's a possible site at the airport. Here are some notes I made for everyone. How's that, Greg?

Greg Excellent. I like the one at the cigarette factory. That'll be great for people to go to without having to travel too far. I also think that the town council would provide grants to help develop that site, as it's been abandoned for a long time.

Alison That's true, Greg, but if you look at Sophie's notes, it says that the size of the site is limited. Not that many people will go on foot and, while there'll be enough room for the actual supermarket building, there'll be no room for a car park.

Tony That's a good point, Alison. The potential cost of the site will be a lot higher too, as it's in the town centre.

Greg It's just a project, though. We won't actually need to buy a site.

Tony No, but doing costs in the project will all be part of how we're assessed. We will need to look at all start-up costs, as well as income forecasts for the first ten years of operation.

Greg OK. I see that it's important.

Alison I like the idea of the site by the river. It shouldn't be too expensive and the site near the edge of the town would be good for people to get to. There's the town's ring road that goes nearby the site as well.

Tony Yes. However, the problem I see with that site is that it's too close to the river. We've had years with lots of rain recently and the river's been known to burst its banks. There would maybe have to be a great deal of protection building to be done.

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Alison I suppose that would be something that our survey would address.

Sophie In fact, that might be something extra for us to explore that we wouldn't normally have the opportunity to study. It could work in our favour.

Greg And now the airport site?

Tony It seems there's nothing particularly challenging about that site. The land wouldn't be too expensive and there's plenty of road access because of the people going to the airport.

Sophie Actually, I heard airport sites can be quite expensive.

Greg Yes. And although there is plenty of road access, the airport is not actually that close to the town. It's not that convenient.

You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Tony So, I think we all agree on the Castle Road site next to the river. So, Sophie. What's next?

Sophie We really need to decide who does what. There are a number of jobs to be done before we actually get to go to the field and survey it. If we can get everything done quickly, we can do the survey at the weekend.

Greg So, what's the first thing?

Sophie We need to get authorisation from the farmer to be on his land. If we can't do that, there's no point in starting to gather any information.

Alison I can do that. I'll nip down to the town surveyor's office and find the name and address of the owner. I'll go straight away and talk to him or her.

Sophie Thanks, Alison. Now, one of the important early things is to find out whether there are any other development plans scheduled for that specific area or in any other area that would affect what we're planning.

Greg I can try and do that, but I'm not sure what the procedure is.

Tony It's easy, Greg. You just go down to the surveyor's office again and ask for all proposed plans for that postcode. I can text you the postcode later.

Greg Thanks, Tony. That's my job organised then.

Sophie Now, when we start to survey the field, we'll need certain equipment. You asked about equipment, didn't you, Alison?

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Alison I spoke to Professor Johnson yesterday and we can borrow all the necessary equipment from the department. I'll check that all the equipment is free at the weekend.

Greg Good. Anything else?

Alison Yes, Professor Johnson also told me that we have to pay a two hundred pound deposit for the equipment.

Greg I don't have that kind of money.

Tony I can pay the deposit as long as I get it back. My parents have just put some money in the bank from a job I did for the summer. I can get it from the bank when we need it.

Alison It should only be for two days, Tony. We can get everything done in that time.

Tony OK. I'll pay the deposit and pick up the equipment from the department.

Alison Don't get it just yet. We have to get the authorisation to be on the land first.

Tony OK.

Sophie So, if we can get all these jobs done over the next three days, we can meet again on Thursday. If all is OK, we could get the equipment on Friday and survey the field at the weekend.

Alison Good.

Greg Well, thanks everyone. I'd better be off. Bye.

Sophie Bye.

Alison Bye.

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear part of a lecture on tea. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Today's lecture is about a product that has become a social custom in many countries: tea.

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Tea is first recorded as being drunk in China, with the first records of it dating from around two hundred years BC. In fact, tea drinking certainly became established in China many centuries before it had even been heard of in the west. In the latter half of the sixteenth century, there are the first mentions of tea as a drink among Europeans. These are mostly from Portuguese, who were living in the East as traders and missionaries. Although some of these individuals may have brought back samples of tea to their native country, it was not the Portuguese who were the first to ship back tea as a commercial import. This was done by the Dutch, who in the last years of the sixteenth century began to encroach on Portuguese trading routes in the East.

In the seventeenth century, the British took to tea with an enthusiasm that continues to the present day. It became a popular drink in coffee houses, which were as much locations for the transaction of business, as they were for relaxation or pleasure. Coffee houses were thought to be the preserve of middle- and upper-class men, as women drank tea in their own homes, and then tea was still too expensive to be widespread among the working classes. In part, its high price was due to a punitive system of tax. The first tax on tea in the leaf, introduced in Britain in 1689, was so high at twenty-five pence per pound that it almost stopped sales. It was gradually reduced until as recently as 1964, when tea tax was finally abolished. British politicians were forever tinkering with the exact rate and method.

During the eighteenth century, there was an equally furious argument about whether tea drinking was good or bad for the health. Wealthy philanthropists in particular worried that excessive tea drinking among the working classes would lead to weakness and melancholy. Typically, they were not concerned with the continuing popularity of tea among the wealthy classes, for whom strength for labour was of rather less importance! The debate rumbled on into the nineteenth century, but was really put to an end in the middle of that century, when a new generation of wealthy philanthropists realised the value of tea drinking to the temperance movement. In their enthusiasm to have the working classes go teetotal, tea was regularly offered at temperance meetings as a substitute for alcohol.

Today, tea is a staggeringly popular drink all over the world. Although many people perceive the UK to be the biggest tea consumer, they only make up six per cent of world tea consumption, which is the same as Russia. Japan, another traditional tea consumer, makes up five per cent. Chinese consumption outstrips these countries with sixteen per cent, but India is the largest consumer with twenty-three per cent. The rest of the tea consumption across the world is shared around the rest of the world.

Producing tea is a careful process. For optimum taste, the best quality teas are grown at tea gardens at an altitude of five thousand to seven thousand feet above sea level. It begins with plucking, the removal of the right parts from the tea plant, *Camellia sinensis*. Pluckers are specially trained to only select two leaves and a bud. Plucking is maintained at about seven day intervals. The plucked leaves are collected in baskets, taking care that the leaves are not crushed by overloading. The leaves and buds then need to be withered. During the withering process, the leaf is induced to lose moisture to prepare it for further processing. Normally this is carried out by spreading tea leaves thinly on troughs through which warm air is circulated by fans. The average length of the withering time depends greatly on the quality of the leaf peculiar to the region where it has been grown.

When satisfactory withering has taken place, the leaf is ready for rolling. This process uses grooved rollers that twist the leaves, break them up and take out the juices. Leaves pass though three to four such rollers, getting reduced in size and their cells broken up to

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enable fermentation. Normally the tea ferments or oxidises from sixty to a hundred minutes, depending upon the leaf quality. The character of the tea develops significantly during the fermentation process. The next part of the process is drying. The objective of drying is to arrest fermentation and remove any dampness from the tea. After completion of the drying process, the tea becomes fully black in colour.

The teas are then sorted, graded and packed. The tea is sold at auctions to traders who then employ tasters to decide how the teas should be blended to create the specific brands or retail requirements.

That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test five. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test six. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman about a home insurance claim.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Milly Good morning.

Graham Good morning. How can I help you?

Milly I don't know if you remember me. I bought my car and home insurance here eight months ago.

So, eight months is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

Milly Good morning.

Graham Good morning. How can I help you?

Milly I don't know if you remember me. I bought my car and home insurance here eight months ago.

Graham Ah, yes. I remember your face, but not your name, I'm afraid.

Milly Oh, that's OK.

Graham So, what can I do for you?

Milly I'm afraid we had a break-in at our house. I wasn't very sure how to start the process for the claim, so I thought I'd come back to you. I hope that's alright.

Graham Of course. I'm so sorry you've had burglars. I'd be very happy to help. So, here's a claim form. You used Clover Insurance, didn't you?

Milly That's right.

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Graham I'll need to take some details first. First of all, I need the names on your home insurance policy.

Milly It was my husband and I. My husband's name is Colin Hudson. That's Colin with one L, so it's C - O - L - I - N. Hudson is H - U - D - S - O - N. My first name is Milly, which is M - I - L - L - Y.

Graham And what's your home address?

Milly Fifteen Battersea Avenue, Endford. The postcode is EN six, nine GD.

Graham Thank you. I'll just make a note of that. Do you have the home insurance policy document from Clover with you?

Woman No. I'm afraid I left it at home. I meant to bring it, but with all that's been happening, it slipped my mind.

Graham That's OK. Err, do you perhaps remember the policy number?

Milly Actually yes. I've got it written down here in my diary that I carry. Err, it's JU seven three one.

Graham Good. Let's see what the next thing is. Ah yes. There's a question about the type of policy you have with Clover. Do you know what kind of policy you signed up for? With Clover, it's usually basic, enhanced or premium.

Milly It was the premium policy. Even the enhanced policy didn't give us the level of protection we required.

Graham That's good for you now. The policy will cover everything that's missing.

Milly I hope so!

Graham Now, I suppose the police have visited you.

Milly That's right.

Graham Have they given you a case number?

Milly Err, yes. They said that we'd need it for this process, so I wrote it down in my diary as well. It's quite long and all numbers. It's three one five, one six six, four six two.

Graham OK, I've got all that.

Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

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Graham Right, Mrs. Hudson. I need to take down some details of the burglary. Normally you'd do this on the form or you could do it online, but as I'm here, we can do it together.

Milly Thanks very much.

Man No problem at all. Now, of course the insurance company wants to know what things you want to claim for. This of course can be the things that were stolen, but, as you've got the top level insurance, any damage, such as windows broken or doors forced can be claimed for as well. You can also claim for any of the house keys and locks to be replaced, as thieves sometimes return to a house once they know they can break in more easily.

Milly There was one window broken at the back, but the doors were all untouched. I don't think we need to worry about locks, as all the keys in the house were accounted for.

Graham What burglars sometimes do is just take an impression for a key, so that people don't think to replace the locks.

Milly Oh really! We'd better do that then. There were keys lying around.

Graham Now, what else?

Milly Some valuable things went missing.

Graham Yes. That's usual.

Milly My jewelry has all gone. I've made a list here for you.

Graham Thanks.

Milly Fortunately, my husband and I were both wearing our watches and my husband had his silver tie pin on the tie he was wearing. His silver picture frame with his family picture has gone, though. We also had quite a lot of cash in the house; around five hundred pounds, but we had it cleverly hidden, so they didn't find it.

Graham Well done!

Milly The only other thing gone is a painting. It was hanging on the wall above an antique table, which they didn't take. It was quite valuable, so the thieves must have been quite knowledgeable to recognise that. The table was more valuable and also had a valuable porcelain vase on it. The thieves didn't spot that either.

Graham Is that all then?

Milly Yes.

Graham The final thing is to value everything.

Milly I'm afraid that although I did that at home, I forgot that too. I can remember some things, though.

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Graham It doesn't matter. You can email me it all later.

That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a man giving some people information about things to do in a seaside town. First you have some time to look at questions eleven to fifteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Hello everyone. It's a lovely morning today and we're apparently going to get lots of sun later. Now, here at the Seaview Hotel, we are very close to the beach and, given the weather, I thought I'd just let you know what you can do there.

If you leave the hotel from the back, take a left and follow the path down to the beach. You'll pass a mini-golf on the way on the right. It's not that expensive and if you've had enough of the beach, it's a really fun way to spend an hour.

When you get to the beach, you'll see the pier straight in front of you. It stretches out into the sea and is a nice walk out. It only costs a few dollars to walk on the pier, unless you want to go fishing, and then it costs a bit more.

On the left of the pier when you face the sea, there is of course the beach. You can lie down here and sunbathe. Swimming is very safe, but do check the large flags that the lifeguards put out. The lifeguards have their shed on the beach here just next to the pier. A green flag means that swimming is safe and this is usually what you'll see. Every now and then though, you'll see an orange flag. Then you shouldn't swim, usually because of a strong current. You'll see the flags at the back of the beach, just behind the lifeguard's shed and the paved path, which I'll tell you about now.

So, at the back of the beach, there is a large paved path. You can walk up and down this path at any time, as cars are not allowed here. Cyclists are allowed, but not between the hours of nine a.m. and six p.m.

A bit further down the beach on the left as you walk down the path, you can rent a chair to sit on if you don't like lying on a towel, mat or on the sand.

Now on the right of the pier as you face the sea is more beach, where you can lie down and relax. At the back of the beach and over the path just to the right of the pier, is a nice restaurant. It serves all sorts of things, from fish and chips to sandwiches and ice cream. They have a terrace on the roof where you can eat if the weather's nice or you can go inside if you've had enough sun or if the weather's bad.

Further down the beach on the right, you can rent a kayak. This is great fun and you can take one out for two hours and get away from the crowds. It's essential if you rent a kayak

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that you know how to swim and they will ask you that if you want to rent one. Also, they won't rent a kayak to anyone under the age of sixteen.

You now have some time to look at questions sixteen to twenty.

(20 second gap)

Now listen to the rest of the information talk and answer questions sixteen to twenty.

After you've had your nice day at the beach, you will have the evening to enjoy. If you fancy watching some live entertainment, there are two places you can go. Firstly, there is the Playhouse Theatre, which this evening is presenting *Murder in the Library*. This is a crime play that is sure to be a lot of fun. This begins at seven thirty and ends at ten. Secondly, if you'd prefer some music, there is the Summer Showhouse that tonight has a battle of the bands for young people. This starts a little earlier at seven and goes on until ten thirty. You'll be sure of getting a variety of different music from the young talent from the area. To find both of these places, go left out of the front of the hotel and walk down the road. You'll come to the Playhouse first. Then there's a garage and the Summer Showhouse is just after that.

If you still fancy some more time on or near the beach, there is a firework display being held at ten o'clock at the end of the pier. You won't be allowed onto the pier at this time, so I think the best place to see it is on the beach with some friends! This can be very popular, so make sure you arrive in good time to get a good view. If there's no room, you can watch from the path or the areas behind the path.

Some people have asked me about food and there are plenty of restaurants and cafés all around the area near the hotel. A bonus for you is that there is a culinary festival this weekend. This takes place from around six in the town centre. There will be kiosks all around the square serving food and drinks from a variety of different cultures. Some of these will be fairly familiar, such as Chinese, Indian, French, Italian and Thai, but others will be less common. Examples will be Scandinavian, West African, Polynesian and Siberian, amongst others. This will all go on until around twelve.

Now, if it's raining, and there is a storm forecast, everything will still be going on, but don't forget an umbrella. However, if the rain puts you off, there's a cinema about five minutes walk away from the hotel. Just turn right when you leave the hotel. Another option is the Comedy Club, though this starts a little later and is a bit further away, needing a taxi rather than a walk or a bus to get there. Doors open at nine and it goes on until midnight. It costs ten dollars to go in.

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear a student being interviewed at a university. First you have some time to look at questions twenty-one to twenty-five.

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(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Dr. Langer So, thanks for coming in for this interview at our university, Richard.

Richard Thanks for asking me, Doctor Langer.

Dr. Langer So, I can see from your application form that you took a year off.

Richard Yes, that's right.

Dr. Langer Can you tell me about it?

Richard As you know, I did French and German at school, but I wanted to learn a language that was not from Europe before I started doing modern languages at university.

Dr. Langer Where did you go?

Richard I decided to go to Cairo to learn Arabic.

Dr. Langer Did you have any basic Arabic before you went?

Richard I studied it myself a little bit, but it wasn't much to prepare for being in Cairo.

Dr. Langer Did you do a course?

Richard Not straight away. I couldn't afford it. After getting somewhere to live, I got a job in a sports club. I'm a good tennis player and I gave lessons at a local tennis club in the mornings and afternoons.

Dr. Langer Did you need a work permit?

Richard Theoretically yes, but the tennis club wasn't worried about that. Later, when I saved some money, I took an Arabic course. My parents helped out with the costs of that as well.

Dr. Langer Did you find Arabic difficult?

Richard It depends. Initially it was hard, as it was so different, but I soon found out that the grammar was very straightforward. I found the pronunciation really difficult and the reading also was really hard. I had to master the alphabet, before I could start to make sense of it.

Dr. Langer When did you start to become operational in Arabic?

Richard In speaking, I could start having conversations after a couple of months. I had lots of opportunity at the tennis club to practice, but it was in the evenings when I would go to cafés and talk with people there that my spoken Arabic really took off. The locals were very friendly and delighted that I was trying to learn their language. Most people would chat to me.

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Dr. Langer And the reading and writing?

Richard That took a lot longer and I'm still not great at it now. The good thing about the writing though is that all Arabic is the same when written, whereas the speaking versions can vary in dialects in all Arabic-speaking countries.

Dr. Langer How did you like the food?

Richard Cairo is a very cosmopolitan city and you can get all sorts of food there. The basic fare is rice, breads, grilled meats and salads. They also have lots of great dips to eat with vegetables and bread. I loved it. You had to learn where to go though, as the quality could be variable!

You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the interview and answer questions twenty-six to thirty.

Dr. Langer I'm glad you seemed to enjoy your year in Cairo. So which two languages would you like to specialise in here?

Dr. Langer That's a difficult question, as I'd like to continue with my French and German, but I don't want to abandon my Arabic. It would also be fun and useful to do another language from scratch. I'd be really keen to learn Chinese.

Dr. Langer We don't offer that here I'm afraid, though we do the others.

Richard I think I'll go for the Arabic and my best European language. My German is a bit rusty, but I also practised my French in Egypt. I'll go for the French, I think.

Dr. Langer That would be a good mixture.

Richard Can I ask a couple of questions?

Dr. Langer Of course.

Richard I'd like first to know how the course is taught. I guess the usual university lecture style isn't suited to languages.

Dr. Langer No, although when you study literature in your chosen languages, there are lectures. The first year of the course focuses on your getting a good knowledge of the grammar and vocabulary of your languages. This is done in kind of school-type lessons. Through the year, the key areas of grammar are covered. For developing your vocabulary, students will be assigned various readings on particular topics. These then will be discussed in smaller seminars.

Richard How many people are in a seminar?

Dr. Langer Usually six to ten. These sessions are led by a native speaker of your languages and the focus will be on developing fluency in speech and vocabulary.

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Richard That sounds good.

Dr. Langer The second year continues with lessons to cover grammar, though usually more obscure or difficult points. The speaking seminars are replaced by seminars on literature and cultural topics. These seminars will be led by the same teachers as in the first year. There'll be lectures on literature as well.

Richard And the third year?

Dr. Langer You spend that in countries that speak the languages you are studying. You spend five months in each country.

Richard What will I do in these countries?

Dr. Langer You can either study or work. You have to study in a university that runs an approved programme or do a job that we agree to.

Richard Can I get any help with these?

Dr. Langer Yes. You can organise things yourself, but you have to make sure that the course you choose to study at the foreign university has to be an approved programme. If you can't find anything, we have a list of suitable universities in various countries and these universities are used to students coming from us. Jobs are probably harder to organise. You of course may have some friends overseas now who might be able to help. A lot of students have family who have business relationships in other countries and that can be a good way to find a suitable temporary job. If you want a job and can't find one, we have some contacts that we can use to place you.

Richard And year four is back at the university, I suppose.

Dr. Langer That's right. The grammar classes will be over then, but you'll have seminars discussing language points that you or your teachers bring up. Then there'll be more lectures on literature in the languages that you'll be studying.

Richard I expect year four will have the final exams. Is that right?

Dr. Langer Oh yes. You will have a series of exams. There will be an oral exam, which will be conducted by a native speaker teacher. That will be in early May. Then, at the start of June, the written exams will come. There will be two translation exams, a listening exam and two exams on literature. The literature exams will depend on which topics you choose. Your final course grade will be based on these exams combined with various assignments set over the course and a third year dissertation.

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear part of an anthropology lecture on the match. First you have some time to look at questions thirty-one to forty.

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(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Good morning everyone and welcome to this lecture on anthropology. Today, we look at the phenomenon of fire and how the match was developed in our society. Fire was a basic need for modern humankind and a catalyst for the expansion of our ancestors beyond the borders of Africa. It gave us the power to survive in harsh environments, process food, and change the shape of the environment we live in.

As time passed, the ability to create fire became commonplace all around the world. However, that process was still slow, as fire is unreliable and dependent upon many conditions, such as rain and wind. Fire was also hard to move. Because of these problems, many scientists of the early human civilizations tried to find some way to make fire easy to create, portable and reliable. Because they lacked the knowledge of chemistry and physics, their early efforts were unsuccessful. The only relatively successful example of the early control over fire came from fifth century AD China, where sulfur coated wooden sticks were used as a catalyst to create fire. By the tenth century, manufacture of these fire inch-sticks could be found in all parts of China.

A thousand years passed, and scientists still did not come close to finding the way to create a self-igniting source of fire that could be used reliably by the general population. The basis of the modern match and lighter technology was founded in the second half of the seventeenth century by the alchemist Hennig Brandt, who dreamed of creating gold from other metals his entire life. During his career, he managed to extract pure phosphorus and test its flammable properties. His notes proved to be an important stepping stone for future generations of inventors.

The first match was created in eighteen oh five by Jean Chancel in Paris. This crude match looked nothing like the modern striking matches we use today. Instead of using phosphorus, Chancel coated wooden sticks with potassium chlorate, sulfur, sugar, rubber, and then dipped these sticks into a small asbestos bottle filled with sulfuric acid. Unfortunately, nasty fumes were released when the connection between the acid and the mixture on the stick was made to create fire. This could and did make many users of Chancel's match sick. The method was also a bit complicated, needing always a bottle of sulfuric acid at hand, and so did not achieve widespread popularity.

The next innovation in matches was introduced to the public in eighteen twenty-six by John Walker, an English chemist. He devised a way of igniting the match through using friction. The matches were made by combining a paste of sulfur with gum, potassium chlorate, sugar and ignited by drawing the match between a fold of sandpaper. Between eighteen twenty-seven and eighteen twenty-nine, Walker managed to develop his invention's use, but soon his invention lost popularity due to its danger. A flaming ball of material often separated from the rest of the match, falling to the floor and destroying carpets and dresses. Because of this, Walker's matches were quickly banned in France and Germany.

The next step was in the eighteen thirties, with the invention of the white phosphorus match by Frenchman Charles Sauria. This match worked well, but it had the disadvantage of self-lighting when no-one was around with the obvious results. By eighteen fifty, many countries banned production and sale of these dangerous objects.

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Replacements for white phosphorus matches were safety matches that were developed by the Swede Johan Lundström in the late eighteen forties, although a different Swede had actually first patented this process. By utilising red phosphorus only on the striking surface and not on the match itself, the matches were made perfectly safe for the environment and health. By eighteen fifty-eight, Lundström had industrial manufacturing capabilities to create twelve million match boxes per year, and from that point on, their popularity rose until this match became the iconic object that is used today all around the world.

The problem of dangerous gas release was also solved by Lundström's safety match. The red phosphorus used does not release the same gases as white phosphorus. When the match is struck, the flame proceeds down the wooden stick, leaving only harmless charcoal behind, which is easily digestible by the environment when thrown away. When the flame is burning on the safety match, there are three phases of gas that are released. First and closest to the match is a hot pyrolysis gas. This is not dangerous to people, though of course it would burn the skin of anyone who came into contact with it. As the hot pyrolysis gas cools, it becomes a luminous yellow gas, which again would only be harmful because it is still relatively hot. Finally, as the luminous gas cools, the combustion products of the gases are released, which is seen as the orange flame that everyone recognises. These products dissipate into the air.

That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test six. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test seven. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman discussing a holiday the man recently came back from.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Vivienne Hey Pete! Are you back from your holiday then?

Pete Yes. I got back last night.

Vivienne Where did you go? Wasn't it the US?

Pete No. I went to Canada.

So, Canada is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

Vivienne Hey Pete! Are you back from your holiday then?

Pete Yes. I got back last night.

Vivienne Where did you go? Wasn't it the US?

Pete No. I went to Canada.

Vivienne So, tell me about it.

Pete It started badly, as I missed my flight.

Vivienne Oh no! What happened?

Pete I got stuck in a traffic jam in my taxi. Lots of cars were going to a different airport and the whole road was full of traffic.

Vivienne Oh no. That must have been terrible. Were you really stressed?

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Pete I was at first. When I realised that there was no way to get to the flight though, I felt better, as there was nothing else to do but wait until I spoke to someone at the airport.

Vivienne Did you have to pay for another flight?

Pete Fortunately not. I could have gone the same day on a later flight, but I would have had to pay for that. I got one the next day without having to pay.

Vivienne Well, at least that was something. You missed a whole day of holiday though.

Pete Yes. It was a bit annoying, but I had only myself to blame. I know the roads can be bad. I should have stayed nearby to the airport the night before.

Vivienne Did the airline put you up in a hotel?

Pete It wasn't their fault that I missed the flight, so no. They did give me a food voucher though, as I had to hang around for a long time. In the end, I stayed with my old friend Mike. He doesn't live too far from the airport. I had to get a taxi there though and back again the next morning and that wasn't cheap.

Vivienne How was the flight itself?

Pete I was flying to Toronto and it took around seven and a half hours. Unfortunately, I had left my book in my main check-in baggage, so the time passed slowly.

Vivienne Why didn't you watch a movie?

Pete That makes me sick on a plane. It's hard for me to drop off to sleep as well, as my neck gets stiff. It was good that I had two interesting people who sat next to me, so we had a conversation about Canada off and on for the whole flight. I learned quite a few things that I didn't know.

Vivienne I hope all the disasters were over by the time you reached Canada!

Pete Almost. It was quick to get through immigration, but then I found after a very long wait that there had been a mix up back in England with my missed flight. My bags never made it on the plane and no-one knew where they were. I had to spend twenty-four hours in Toronto with only the clothes I'd travelled in.

Vivienne You're lucky it wasn't winter!

Pete Absolutely. I'd have frozen to death without winter clothing! Anyway, that was the last disaster! The rest of the holiday was great!

Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

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Vivienne How was Toronto?

Pete It was great! There was so much to see and do there. I needed more time really, as I was only there for three days. I needed a week.

Vivienne What sort of things did you do then?

Pete I wanted to orientate myself to begin with, so I decided to go to the CN Tower and look around. Unfortunately, the lifts were closed for a week because of maintenance, so I had to give that a miss.

Vivienne That was a shame.

Pete Yes. Instead, the first morning, I visited Fort York in the western downtown area. You know I have an interest in military history. There was an exhibition on there about nineteenth century military uniforms. It was great.

Vivienne I can imagine that you would've liked that. Did you manage to visit the Royal Ontario Museum? I told you about that before you left.

Pete I checked out their website and it just wasn't something that I felt would interest me. I appreciate you telling me about it, though. While I was researching it, I found out about the Air and Space Museum and I saw that on the second morning.

Vivienne How about the Art Gallery of Toronto?

Pete Again, I didn't think that would be of interest to me, but you know, I decided I should be a bit more open, so I gave it a go. It wasn't the most exciting experience in the world for me, but in the end I was glad I tried it out.

Vivienne Did you get to see any sporting action when you were there? I know you're a big sports fan.

Pete I wanted to go to a hockey game and I went to the stadium, but it was out of season. The Hockey Hall of Fame made up for it though. I spent nearly five hours there looking around.

Vivienne It's a shame about the game, though.

Pete Yes, but I did get to see the Bluejays play at the Rogers Centre.

Vivienne Is that football?

Pete No. They have football matches at the Rogers Centre, but this was baseball.

Vivienne Did you understand the rules?

Pete I think so. It was a bit complicated, but I found it easier than football. There was also a guy sitting next to me who explained. He was a real basketball fan, but he knew his baseball too.

Vivienne It sounds like you were pretty busy.

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Pete Yes, and that was just the first two days.

That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a man giving some people information about a farm visit. First you have some time to look at questions eleven to fifteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Hello, everyone. Today you've come to the Open Day at Sunnyside Farm. To start with, I'd like to tell you a little about our history and what we do here.

The Wilson family have been farming here at Sunnyside since the start of the last century. To start with, it was mainly an arable farm, which means that there were no animals. To start with, Sunnyside specialised in growing vegetables. The produce would then be sold in local markets around the area. At that time, the farm became a major source of work for the local population, especially in summer time and the harvest period.

After the First World War, the farm turned towards meat production. The farm had a herd of cows for producing beef and also several hundred sheep to produce lamb every spring. Rather uncommon for a British farm, the meat produced was sold for export. This carried on for around fifty years, with the interruption of course of the Second World War. At the time of the war, the farm actually closed down for while, as most labourers and the farmer himself were away in the army. The farm started up again when peace returned. In the early seventies, the farmer at that time saw that he would earn better margins producing milk. He bought a herd of dairy cattle and sold the other animals. This was a major change and quite a big commercial risk, as the farmer also had to equip his dairy to get the milk from the cows and this was quite expensive. However, the gamble paid off and Sunnyside became a successful producer of milk for the whole area.

Around ten years ago, milk became less and less profitable. This was because some big companies created increased competition after they bought up some of the surrounding farms and started producing cheap milk. The farmers at Sunnyside at that time are the same ones as today, Mr. and Mrs. Wilson. They had been interested in farm tourism for some time, as they had seen it work quite well up in Scotland, where they had gone on a holiday. They saw how popular this was and, after some research, they saw that no-one else in the area was doing anything like this. After a year of planning, they took the plunge and bought a wide variety of different farm animals that people could come and see and interact with. Naturally, this project is predominantly targeted at children, though you'd be surprised how many adults come by themselves for the experience.

You now have some time to look at questions sixteen to twenty.

(20 second gap)

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Now listen to the rest of the information talk and answer questions sixteen to twenty.

So, let me now tell you about some of the things that we do here. We have a number of different animals for people to interact with and other things to do as well. To start with, people can visit the Old Dairy, which is where the cows used to be milked. Here, there is a small museum on dairy farming. A short film is played here every half an hour. If you actually want to try milking some cows yourself, go to the West Stable. This takes place twice a day, at nine thirty a.m. and four-thirty p.m.

Another area of farming that we cover is the lamb industry. In the East Barn, you can see the sheep close up and in season you can see and feed the lambs. There is also an exhibition on the history of the sheepdog, which of course has always been a vital companion of the sheep farmer. Every afternoon at two p.m., you can see an exhibition of sheepdog skills in the South Field. This goes on for around twenty-five minutes.

In the North Field, we have a favourite for all ages. There you can find our donkeys and horses. These can be fed or ridden on. It's important to have adults with children if they want to try the riding out. If the children are very young or nervous, it's best to try a donkey. All our donkeys are very placid and good-natured. In three months, the horses and donkeys will move to the West Field, as we are planning a camp site in the North Field. People will be then able to stay overnight at the farm in tents or caravans.

I've mentioned quite a few locations so far. Don't worry! Just outside this building is a map of all the activities and where to find them. Any questions so far?

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear a man and a woman discussing some work training. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Grace Hello, Dominic. Can I have a word?

Dominic Oh, hello, Grace. Of course you can.

Grace You know you applied for that extra training on the new computer software that we're using.

Dominic Yes.

Grace Well, I managed to push it through.

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Dominic That's great. I thought it would be rejected, because it was too expensive.

Grace There were certainly objections raised to that, but the main problem was that they didn't want you away on the days of the training. You'll be away in San Francisco while we're having the big sales meeting.

Dominic So what happened?

Grace I said I'd be able to fill in for you if you told me the key things needed for the customers.

Dominic Thanks so much, Grace.

Grace When can we meet so that you can fill me in then?

Dominic How about just before the normal start of work on Monday? We can arrive an hour early and I'll have everything ready?

Grace I drive my daughter to school on Mondays, so it's hard for me to get here that early. How about at the end of the working day on Friday?

Dominic I'm leaving here at lunchtime that day, as I have a meeting in town about the new parts we're ordering. The only time I'm really free is Thursday morning.

Grace I'm in a meeting that time. Hmm. Look. I'll ask my friend Angie to take my daughter into school on Monday. That way we can meet as you first suggested.

Dominic Good. Thanks, Grace. You'll need to have your computer with you, so that I can upload some stuff.

Grace Will there be a lot to do?

Dominic Not really. I can explain all the rationale behind the design decisions to you and if you make some brief notes, that'll be enough. I'll also explain the model that we've made to show the customers. It'll be quite straightforward, as it's similar to the last one we did for the previous contract. The model is in my office. Finally, I'll also upload the sales forecasts to you, as you'll need that to prove that our ideas are right.

Grace Good. That's all clear. Now do you have any questions about the training? I've just read up about it for you.

Dominic Oh good. Well, first of all, I'll need to stay overnight in San Francisco. How shall I pay for everything? I paid in advance myself last time and then got the money back from the company.

Grace That's always a bit of a pain, though. You have to collect and keep all the receipts safe. I know the company card is not being used, so I'll make sure you get that.

Dominic That's good. I don't like having to pay these expensive hotels myself as my credit card is nearly always maxed out. The company is not keen on giving out cash in advance either!

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Grace No. That's not popular here!

Dominic The next thing is how the company would like me to travel to the training. The bus is the cheapest, but I'd like to work on my computer and that's not very easy on a bus.

Grace No, it isn't! It's also not really far enough for a plane journey either. Is there a train?

Dominic Yes. Amtrak has a service there.

Grace What would you prefer?

Dominic Anything but the bus really. I'd even drive rather than take the bus and miss the work on the journey.

Grace I'll make a train booking for you. Driving will be too tiring for you and you want to arrive fresh and alert.

Dominic OK. Thanks.

You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Grace Now, I want to explain where your training is. It's at the Green Bay Business Park. You know where that is?

Dominic Yeah. I've been there before.

Grace Do you know the Forward Thinking Training Center as well?

Dominic No. I've never been to that training company before.

Grace OK. So, you arrive at the main gates. Go in and take the middle road. That will take you past the mobile phone company on the right and the GPS Center on the left.

Dominic Just a moment, Grace. I'll just get some paper. I'll need to write it down or I'll forget.

Grace No problem.

Dominic OK. Here we are. I'm just making a note of what you just said. Right, carry on.

Grace So, after you pass the mobile phone company and the GPS Center, take the next right and then first left. Go a hundred metres down that road and Forward Thinking will be on the left, with a radio station opposite.

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Dominic That seems fairly straightforward. You know, I think I do know this actually. I went there last year for an accountancy training.

Grace That's right. I went on that for a different account there as well.

Dominic Yes. It was a good training. So, I know where it is now. When you pass Forward Thinking, then there's a dead end with a recycling depot.

Grace Yes, that's right. You've got it.

Dominic Now, do I need to take anything with me? My company ID for instance?

Grace Let's have a look at this letter. No ID is required. It says you only need to bring this confirmation letter. You can take your computer for making any notes you like.

Dominic OK. That'll be useful.

Grace Yes. It says here too that lunch will be provided and drinks throughout the day. They'll also give you a password to get online there, so you can keep in touch with us if necessary.

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear a presentation on obesity and sugary drinks. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Good afternoon everyone and thanks for coming to my presentation today, which is on the link between childhood obesity and sugary drinks.

Childhood obesity is a worrying phenomenon that affects many developed societies. Childhood obesity rates have doubled throughout the past thirty years in the United States for children aged two to five and twelve to nineteen, and tripled in the age group of six to eleven.

Many social and environmental pressures lead to greater obesity in children. Chief among these influences is the wide variety and availability of sugar-sweetened drinks that contain little to no nutritional value. These beverages include soft drinks, sports drinks, fruit drinks, flavored teas and coffees and energy drinks. Throughout the past ten to fifteen years, these drinks have exploded on to the consumer scene, flooding grocery stores, gas stations, convenience stores and vending machines.

Americans have doubled their consumption of soda pop in the last twenty-five years, a trend that closely follows the obesity epidemic. The average American drinks one point six

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cans of soda pop a day, which is more than five hundred cans a year. Soda drinking is particularly rampant among teenagers. Data indicates that soft drinks account for thirteen per cent of a teenager's caloric intake, by far the largest source of calories in his or her diet. For decades, milk was the most common beverage consumed by children, but by the mid nineteen nineties, boys and girls were drinking twice as much soda pop as milk. One recent study has demonstrated a strong link between consumption of sugar-sweetened beverages and childhood obesity. Although some studies conflict regarding the causality between sugar-sweetened beverages and obesity, a number of research studies confirm the findings that increased soft drink and sugar-laden beverage consumption is a risk factor for obesity. Not only do sugar-sweetened drinks likely lead to obesity, they are also associated with tooth decay and fragile bones.

Energy and soft drinks can also contain large amounts of caffeine. The amounts of caffeine found in such drinks are often about ten grams per ounce. With that in mind, take a look at the amount of caffeine found in other beverages. Most experts recommend that children consume well under a hundred grams of caffeine per day. The pharmacological effects of caffeine are notable in children, most commonly seen as hyperactivity, sleep disturbances and restlessness. Drinking large amounts of caffeine can also be associated with high blood pressure and frequent headaches.

Researchers have reported that a new practice among college-age students is the simultaneous consumption of energy drinks and alcohol, which allows greater consumption of alcohol since alertness is perpetuated by the energy drink. In addition, the sugar content of energy drinks is comparable or higher than most soft drinks with, for example, a typical energy drink containing twenty-seven grams of sugar. Alcohol usually contains a lot of sugar and this can lead to massive sugar intakes for people who mix energy drinks with alcohol.

So what can be done to limit the amount of the nutritionally-poor liquid calories that children and adolescents are consuming? On an individual basis, the best approach is simply to replace soda and sports drinks with water or low-fat milk in children's diets. Water is the best hydrator available. Low-fat milk not only hydrates, but delivers calcium, protein and vitamin D.

What happens at school may be out of the immediate control of a parent, but parents can petition the school to eliminate machines that sell soft drinks and energy drinks in favor of bottled water. Children should be watched at home regarding their choice of liquids. A glass of a hundred per cent fruit juice per day is fine, but excessive soda, sports drinks or energy drinks is unhealthy. Parents need to provide guidance to their children, so that they know and understand this.

Moderation in guiding children, of course, is appropriate. Children who are constantly deprived of treats are more likely to binge eat or drink. Studies suggest that children who are raised by parents who exert excessive dietary restraint may be more likely to become obese.

Also, the role models presented by parents are important. Children possess the ability to regulate their caloric intake. However, if they see their parents struggle with the effort to control food or drink intake and the conscious restriction of intake to control weight, they may pattern their own eating and drinking behaviour after their parents instead of allowing their internal energy regulation to guide them. This in turn seems to lead to greater obesity in children.

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In conclusion, parents should adopt healthy eating and drinking patterns, limiting the consumption of soft drinks and other sugar-sweetened drinks, and to do so without obsession. Helping children develop a love for the refreshing taste of water or a cold glass of milk will pay immediate health rewards for children as well as dividends for their future health and weight control. Careful education of today's youth will be the key to them avoiding these destructive drinks.

That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test seven. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test eight. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman as they discuss a holiday.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Keith Good morning. My name is Keith Waters. I'm interested in finding out about a certain type of holiday. Would you be able to help me with that?

Penny Welcome to Sunshine Tours agency. My name's Penny. Yes, I'm sure I can help you with that. What exactly are you thinking about?

Keith My wife and I are interested in a cruise of the Mediterranean.

So, cruise is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

Keith Good morning. My name is Keith Waters. I'm interested in finding out about a certain type of holiday. Would you be able to help me with that?

Penny Welcome to Sunshine Tours agency. My name's Penny. Yes, I'm sure I can help you with that. What exactly are you thinking about?

Keith My wife and I are interested in a cruise of the Mediterranean.

Penny That's a nice idea! A cruise on a ship in the Mediterranean is very popular right now. Can I take some basic details from you first, so I can work out what kind of cruise might suit you?

Keith Of course.

Penny So, your name is Keith Waters. And your wife's?

Keith Her name is Melissa Waters.

Penny Would you spell Melissa for me?

Keith It's M - E - L - I - S - S - A.

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Penny And it's just you and your wife?

Keith That's right. We don't have any children.

Penny OK. Let me make a note of that. Fine. Now, how old are you both?

Keith I'm thirty-two and my wife's thirty.

Penny Thank you. Now, I'd like to ask about your interests and hobbies. This will help in choosing the right cruise for you.

Keith We're both keen on travelling, of course. That's why we'd like to go on a cruise. We're also quite sporty. We both swim and jog quite a lot. We're interested in cinema and history. Melissa is also a keen fiction reader, but I prefer non-fiction.

Penny What kind of budget were you thinking about?

Keith We can spend between seven thousand and eleven thousand dollars on the trip. As cheap as possible of course is best!

Penny Right. I've got all that down. Now, I need to know when you'd like to go on your cruise and for how long?

Keith Our holiday window starts on the first of July and ends on the sixteenth of July.

Penny OK.

Keith And as for length, we'd like to have at least fourteen nights on the ship.

Penny Thank you. I'm sure that'll be possible.

Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

Penny Right. I've got all that down and I've got some ideas for you.

Keith I'll just make some notes while I listen, if that's alright?

Penny Of course. So, we have two boats that fit the dates you want. They sail on different dates, so that gives you some flexibility. First of all, I'd like to suggest the cruise on the boat the Maria Cristina. It's a Spanish boat and you'd fly to Barcelona to join her. The cruise from there costs ten thousand five hundred dollars for both of you, although the flights to get to Barcelona will be extra. With that, you have all food and drinks free during the voyage. You get an inside cabin, which means that you don't get a sea view, but you can upgrade to a sea view for a further eight hundred dollars. They have a cinema on board with different films every night and there are also lectures on the places where you

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will be visiting. There are also classes that you can do, for example, painting, cooking, art appreciation and others.

Keith That's just in our budget, but an upgrade would put us over.

Penny Yes, you'd have to do without the upgrade. Travel insurance is incorporated within the price though.

Keith What about the next one?

Penny That's the Sea Queen. This is also a Spanish boat, but it sails from Marseille in France and follows the same route as the Maria Cristina. Barcelona is the last stop before arriving back in Marseille. This costs nine thousand dollars for both of you, but this includes the return flights to Marseille. With this package, you do get a sea view and food is inclusive throughout the voyage. All drinks excluding water are extra though. There are fewer things going on. There is a cinema, but there are no lectures or classes. There is a swimming pool and gym though, so you'll be able to keep up with your exercise.

Keith That's quite a lot of information, so I'd better get back and speak to my wife. She can come back here with me in two days, so I'll expect we'll have chosen which boat to go on by then. We can talk further details when we come in then.

Penny That's great. See you in two days.

Keith Yes. See you soon.

That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a man and a woman on a radio programme, as the man gives an information talk on a reading charity. First you have some time to look at questions eleven to fifteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Marianne Good morning everyone and welcome to Radio Star, your local radio station. Today we are joined by Jake Matthews, who is part of the Read for All charity. He has come in today to tell us a little about it. Welcome, Jake.

Jake Thanks, Marianne.

Marianne So, tell us all about Read for All, Jake.

Jake Well, as the name implies, we are a charity that is focused on ensuring that all children have access to appropriate reading books. It has long been acknowledged that reading is an essential part of education while growing up and children who read a lot do

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better at school than their peers who do not read a lot. Our plan starts when children are very young, so of course, we therefore need to aim at parents, and chiefly low income patients, to educate them about the benefits to their children if they are read to. Many children who read a lot develop this love of reading when their parents read to them. If we can get this happening, then more children will grow up with an attachment to reading that will affect them positively for the rest of their lives.

Marianne How do you educate the parents?

Jake Our key focus is at hospitals, where children are born. We have plenty of leaflets about us and we have volunteers who visit the areas where parents are in hospitals and distribute these leaflets. Other places where we distribute our leaflets are nurseries, kindergartens and primary schools when parents drop off or pick up their children. The parents can then read about the benefits of reading in our leaflets and also see how we can help.

Marianne How can you help?

Jake Good question. We realise that one of the things that stops parents reading to their children is that they do not know which books to read or where to find them. Families on budgets also find it difficult to allocate money to this area of family life when things are so tight. Getting parents to think about these things is also hard if the parents are not readers themselves. If we can get parents to come to our centre or website, we can tell them how to find books at no cost through joining libraries or they can take away free books that we manage to print at a very low cost. All our books are graded by age and there are no issues with breaking copyright, as we have permission to use all of them. Also, we have a low cost app that people can download to their smart phone, as it seems even low budget families can afford to own smart phones! It only costs a dollar and with the app, stories and books can be downloaded for free and the stories can either be read by the parent or read by a recorded voice. Of course, we try and encourage the parents to do the reading, because of all the added benefits that this brings. This has already been a huge success and we believe that there are now thousands more parents reading to their children than when we started. This will make such a difference to the children's imagination and English skills. Linked to this, immigrant families can read or listen to the stories and both the parents and children's' English can be improved.

You now have some time to look at questions sixteen to twenty.

(20 second gap)

Now listen to the rest of the information talk and answer questions sixteen to twenty.

Marianne How do you fund all these activities?

Jake We only manage to operate because of generous donations. We get no official help. We have one particular donor, who supplies the funding for at least sixty per cent of our needs, but the rest all comes from the public. We have various ways that we try to raise funds. We run car boot sales, special dinners and other similar activities. We also ask people who use our products a lot to make a modest and optional donation, if they can afford it.

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Marianne Do you get enough money each year then?

Jake Not always. Sometimes we make a little more than we need and sometimes a little less, but at present it all evens out in the end. We'd do better with more money though.

Marianne I'm sure many of our listeners would be keen to help out. How can they find out how to get money to you?

Jake Thanks very much for the suggestion. We have a website called readforall.com. There is an icon on the home page labelled "Donations". If any of your listeners click on that, they will see the process of how to make a donation. This will probably be more convenient than sending money by mail or trying to find one of our centres. Thanks very much to anyone who does this!

Marianne I'm sure you'll get a good response.

Jake I'd like to tell you now a little about volunteering, as we've received some questions about that.

Marianne Of course.

Jake We cannot afford to pay a salary to anyone who comes to do any work for us, although sometimes we can pay for some modest expenditure incurred for travel from where people live to our centres if we can get receipts. This will all be explained in our volunteer leaflets that can be picked up at our centres or found on the website, but I just wanted to make this clear up front. Now I'd like to let people know about where to come if they'd like to volunteer. The best place is to come to our town centre offices. To get there, you need to travel to the city centre and go down Ballard Street, which comes off the roundabout in the town centre. Go down Ballard Street and take the second right. You'll recognise the turning, as there's a cinema on the corner. Across Ballard Street from it, there is a police station. So, you go down the road on this turning for around a hundred metres. On the left are our offices, above a car dealership. It's pretty easy to find us. If you come by car, you can park on the street and there are of course lots of buses that go to the town centre. If you can't find us, give us a call or ask for directions to the main town post office, which is right opposite our offices.

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear a university teacher and three of his students discussing the students' upcoming economics essays. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

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Amy Good morning, Mr. Stevenson.

Mr. Stevenson Good morning, Amy. Are William and Anna with you?

Amy They're just coming. Here they are.

Mr. Stevenson So, good morning. Now we're all here, let's begin. You've all got your extended economics essays due in next month and so we're meeting here today to discuss your progress. So, Amy. Tell me a little about your essay.

Amy It's going fine, Mr. Stevenson. I chose to examine how global oil prices have affected the car industry.

Mr. Stevenson That's a good subject at the moment. Those price fluctuations are creating some very unexpected results. Have you had any problems with gathering enough information to shape your essay?

Amy Oh yes. As you said, it's very topical at the moment and everyone seems to be writing about it. I've more than enough information. Actually, my main headache is with my sources. I don't have much experience with an essay of this type and I'm not used to creating the citations in the correct way.

Mr. Stevenson Yes. The first time that people write an essay at this level they often have problems with sources. Once you've done a few essays here, you'll learn what to do and you won't have any further problems. We try to help students with this area on our website, where we have a guidance sheet that details all the procedures that you'll need.

Amy Oh good. I'll check that out.

Mr. Stevenson Now, how about you, William? You're writing about the Australian fishing industry, aren't you?

William Things are pretty good, thanks, Mr. Stevenson. I'm not writing about the fishing industry any more though. That was my original choice, but I found that the sources weren't very good for that.

Mr. Stevenson Really! I thought lots would've been written about that.

William Well, yes, a lot has been written, but not an awful lot recently. Because there was a shortage in fish stocks around ten years ago, most writers have focused on that, which means that today's normal situation doesn't attract much attention. Because of that, I decided to write about the effects of immigration on employment figures in the Northern Territory state in Australia.

Mr. Stevenson And things are going fine, you say?

William Yes, I've got plenty of up-to-date sources, but I have a problem with length. I seem to have gone about two thousand words over the four thousand word limit. I've reviewed my content and everything I've written is relevant and there's nothing to cut.

Mr. Stevenson Writing too much is a common problem with essays as well. What I can suggest is that you work on the task of revision. Most people find that they are very

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wordy in their first drafts and things can be expressed in a much better way with fewer words. I've no doubt that you'll be no different. It will be quite time-consuming, but go through your work sentence by sentence. You'll soon find the length of your essay will soon be acceptable.

You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Mr. Stevenson That just leaves you, Anna. How's your essay going?

Anna Not so well, I'm afraid, Mr. Stevenson. I've had lots of problems getting started because other essays were due for other teachers. When I was finally ready to start your essay at the beginning of this month, I got ill and I spent quite a few days in bed. I even went home to my parents' house, so I could recover properly.

Mr. Stevenson Oh dear. That's quite serious. Do you think you'll be able to submit the essay by the deadline?

Anna I don't know. I'm finding it hard to settle down and put in the amount of work needed to do a good job. I find the library distracting, because of all the people coming and going and my house mates are too noisy to allow me to concentrate when I'm at home.

Mr. Stevenson Maybe you could come to my special evening work sessions. It's just a quiet time when students who find it hard to work independently at home or in the library can work without being disturbed. I'll be there as well, so if you have any questions, you'll have no delay in getting an answer.

Anna That's a good idea, Mr. Stevenson, but what I really need is an extension, so that I can really do a really good job on the essay.

Mr. Stevenson That shouldn't be a problem, Anna, but we have to follow the department rules on that. They specify that you need to supply a doctor's note for what you're asking for. If you can do that, then I will fill in the application form for you and approve it.

Anna Oh, I didn't think of that. I'll need to go back and ask for it.

Mr. Stevenson It shouldn't be a problem. Doctors in this town are used to providing them to support extension applications for students.

Anna OK.

Mr. Stevenson Now, are there any other problems about the essay?

Anna Well, there are a few things. I'm still not sure about a good subject. I was looking at a couple of things and I found good resources on both of them. My first idea was looking at how tax breaks offered by the Australian government can stimulate overseas investment.

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Mr. Stevenson That sounds as though it has possibilities.

Anna Yes, but it got rather over-complicated, as tax often is, apparently!

Mr. Stevenson So what else have you thought about?

Anna I was stuck for quite some time. I researched a lot in the library and online, but, as I said before, I found it hard to concentrate.

Mr. Stevenson You should have come to see me. I told you at the start that it was fine to get advice from me for choosing a topic.

Anna I know. I just felt I should do it on my own. In the end, I looked at a historical overview of imports and exports between Australia and New Zealand. It would mean I would have to travel to New Zealand to check resources there, but my Dad said he'd pay for that. I also could avoid having to deal with tax, which would be a bonus!

Mr. Stevenson That's certainly more straightforward, yet should also be academic enough to fulfill the requirements of the essay.

Anna It is, but I found the subject rather boring. My first topic was more complex, but much more interesting.

Mr. Stevenson Well, let's let the others go and we can discuss your topics now and make sure that you've chosen one by the end of our time.

Anna OK. Thanks so much, Mr. Stevenson!

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear a lecture on the signature. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Hello everyone. Today in this lecture we are going to look at the signature and how today the e-signature has developed.

In a culture of literacy and documentation, people obviously have always needed reliable ways to identify themselves and to be identified by others. This could be for creating charters, contracts or wills or for witnessing a document. Signing one's name by hand on paper has become the authoritative convention for this, and one that is closely aligned with our own sense of identity. In addition, signatures are important in legal documents, since

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by signing a paper document, the contents can become enforceable against the signatories.

The Sumerians, in the fifth to the third millennia BC, are considered the originators of writing, and these ancient people also developed ways of authenticating who wrote things. The Sumerians created seals, or intricate works of art carved in clay tablets, to identify possession. In many civilisations throughout history, people have used symbols and other marks to authenticate or acknowledge writings and drawings, and even to accept the contents of documents. The earliest actual handwriting signature we have has been traced to the year AD 439, and is attributed to the Roman Emperor Valentinian the Third.

Signatures are connected with graphology, which is the study and analysis of handwriting especially in relation to human psychology. Graphology as a science originated in the mid sixteen hundreds when an Italian Professor, Camilo Baldi, wrote a book about how one can learn about a person's character and personality by looking at his writing. After the book was published, the study acquired a large following and spread widely. The Frenchman Jean Michon became the first to use the term "graphology", applying two Greek words to describe the new study: "grapho" meaning to write and "logos" meaning knowledge. Michon's contribution to graphology is immense. He formed graphological societies, published magazines and founded an academy for the subject. His approach was rather uncomplicated. He would study only the separate written elements, instead of a more complex approach. His method implied that presence of one graphological feature indicates a certain trait of character, whereas its absence implies the opposite feature. Not all his students and successors would accept Michon's method, though all agree that handwriting is a way of indicating personality. Wilheim Preyer, child psychologist, wrote in 1895 that writing originates in the brain, not in the fingers and that handwriting is actually brainwriting. This premise underlines how graphologists believe that a person's handwriting mirrors his or her thoughts.

Signatures were of particular interest to graphologists, but technology may now have made the handwritten signature obsolete. Technology companies in the 1980's and 1990's created instruments that let businesses send signed contracts across the globe in seconds. These technologies, now known as fax machines, email, and the World Wide Web, were considered major breakthroughs at the time. However, many people still questioned whether contracts that were signed and shared via fax, email, or Internet would hold up in court.

This led to what has become known as the electronic signature. In law, the one indispensable characteristic a signature has to possess is that it must physically add something to the document and that the signature will leave a physical mark or trace upon its surface. Electronic documents do not satisfy this condition, and the signature, like any alteration to an electronic document, does not leave a trace, or if it does, it is at such a microscopic level that it is in practice invisible. It looks nothing like the marks that have been accepted in law as constituting a hand-written signature.

In 1996, the United Nations looked into the topic of e-signatures and developed a framework with the purpose of encouraging e-commerce by providing a series of internationally acceptable rules. These rules removed many of the obstacles that had prevented foreign businesses from conducting electronic transactions in the past and ensured that electronic contracts would legally receive equal treatment to paper contracts going forward.

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Many online businesses work with a click-to-agree basis, however, the desire for and utility of a handwritten, unique electronic signature is still apparent. Such a tool acts to enhance legal verification and adds a human touch to otherwise impersonal electronic documents and business deals. To fill this gap, lots of electronic signature software can now include options for the signer to provide a hand-drawn, personal electronic signature.

That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test eight. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test nine. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman at an employment agency.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Sarah Hi there. Welcome to People Central. I'm Sarah. How can I help you?

Mark Hi Sarah. I'm Mark. I'm out of work right now and I'd like to find a job.

Sarah I'm sure we can find something for you. We have lots of companies searching for people in different industries. What kind of job are you looking for?

Mark I'm looking for a job in accountancy.

So, accountancy is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

Sarah Hi there. Welcome to People Central. I'm Sarah. How can I help you?

Mark Hi Sarah. I'm Mark. I'm out of work right now and I'd like to find a job.

Sarah I'm sure we can find something for you. We have lots of companies searching for people in different industries. What kind of job are you looking for?

Mark I'm looking for a job in <u>accountancy</u>.

Sarah Fine. I'm sure we can help you out with that. To begin with, I need to take some personal details for our files. You said your first name is Mark. What's your surname?

Mark It's Castle. <u>C - A - S - T - L - E</u>.

Sarah Thank you. And I need your address.

Mark It's 13 Wellington Street, South Brisbane, Queensland.

Sarah And the postcode?

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Mark It's four one oh one.

Sarah Now I need your date of birth.

Mark It's thirtieth of May, nineteen eighty-eight.

Sarah Thank you. Let me just write that down. What was the month again?

Mark May. The thirtieth of May, nineteen eighty-eight.

Sarah Got it. Do you have an email address we can have?

Mark Yes. Let me think for a second which is best.

Sarah Do you have more than one?

Mark Yes. I've got three.

Sarah Really!

Mark OK. I think I know. The address you can use is mark C at australia now dot com.

Sarah OK. Just a minute. I have to write that all down. Did you say the provider is australia now dot com?

Mark That's right.

Sarah Good. Now, what contact phone numbers do you want to give me?

Mark My home number is oh seven, three five five four, seven six seven one.

Sarah Do you have a mobile phone number as well, as that's often the easiest way to get hold of people?

Mark Of course. My mobile number is oh four six, nine one five three, double four three.

Sarah Thanks. Now let me look at the form. Yes. There's just one more initial question left and that is whether you have any preferred areas where you'd like to work.

Mark I don't really want to travel too far from home, so the area of Brisbane of course and I suppose anywhere within a drive of about two hours.

Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

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Sarah Now, do you have your professional certificates?

Mark Yes, here you are. They're all in this file.

Sarah I'll need to make some copies, but our copier is down. Do you mind if I keep them for a day?

Mark I have scans of all of them. I can send them to you in a moment from my phone. You can just check the originals now.

Sarah That's a good idea. I'll do that in a second. Now, we've got a selection of different companies looking for an accountant right now. Let's have a look at this first one. It's a big printing company down the coast called Gold Coast Printing. It's about an hour away and you can drive there quite easily.

Mark I know that company. I can also get a train there quite easily, which I prefer, as it takes away the stress of the drive. I hate driving too far and buses are always too slow for me.

Sarah Well, that's handy then. So, Gold Coast Printing needs someone full time, starting as soon as possible. The working hours are nine to five, Monday to Friday. For details about what exactly you'd be doing and the benefits package, you'll need to talk with the company itself. We just get you together.

Mark It's certainly a possibility.

Sarah I've another company here that needs a part-time accountant starting next month. They're an import export company and they have a Brisbane city centre location. Parking might be a problem, but the bus or tram would get you there easily.

Mark Yes, the travel is no headache and it'd be fun to work in the city centre, but I'm not sure about a part-time job. I'll probably need to earn more than that can provide.

Sarah Yes, that might be a problem. Let's look at this next one then. It's a fishing company called Barracuda down on the docks at the Brisbane River. They're a small family firm and they need a full-time accountant to help them with their expansion.

Mark That would be very interesting, but I usually prefer larger companies. When it's a small company, there can often be problems with personal relationships.

Sarah Well, that's the three possibilities that we have right now, though I know we might be getting some more next week.

Mark Well, I was quite interested in Gold Coast Printing. I can get in contact with them and then see what comes in next week.

Sarah OK. I'll set up a meeting for you with them.

Mark By the way, do I need to pay you anything for placing me?

Sarah The company who we place you with will pay us, but you aren't charged any commission at all.

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Mark Oh good. That's great for me.

That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a woman giving an introductory talk at a health centre open day. First you have some time to look at questions eleven to seventeen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to seventeen.

Welcome everyone today to the Sway Road Health Centre's Open Morning. My name is Lucy and I'm a nurse based at the Health Centre.

I'd first like to tell you a little about the health centre. We have six doctors who work here full-time and we are part of the district's medical services to those who live within our practice area. Currently, we have just in excess of seven thousand patients registered here. The patients are served from our centre here in Sway Road, but we also have a secondary centre in Church Road to ease congestion here and to make it easier for patients who live in that part of town.

To register with us, please come during opening hours, bringing a photo ID, a proof of residence address dated within three months of your application and your medical card, if you have one. If you don't, we'll ask you to fill out a registration form. We will ask for your preference for your doctor and we will try to comply, although this is not always possible. When applying, the reception staff will ask you for your medical history and they will also ask a nurse to take a blood sample. It's unusual that we would turn anyone down and you can see a doctor as soon as you've registered. Your updated medical card will be posted to you as soon as possible.

If you want to make an appointment with us, this should be made by telephone and not by email. We have email, but due to the large amount we receive, some do not get read fast enough and appointments are not made in time. Calls can be made to our centre during our opening hours, which are eight a.m. to one p.m. and two p.m. to seven p.m. Monday to Friday. Between one and two p.m., the centre is closed, except for emergency calls only. We are closed on Saturdays, Sundays and on public holidays. If you do have an emergency, we would stress that a serious one would be better served by going to hospital or by calling an ambulance.

Our practice supports the training of medical students and you might be asked whether your visit to a nurse or doctor can be done with a student present. There is no obligation for you to accept this and the student will not be present if you prefer to have your consultation in private.

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Our surgery offers a complete travel service, including a full range of vaccinations. The wide diversity of destinations and the increased popularity of adventure holidays increase the risk to your health, which in turn makes the service we provide increasingly complex. Ask for a travel risk form at Reception or download it from our website and hand it in to our Reception as soon as you've booked your holiday. Our nurse will review the form and advise you on the vaccinations you should have. It's also a good idea to keep a vaccination card, so you have a record of what you have had over the years. Vaccinations must be paid for on the day of administration, unless you are covered by a health insurer.

You now have some time to look at questions eighteen to twenty.

(20 second gap)

Now listen to the rest of the introductory talk and answer questions eighteen to twenty.

Finally, if you have any suggestions to improve our service, please use the suggestion box at Reception. We will provide you with paper and pen if you don't have any. Also, from time to time, people feel that they have a problem with their care. If you have any complaints about the service you receive at our health centre, please bring this to the attention of the practice manager, who will be happy to discuss the issue. We have a complaints procedure that is available at Reception or it can be downloaded from our website.

So, today, all our staff are here for this Saturday morning, so that you can look around the centre and ask any questions. This includes all our doctors, nurses and support staff. All the areas are open, except for the practice offices, which have some sensitive material. You can wander around and ask anyone questions, though please remember that the doctors are not here for consultations, so please do not turn any conversations into a doctor's visit.

That's enough from me. Please now look around and ask whatever questions you want. If you'd like to register today, then just go to Reception and they'll get you organised. I'll be based here in the waiting room, so you can ask me any questions as well of course.

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear a man and a woman discussing the man's recent training. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Christine Hi Kevin. Welcome back.

Kevin Hi Christine. Thanks. It's good to be back.

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Christine Do you have a moment? I want to get some feedback about the training you've been on.

Kevin Of course. I have a meeting in twenty minutes, but I'm free until then.

Christine So, you were away for three nights. Was the accommodation OK?

Kevin Well, the room was clean and it was serviced every day before I got back. It was a little bit noisy, as the side of the hotel where I was sleeping was quite near a train line, so every time a train passed, I could hear it quite clearly. Trains weren't that common at night though, so it didn't disturb me too much.

Christine I see. Well, next time we book that hotel, we'll request a room away from that side. Did you find the conference centre where the training was easily?

Kevin The directions they gave me were atrocious. I ended up being half an hour late on the first day. The directions instructed me to take a road that went the other way. It was only when I stopped at a petrol station and asked for directions that I was able to get back on the right road.

Christine Didn't you have a SATNAV?

Kevin I did, but the charging cable had broken and it wasn't working that morning. If it had been working, then there would have been no trouble at all.

Christine Were they OK that you were so late on the first day?

Kevin Some of the other trainees gave me looks, but the trainer wasn't worried and she was very apologetic about the problems. She even phoned her boss to complain at the first break and told me they would fix things immediately.

Christine That's more like it.

Kevin Yes, and that really summed up the trainer. Nothing was too much trouble for her. She was also extremely knowledgeable about her subject and skilled at getting her ideas across. A natural teacher, I'd say.

Christine I'm happy about that. At my last training, the trainer was just awful. He was late, he hadn't prepared and he plainly didn't care about any of the trainees.

Kevin That does sound awful.

Christine Was everything OK at the conference centre?

Kevin Well, the Internet connection was a bit slow, which was annoying, as I wanted to keep in contact with the office. It didn't really affect the software training though, as we didn't need to go online very often. The training room had everything that was needed, though it would have been nice to have drinks there. These places are all air-conditioned and it can make you very dry. The food was fine and the place was clean and tidy.

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Christine How were the other trainees?

Kevin Well, I got a bit of a frosty reception when I first arrived, because of my lateness, but they soon warmed up after they heard the reasons and were fantastic. We all became very friendly.

Christine Did you all have the same knowledge level?

Kevin Yes, pretty much. It was really good in that way, as we all shared the same problems and so we could discuss things and learn from each other. It was actually really productive and the best part of the training. We swapped contact details, so that we can keep in touch and help each other with the new software installations.

Christine It's often the way that contacts can be just as productive as the training.

Kevin Yes. Exactly.

You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Christine So, did you manage to get the software all installed on our systems?

Kevin Yes, I did, but it was quite a struggle.

Christine What happened?

Kevin The plan was after the training, I would spend the weekend here at the offices installing everything.

Christine That was a bit tough, having to spend the weekend here.

Kevin Yes, but when things like this happen, my contract states that I get an extra four days in lieu that I can add to my summer holiday. That made my wife quite happy.

Christine I bet it did.

Kevin So, I had a real long session here at the weekend.

Christine What happened?

Kevin The first thing was that our existing operating system was a bit out of date for the new software. In order to fix that, I had to run updates on the whole system and during that time, I just had to wait.

Christine Did it take long?

Kevin A couple of hours. It had to be done though, or I'd have had to buy new computers for everyone. The updates were slow, but free! The next problem was that our

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systems just couldn't accept the new software. I tried everything, but it wouldn't work. I thought I'd have to get a consultant in this morning to help me.

Christine How did you fix that in the end?

Kevin Fortunately, one of my fellow trainees on the course had just done what I was trying to do, so I called her. She managed to talk me through everything. It took a bit of time though, and I really thought I'd have to get the consultants in.

Christine So it all got installed in the end?

Kevin Yes, but the problems hadn't ended.

Christine What happened next?

Kevin Well, after I got everything fixed up, I did a few trial runs in order to see if things were working well. It seemed fine, but then I noticed some irregularities. Unfortunately, a bug had got into the system and was starting to mess things up.

Christine How did you fix that?

Kevin It was lucky I saw it so early or I'd never have fixed it. I had a look at the code that was causing the problem and I recognised it. It was something the antivirus set-up we have already couldn't handle, so I had to buy some more complex add-ons. They were downloaded straight away and they cleared away the bug.

Christine Was that the end of it?

Kevin Almost. The last thing was that I stayed so long at the office on Sunday night that the automatic alarm was set while I was still there. Of course, the alarm went off and the alarm was blaring out. I thought the police were going to come and take me away.

Christine Did you call the security firm and give them the all-clear password?

Kevin Yes, I did, but it was the old one. I gave the new one straight away afterwards, but it was too late then. I had to call the boss and he called the security. Luckily, it all happened before the police got there.

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear a lecture on the Atacama Desert in Chile. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

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Good morning everyone and welcome to this lecture on geography. We are going to continue our focus on deserts and desertification and today, we'll look at the phenomenon of rain shadow deserts. As an example, we'll have a look at the Atacama Desert, the highest and driest desert in the world.

The centre of the Atacama Desert is known as the driest place on Earth. The reason for the Atacama's aridity is due to its special geographical conditions, which create what is known as a rain shadow over the area. Rain shadow deserts are formed because tall mountain ranges prevent moisture-rich clouds from reaching areas on the other side of the range. In the case of the Atacama Desert, winds coming off the Atlantic Ocean carry moisture towards the Andes. The mountains cause the moist air to rise until condensation causes the moisture to be released as rain. As all this moisture is released from the cloud, only dry air moves over the top of the Andes. Any wind that comes off the Pacific towards the Atacama Desert is too cool to retain any moisture. The result is that nearly all the air above the Atacama is too dry to create any rain and it is this that is known as a rain shadow.

One unexpected benefit of the rain shadow over the Atacama and the desert's high altitude is that it creates an unusually clear sky and so the area is ideal for the observation of space. Last year, the US National Science Foundation inaugurated the Atacama Large Millimetre Array, one of the world's most powerful telescopes. The telescope comprises sixty-six antennas that will provide high-resolution images of the earliest galaxies in the distant universe, as well as the formation processes of planets circling stars in our own Milky Way galaxy. Scientists from around the world will have the opportunity to explore such objects as they never could before, with an array of telescopes more than a hundred times more powerful than any previous millimetre arrays.

The Atacama Desert of Chile covers the northern third of the country, stretching more than a thousand kilometres. Straddling the southern border of Peru, it is bound on the west by barren hills on the Pacific coast, and it extends east into the Andes Mountains. At an average elevation of about four thousand metres, it is not only the highest desert in the world, but also one of the coldest, with temperatures averaging between zero and minus twenty-five degrees Celsius.

The plant and animal life in the Atacama survive under perhaps the Earth's most demanding conditions. Local populations have relied on some of the species of plant for medical purposes for generations. Animal life is very rare in this desert, though there are a few insects and lizards to be found. Mice and foxes are also present, but in very small numbers.

In spite of its inhospitable environment, the Atacama Desert has a variety of natural resources and the Atacama was one of Chile's chief sources of wealth until the First World War. Prior to that time, that nation had a monopoly on the nitrate commerce worldwide. Three million tons were extracted in some years and the taxes alone on these exports amounted to fifty per cent of the government's revenues. Currently, the Atacama Desert is littered with approximately one hundred and seventy abandoned nitrate mining towns, almost all of which were shut down decades after the invention of synthetic nitrate in Germany at the turn of the twentieth century. Since that time, sulphur has been mined, as well as copper, which is the region's chief source of revenue, providing over thirty per cent of the world's copper supply. The Atacama border dispute between Chile and Bolivia began in the eighteen hundreds over these resources.

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Because of the lack of rainfall, the environment offers little support to agriculture, but some farming is done near the river oases. Lemons are grown on the shores of the salt marshes, while potatoes and alfalfa are grown near the Loa River.

Despite extremes and desolation, there is stunning beauty and tourism is now one of the major sources of income for the area. With the Andes as a backdrop, the desert contains five snow-topped volcanoes, which are the highest volcanoes in the world. The desert also has impressive geysers, lagoons and other spectacular natural features. In addition, these beautiful and rare sites draw scientists wishing to study the area and, as a result, environmentalists are concerned about the number of people who enter the Atacama and the environmentalists claim that the visitors have not been educated sufficiently to understand the delicate balance that is needed in this environment. Urbanisation and mining operations have already brought about some damage, and overgrazing of domestic livestock has occurred in the north, as has commercial gathering of rare plants, including cacti and bulbs. It's hard enough for plants to grow in this area as it is, without having their growth cycles broken up by humans.

That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test nine. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test ten. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman at an estate agency.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Charlotte Hello, my name's Charlotte. I'm moving to this area in two months and I was hoping that you would be able to help me with finding somewhere to live.

Matthew Good morning, Charlotte. I'm Matthew. Welcome to Anglian Estates. I'm sure we'll be able to help you. Were you looking to buy or rent a place to live?

Charlotte Just somewhere to rent.

Matthew And in which post code would you like to live?

Charlotte My preferred one is AE5.

So, AE5 is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

Charlotte Hello, my name's Charlotte. I'm moving to this area in two months and I was hoping that you would be able to help me with finding somewhere to live.

Matthew Good morning, Charlotte. I'm Matthew. Welcome to Anglian Estates. I'm sure we'll be able to help you. Were you looking to buy or rent a place to live?

Charlotte Just somewhere to rent.

Matthew And in which post code would you like to live?

Charlotte My preferred one is AE5.

Matthew What kind of place were you thinking of, Charlotte? A house, an apartment, a flat, a studio?

Charlotte I'd eventually be looking for a house, but to start with, just a small apartment will be fine.

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Matthew How large an apartment would you need?

Charlotte It's for my daughter and I only and we'll need a bedroom each, so we'll need two of them. I'd also want a separate bathroom and kitchen and a living room, of course.

Matthew OK. I'll just write that down.

Charlotte Do you know of many apartments like I've described?

Matthew Yes, I think so. We have quite a number of apartments on our books right now. Most of them fit your description, as that's what people are looking for nowadays.

Charlotte Oh good.

Matthew Now, what's your rental budget?

Charlotte A thousand dollars a week.

Matthew That's good. You should be able to find something nice for that. Is there anything else particular about the apartment you want?

Charlotte First of all, I need the apartment near my daughter's school.

Matthew What's the name of the school?

Charlotte It's called St. Mary's.

Matthew Oh yes. I know it. It's in Talbot Avenue.

Charlotte That's right. I'd also like the apartment semi-furnished, please.

Matthew Including what exactly?

Charlotte The bedrooms and living room can be empty, but I'd like all the basics in the kitchen, like a cooker, fridge-freezer and washing machine.

Matthew Yes, I know what you mean. Don't worry. In our apartments, we always have all those basic things you need included in the rental.

Charlotte Good. It would be nice to have a garden, as well, although I know that's not so common with apartments.

Matthew Well, we have some ground floor apartments that have gardens accompanying the rental. We can look at some of those. The only issue there is that those apartments specify that you'll need to be accountable for the garden's maintenance. Would that be OK?

Charlotte That's fine. I have green fingers!

Matthew Anything else?

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Charlotte I don't think so.

Matthew I'll just tell you a little about our terms and conditions. Before we show you any details, we'll ask you to sign a contract. This does not commit you to only working with us or anything, but it does specify that any apartments that you are shown by us, you have to rent through us.

Charlotte That seems fair enough.

Matthew The contract also lays out our commission structure. This basically means that you have to pay two months' rent to us if you decide to rent an apartment shown to you by us.

Charlotte That all seems in order.

Matthew Good.

Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

Matthew So, let's see what we have that fits your requirements. To start with, there's a nice place in Grantham Gardens.

Charlotte I'll just get my pen to make some notes. Here it is. Off you go.

Matthew So, this apartment is on the first floor. It's just been renovated and has the number of rooms you specified. It has no garden unfortunately, but it does have a nice balcony that comes out of the living room and looks out over the nearby park.

Charlotte That seems very nice. Is it close to Georgina's school?

Matthew Oh yes. I reckon it would be a ten-minute walk from St. Mary's.

Charlotte That's a big advantage if she can walk to school herself. That would really free me up.

Matthew It also fits with your budget, although the deposit is quite high. Hopefully, you'd get that back though.

Charlotte I hope so. Do you have any others, Matthew?

Matthew Oh yes. I've a couple more right here and I should be able to show you some details of the others this afternoon. I can send the details by emails if we don't have time today.

Charlotte OK. I'll give you my email address at the end.

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Matthew Now the second apartment is in Lawrence Close. This is a ground floor flat, so you can walk out into the garden from the living room. The garden is around one hundred and fifty square metres, so it's not enormous, but not too small either.

Charlotte That sounds about right.

Matthew Good. Now the number of rooms is fine, but a drawback is that it's not so close to St. Mary's. It would be too long for your daughter to walk.

Charlotte I could drive her if the apartment was what we wanted.

Matthew She could also take the school bus, which leaves at the top of the road. It's not as convenient, but it's an advantage. Something else I like about this apartment is the wooden floors. They're very nicely laid and they look beautiful.

Charlotte That sounds very nice. I'll have to see it. Is it within my budget?

Matthew It's a little bit over, but not by much.

Charlotte That should be fine.

Matthew The last apartment that I want to tell you about right now is in Greene Road. This is again a nice apartment and is in line with your budget. It has the right number of rooms and it's walking distance from your daughter's school. It's on the third floor of a purpose-built building, but there is an elevator and each flat has an allocated section of the large garden.

Charlotte Hmm. I'm not sure about the third floor.

Matthew Another drawback is that the kitchen and living room are combined and you wanted them separated. I have to say though, it's done very nicely and the building is modern and immaculately looked after.

Charlotte It's worth looking at then?

Matthew Oh yes. I think you'll quite like it in spite of this first impression.

That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a woman giving a talk on the radio about a new citizens advice office. First you have some time to look at questions eleven to fifteen.

(20 second gap)

Now listen carefully to the talk and answer questions eleven to fifteen.

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Presenter Good morning everyone and welcome back to Radio GTFM. You may have heard recently that the town is getting a new citizens advice office and Annette Arnold is here today to tell us a little about it. Welcome, Annette.

Annette Thank you for having me on the show. So, yes, the town finally has a citizens advice office. The people who live in our town can come and get free, confidential and impartial guidance on all aspects of their lives. We can be found right in the centre of the town in the square, where you'll find the town hall, the old post office, the National Credit Bank, the main town police station, the tourist information office, the main town church, Boodles Department store and the art gallery. We're in the building that used to be the square's post office and, as you come out of the front of our building into the square, on our right is the tourist information office and on our left is the National Credit Bank. You can't miss our entrance. We have painted the whole of our front door bright yellow and the rest of the building's front is a rather loud shade of green. You can't miss all that! Directly opposite from our building is the town hall.

People come to offices like ours for all sorts of advice. To give you an example, the world of work is where we can often help the people who visit us. This can cover all sorts of things. We can't actually help you find a job, but we can help with problems at work. This can range from grievances and pay to vacation entitlements and discrimination. Having a job is an essential part of most people's lives and you can be faced with many difficult issues, so it is essential to know what you should do.

Another common area is to do with money. If you find that you owe money to organisations or people, we can look at your options and provide guidance on how to deal with your problem. Not many things can cause more stress than this and it's important to address it before things get out of hand. We can't lend you the money ourselves, but we have contacts in banking and government that can help.

Another popular area is tax. Everyone finds this a complex area and at some time everyone needs advice on it. We can show you how to work out whether you need to pay income tax and how it's collected. We can also tell you if you've paid too much tax and there are guides to council tax and inheritance tax. We're not allowed to recommend any accountants to you, but you can research that on the Internet if you feel you need someone after us to do any tax related work.

You now have some time to look at questions sixteen to twenty.

(20 second gap)

Now listen to the rest of the talk and answer questions sixteen to twenty.

So, we've had a number of emails asking where the different sections are within our building. Of course, there is a sign up at the entrance of the building to help you and all the information is on our website.

I didn't mention it earlier, but we have a big section on education. This office can help you with all your enquiries on your and your children's education. This is found on the first floor in room twenty-five and the secretary there, Mrs. Atkins, will help you get started.

Another office I didn't mention earlier is the one for relationships, which is also on the first floor in room twenty-nine. This place can give you advice on keeping your relationship

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together through therapy and it can also advise you on your rights within the law if your relationship breaks down.

We don't have a money office for you to pay any bills, as all our advice is for free. We do, however, welcome any donations you might want to give us. Although the government funds us to some extent, money's tight nowadays and we're always short at the end of the year. If you'd like to offer us any funds, please speak to the receptionist on the ground floor and she will direct you to whichever manager is on duty at that time. The money advice office is next to reception in room one, but don't go there for donations and don't go there for government benefits.

The office for any enquiries relating to employment is in room two on the ground floor opposite reception. They will help you with advice on all your rights and how to solve problems. One word of advice about this office is that they are often very busy, as their advice is very popular. Don't be too disappointed if someone can't see you right away. They may have to make an appointment for you to come back at another time, but you won't have to wait too long. Next to room two are the bathrooms, and the next one, room four, is our section on benefits. This office will help you with all questions to do with your rights to money from the government.

Also on the ground floor, you can find our offices on discrimination. This is found in room nine. Here you can get advice if you think you've been treated differently because of who you are. Please note that this does not include employment in our offices. You need to go to the employment office for that.

Room eighteen on the first floor is the office for our consumer section. When you buy goods or services, the law gives you consumer rights. These protect you from being treated unfairly by a trader. You may have received poor service or you may want to switch energy suppliers or cancel a contract. You can also learn more about what you can expect to find in a consumer contract.

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear two students giving a presentation to their teacher. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Dr. Cork Hello, everyone. So, in today's seminar, we're going to be listening to a short presentation. That's you, Roger, and your partner, Josie.

Roger That's right, Doctor Cork.

Dr. Cork So, what are you going to talk about?

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Josie We had some problems choosing a topic actually.

Dr. Cork I thought you both wanted to examine the effects of the invention of the aerosol spray?

Roger That was our first idea, but the problem was that we found there was a group in the other class who wanted to do that too.

Josie Also, today's application of the invention seemed too much linked to its influence on the painting industry and we looked at that a few weeks ago.

Dr. Cork I see. Yes, I think you were wise to steer clear of that. What other ideas did you have?

Josie We were stuck for a good topic for some time. In the end, Roger had some reasonable ideas.

Roger Thanks, Josie. So, one idea was that we could look into how the industrial revolution was affected by the invention of the spinning machine. This invention revolutionised the garment manufacturing industry and led to the loss of many jobs in factories.

Dr. Cork That seems like a good project.

Josie Yes, we thought so too, but it was hard finding the right sources.

Dr. Cork I thought there would be plenty on that.

Josie So did we, but the library had very little. We then had a look at a couple of other inventions, for example Volta's invention of the chemical battery. Although this happened a long time ago, and we wanted to link it to the development of the mobile phone and how its development depended largely on getting a battery small enough to make them portable.

Dr. Cork That might be too big a time between the invention and its effect.

Roger We came to that conclusion too, though it's a shame, as it was such an interesting topic.

Dr. Cork What came next?

Roger We looked at how the sextant was invented, which was interesting, as it was invented in the US and the UK simultaneously. By measuring angular distances between objects, people were able to work out their geographical position relative to celestial objects. This allowed ships at sea to be able to work out their positions reasonably accurately and no doubt saved thousands of lives.

Dr. Cork Was there a problem with that topic?

Josie We thought so. The effect of the invention was so long ago that we thought it was no longer very relevant.

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Dr. Cork I see what you mean. You'd probably have been alright though.

Roger We decided not to take a chance.

Dr. Cork Well, it's often good to play safe.

Roger I then wanted to look at the invention of modern light polarisers, which were created by the American physicist, Edward Land.

Dr. Cork What do they do?

Josie They eliminate glare and were used in the first instant cameras.

Dr. Cork And what was wrong with that?

Josie That was my fault, I'm afraid. I just found that topic really boring.

Roger I didn't want to force her, so we finally just chose a different subject.

You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the presentation and answer questions twenty-six to thirty.

Dr. Cork So, what did you finally decide on to talk about today?

Josie We chose the invention of the ballpoint pen.

Dr. Cork Off you go then.

Roger I'm starting. So, like many inventions, the ballpoint pen came from a need and this need for a different type of pen came about because of ink. Traditional fountain pens used an ink that dried too slowly. Quick-drying ink was available, as it was used in the printing business. This ink was soft and acidic as was needed, but it was not suitable for pens, it as it was too thick to pass through the nib of the traditional pen.

Dr. Cork Am I right in saying that the ballpoint pen was invented by a Hungarian?

Josie That's right. In the early 1930's, Lazlo Biro, a Hungarian journalist, thought about how printing ink could be used in a pen. Biro's idea was to fit a tiny metal ball bearing at the end of the pen. This was not a new idea. In 1888, the American John Loud patented a roller-ball-tip marking pen. Loud invented his pen, which had a reservoir of ink and a roller ball, in order to apply thick ink to leather hides. Loud's pen was never produced, and neither were three hundred and fifty other patented designs for ball point pens over the next thirty years. The problem was the ink, if it was too thin the pen leaked, if it was too thick, the pen clogged, and sometimes it did both.

Dr. Cork So, Biro's was the first ballpoint pen commercially successful?

Roger That's right, but not in Hungary. Biro had to leave Hungary just before the start of Word War Two and he created a new home for himself in Argentina. There, Biro

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set up a business producing his new pens, which were later also manufactured under licence in the UK and the US.

Josie Biro's original design is still the one that's used by most big manufacturers of pens. In fact, the Biro company has problems with people using the word, Biro. Because the Biro pen has been so successful, people often use it as a generic term rather than as a trade name.

Dr. Cork So, how did Biro's ballpoint pen work?

Roger At the bottom or point of the pen is a small ball bearing, from which the name ballpoint comes. Above the ball bearing is a channel for the ink to flow down, known as the ink tube. In the middle of the ink tube is a central spring.

Dr. Cork It already sounds complicated. Is this the process that is used in the cheap ballpoint pen nowadays?

Roger It does sound complicated, but it isn't really. And yes. All modern ballpoint pens use this process.

Dr. Cork Really! Anyway, please carry on.

Roger The idea is that the pen is pressed down onto the paper when writing. This action forces the spring to rise, so that its top section lifts and allows a gap to open between the ink tube and the ink tank, which is found above the spring in the body of the pen. The ink can then flow down to the ball bearing, coating it, as the ball bearing revolves during the writing process. In this way, quick-drying ink was able to be used in what was called the ballpoint pen.

Dr. Cork That's very interesting. Now, let's hear your section on the effects of this invention.

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear a lecture on rice. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Hello everyone. Today in this agriculture lecture, we are going to take a look at one of the world's great staples, especially in Asia. It's also the third highest produced agricultural plant produced globally after sugarcane and maize.

While rice has featured in the agriculture of South and East Asia since prehistoric times, recent archaeological research has offered new insights and raised new questions about

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when, how and why rice first came to be cultivated. The highly productive rice crops of today are adapted plants, which differ in genetics from wild rice by possessing adaptations that make them productive in cultivation, but also dependent on cultivation for survival.

It has long appeared that rice agriculture began in South-central China, somewhere along the Yangzte river, and spread from there southwards and to northeast towards Korea and Japan. However, archaeologists working in India have argued that their evidence suggests an origin of rice cultivation in the Ganges river valley. For both regions, there are current controversies about how early rice was domesticated as opposed to being gathered wild. It seems that the origins of rice will remain in obscurity and whatever claims have been made cannot really be substantiated. More relevant for us is looking at how good rice is grown in quantities to sustain human populations.

In spite of its widespread use, rice requires special cultivation and care. The first is seed selection. This is important, as different cultivation environments require different strains of rice in order to ensure that the highest possible yields are achieved. This does not usually need to be done by individual farmers. Nowadays, agricultural ministries have picked the optimum seeds for all the varying environments in their countries. The appropriate seeds are in turn made available to the appropriate areas. Next, as in other types of agriculture, the preparation of the land where the rice will be grown is important to create soil where the best possible root systems can be created and retained. If these are well-established, the rice plant should develop to a good size and in turn produce a good return of rice.

Once the land is ready, the plants can be introduced. The two main methods used for introducing rice plants to the soil are transplanting and direct seeding, and the choice between the two usually depends on the type of fields into which the rice will be put. Transplanting is the more popular plant establishment technique in much of Asia. It occurs when pre-germinated seedlings from a nursery are transferred from a seedbed to the wet field. Direct seeding is when dry seed or pre-germinated seeds and seedlings are sown by hand or planted by machine in the field.

One of the key areas of rice agriculture is water management. Cultivated rice is extremely sensitive to water shortages and when the soil water content drops below saturation, most rice varieties develop symptoms of water stress. Good water management practices are therefore needed to maximise rice yield. Nutrient management is another key area. Farmers must ensure that rice plants get the proper nutrients at the right time. Prolonged flooding of where the rice is grown ensures that farmers are able to conserve soil organic matter and also ensures that the rice receives free input of nitrogen from biological sources. Rice crops also require constant health administration, as the rice plant can come under threat from different sources in the field. A good understanding of pest management is required.

When the rice plants are ready, they need to be harvested carefully. Depending on the variety, a rice crop usually reaches maturity at around one hundred and twenty days after crop establishment. Good harvesting methods help maximise grain yield and minimise grain damage and deterioration. Mechanical harvesting using reapers or combine harvesters is the other option, but is not so common due to the poor availability and cost of machinery. Manual harvesting is popular across Asia and involves cutting the rice crop with simple hand tools like sickles and knives. Manual harvesting usually requires forty to eighty man-hours per hectare and it takes additional labour to manually collect and haul the harvested crop.

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After harvest, the rice grain undergoes a number of processes, depending on how it will be used. Drying is the process that reduces grain moisture content to a safe level for storage and it is the most critical operation after harvesting a rice crop. Delays in this or doing it badly will reduce grain quality and result in post harvest losses. The correct storage conditions will ensure minimal loss of rice due to changes in weather and moisture content, rodents, insects and microorganisms. Finally, the milling of rice is a crucial post-production step. The basic objective of a rice milling system is to remove the husk and the bran layers and to produce an edible, white or brown rice kernel that is sufficiently milled and free of impurities.

That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test ten. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test eleven. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman as the woman buys a new bus pass.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

David Good morning, Madam. How can I help you?

Louise Hi there. My name's Louise. I need to get a new bus pass.

David Do you know which zones you'll need it for?

Louise Yes. Zones one, two and three.

So, three is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

David Good morning, Madam. How can I help you?

Louise Hi there. My name's Louise. I need to get a new bus pass.

David Do you know which zones you'll need it for?

Louise Yes. Zones one, two and three.

David That's fine. Now, have you had a bus pass before?

Louise Yes, I've had one for the last six months and it expired today.

David That's good. I won't need to take your details then. I'll need to confirm some information though.

Louise That's fine.

David Can you let me know your postcode?

Louise It's NW thirteen, four SG.

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David And can you let me know the number of the house at that postcode?

Louise It's number thirteen.

David I've got your records here. It says that we should contact you on your mobile phone. Is that still right?

Louise I'd like to change that actually to email. I've not changed it, so you should have my current address.

David Let's see. Is it louise k at UK net dot com?

Louise That's right.

David OK. I've made a note of that.

Louise I won't get extra spam, will I?

David No, don't worry. Our data policy specifies that we can't pass on your information to anyone or contact you without good reason.

Louise Good. Thank you.

David Now on your old bus pass, there was no photo. The new one will be a photocard. Do you have a photo with you?

Louise No, I don't. I didn't know that I would need it.

David That's OK. We put the requirement on the website, but of course most people don't see it. I can take it here if you like. Just look at this screen.

Louise Like this?

David That's right. Now keep still. OK. That's done.

Louise By the way, is the price still a hundred pounds?

David I'm afraid not. The price went up by five per cent. It's still pretty good value though.

Louise Yes. That's fine.

David So, here's your new pass and here's a new holder. I saw that your old one had got bit worn.

Louise Yes, it had. Thanks very much. The old one had gotten a bit beaten up, being at the bottom of my bag all the time.

David One more thing. I noticed there was no signature on the back of your old bus pass. It isn't valid without it, so you'd better do that now to your new one.

Louise Oh, I didn't know that either. I'll do it now. There you are.

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Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

David Is there anything else I can help you with?

Louise Yes, there is actually. You know that all the bus routes have been reorganised recently.

David Yes.

Louise Well, I'm a bit confused. Could you briefly explain some of the changes?

David Of course. First of all, there is route one. That's the one that goes in the direction of the town hospital when it goes north and the university when it goes south. There are two bus stops where you can get on this. To go north, you need to find bus stop Q. That's on Alton Road, just outside the town hall. To go south, towards the university, then find bus stop P, which is also on Alton Road, outside the cinema.

Louise That's useful for me, as I study at the university. Now I live in West Howe. What will I need to do to get a route one bus?

David The best way is to go to the town centre and change. You'll need to take route three. Take the bus from the centre of West Howe and get off at the town centre at bus stop G. That's outside West Gate Shopping Centre. Then, to get back to West Howe, you'll need to go back to West Gate Shopping Centre and find bus stop H, opposite bus stop G.

Louise Thanks. Finally, I need to know how to get to the Arrowdown Sports Centre. I was given a membership there and so I'll be going there quite often too.

David First of all, you need to come to the centre of town, as you would normally. Then to get to that sports centre, you'll need to go to the town centre post office. The buses for the Arrowdown Centre are from bus stop A. To get back, take the bus from outside the sports centre and get off at bus stop C in the town centre.

Louise Thanks for that. Now, a friend told me that I can get discounts using my bus pass. He said that I can get cheaper cinema tickets and train tickets with it.

David I'm afraid not with the cinema, but you'll get a fifteen per cent discount on local train services. There are other possibilities as well. The local football club gives you access to the special hospitality area, although you'll need to buy a regular ticket. You can also get priority seating at the local theatre and the local museum gives bus pass holders cheaper entry. Some of these things are restricted by availability, of course.

Louise Well, that's a bonus!

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That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a man giving an information talk at an adult education centre. First you have some time to look at questions eleven to fifteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Good evening everyone and thanks for coming to this information evening at the Adult Education Centre. My name is Mike and I'll be speaking to you for a short while before you can go and explore the various departments that we have here.

The centre was founded fifty years ago by the town council in order to help people who had failed to get a proper education when they were children. The idea today is a little different. We can give people the chance to study what they missed at school for whatever reason, but we can also just give them training in everyday skills or just allow them to extend themselves.

The teachers in the centre are fully qualified and their teaching is appraised every six months by inspectors from the Ministry of Education. Our teachers have the latest teaching aids and accessories, from interactive whiteboards to computer labs with the most up-to-date technology. All our teachers undergo special training and all their lessons can be found online at what we call the interactive classroom, which is accessible by all registered students. All notes, videos and worksheets can be found there, so if you miss a lesson, you can catch up on your computer at home. As well as just finding the resources, you can be in direct contact with your teacher. Naturally, he or she cannot be online all day, but every teacher has two online tutorial sessions of three hours each when they are available to chat. They can of course be in demand, so they are limited to four students at any one time and students can only interact with their teacher for a maximum of ten minutes. If the teacher is free though, students may continue to chat for longer.

Naturally, we also have a normal website. This has details of all our courses, teachers, fees and timetables. All courses can be booked and paid for online, although you'll need of course to supply credit card or bank account details. If you don't want to book online, you'll need to come to our main centre on Langdon Street between the hours of ten a.m. and two p.m., which are the hours that our administration section is open to the general public.

You now have some time to look at questions sixteen to twenty.

(20 second gap)

Now listen to the rest of the information talk and answer questions sixteen to twenty.

Now let me tell you a little about the courses that we have on offer. I'll begin with languages, as they're often very popular. We offer a variety of European languages,

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including French, German, Polish and Spanish. In addition, we offer Arabic, Korean, Japanese and Mandarin Chinese. These languages are offered at various stages of ability and to find out which class you belong in, you can do our self-assessment test available on our website for all the languages we offer.

Next, I'd like to tell you about our business related courses. Our business courses vary from short morning or afternoon sessions, where you will develop an excellent understanding of a particular topic, to courses that run for over thirty weeks, where you can achieve an industry-recognised qualification. From learning how to use essential computer software to bookkeeping or search engine optimisation and website development, we have the business courses to help you achieve your goals. These courses are always the most popular, so if you're interested, make sure you make your booking fast. We only take ten people per course and these places go quickly.

One of our most popular course areas is photography and computers for photography. Our range of courses on these subjects can help you learn to get the most out of your camera. From basic to advanced, our courses will allow you to build up your knowledge and learn new ways to use your equipment.

Another favourite are our cooking courses. We offer speciality courses, but a favourite is our introduction to cooking. This course is ideal for those new to cooking or for anyone wishing to create achievable and inspiring dishes. Learn a variety of essential cooking techniques to help you create simple everyday dishes or some more elaborate things to impress your guests. You will also learn to make the best use of store cupboard ingredients, and how to take delicious shortcuts to make cooking quick and enjoyable every day.

I'll finish with telling you about our creative writing course. It looks at practical ways to get started, whilst promoting greater writing confidence. The focus of this course is placed on practical exercises supported by discussion and examples and builds upon the strengths of each writer. It will give you an insight into the creative process and encourage you to achieve your writing goals. Our creative writing course provides an opportunity for all aspiring writers to develop the skills for writing fiction.

We have lots more courses and I urge you to check our website, as we don't have enough time to introduce everything that we have on offer.

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear four students discussing a survey that they will conduct. First you have some time to look at questions twenty-one to twenty-six.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-six.

Abbie Hi Martin. Hi Rachel. Are you both waiting for us?

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Martin Hi Abbie. Hi Lance. Yes, we are, but we've not been waiting long.

Rachel Yes. We just ordered some coffee. Hi Lance.

Lance Hi everyone.

Martin So, we're here today to talk about our survey on electronics and communications. Rachel, you said you were going to think about some question ideas.

Rachel That's right. I've been looking at our subject of how household citizens in this country derive benefit from the digital environment. To start with, I thought we could ask about their perceptions of Internet speed.

Lance Dial-up or broadband?

Rachel Broadband I think, Lance. Not many people in this country have dial-up any more.

Abbie I think that's a great start, Rachel. It's very topical at the moment. What about after that?

Rachel Another important area is people's perceptions of affordability. This has a lot to do whether people have travelled to different countries and have seen the costs of services there and are therefore able to compare what they pay for here.

Lance That's not necessarily true, Rachel. People can have perceptions of affordability without having to have travelled.

Abbie That's true, Lance. I like the idea, Rachel, but let's keep the travel part out of it. If we include that, we could create too much bias within the answers, as people who don't travel wouldn't be able to answer.

Rachel You're both right. I'll just make a note of that. Now, the next area I looked at was what people think about the possibility of changing subscriptions and switching between providers.

Martin I thought it wasn't possible to just switch providers. Aren't people locked in with a contract?

Abbie Yes, they are usually, but even within the contracts, there are ways of cancelling and changing provider.

Lance There's also a lot of talk in the media about how many contracts demand three month notice periods. People often don't realise that and they're furious when they have to wait and pay for three further months.

Abbie Yes, I know someone in that position. They're actually leaving the country and they have to continue paying their communications bill for two months, when they're not even in the country or living at the address that the contract deals with.

Martin Well, we should get some good feedback and answers on that area.

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Rachel So, my next area is the transparency of tariff information. Again, this is a topical area in the communications industry.

Lance That's right. There were some big stories in the media recently. The government has clamped down on companies not disclosing this.

Martin I read a story last week about a family that sued their phone provider for not giving the proper information. The family won and it seems the government has finally woken up about this matter and will do something about it.

Abbie Why is it so important?

Martin It's because companies want people to choose the package that gives them the most profit. It doesn't matter to them that people don't get the deal that makes the most sense for them. Salespeople just give customers a limited number of options and customers can't find the full information anywhere else.

Abbie That's awful. I can't believe they can get away with that nowadays.

Martin I know. Fortunately, things are getting better though.

Rachel So, the last area is about mobile phone usage.

Abbie Will we just be looking at how often people use their mobile phones?

Rachel Not so much that. We'll be more interested in how happy customers are with their signal reception.

Lance That's a good topic too. I thought that we had good coverage in this country, but then I heard from some foreign student friends of mine that it's terrible here and that their countries are much better.

Rachel That's right. We think it's OK here, as we're used to nothing different.

You now have some time to look at questions twenty-seven to thirty.

(20 second gap)

Now listen to the rest of the discussion and answer questions twenty-seven to thirty.

Lance So, next we have to decide when and where to do our survey.

Abbie I think the best thing would be to go after lectures on Wednesday morning. We'd get the afternoon shoppers and we'd get it all done before dinner.

Rachel The problem with that is we'd only get people free on a weekday afternoon. There would be a lot of unemployed people and that would influence the results. On a Saturday afternoon, we'd get a lot more people and a better cross-section of society.

Abbie I don't really want to lose my Saturday though.

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Martin Nor do I. I want to go to the football. Can't we do Friday afternoon? There'll be lots of people around off work early then.

Lance Well, that would be better than Wednesday, but I think Rachel's right. Nobody wants to work at weekends, but if we want to do a good job with this survey, then we should make some sacrifices.

Abbie OK.

Martin Yes, I suppose the football can wait.

Lance Now, are we sure that the town centre is the best place to conduct our survey? What do you think, Rachel?

Rachel Well, it's the place where we'd find the most people. Also, we'd probably find the best cross-section of society there.

Martin The trouble as I see it is that some people won't want to be stopped to answer our questions. You know what it's like.

Abbie That's true, but that will be the same wherever we go. The other places where we'd find lots of people could be worse. In train and bus stations, people would be busy. I think Rachel's idea about the town centre is best.

Lance What about in the central shopping mall?

Rachel Again, maybe there would be too many of a certain type of people.

Martin OK. I'm fine with Rachel's idea.

Lance Me too. I'm happy.

Abbie Finally, we need to analyse the information as fast as possible. Why don't you all come round to my place the next day and we can collate everything and do some statistical analysis. Can you make that, Lance?

Lance I can't after three o'clock. I have to be with my family then. I could come before that or in the evening.

Abbie How about you, Rachel?

Rachel That should be no problem for me, as I'm free all day, so just let me know when. What about you, Martin?

Martin It might be a problem for me, I'm afraid. I can come, but not in the evening. I've got tickets to the cinema.

Abbie Let's meet at midday then. We should be able to get everything done in a couple of hours, so Lance can get away.

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That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear a lecture on geothermal energy. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Hello everyone and welcome to this lecture on renewable energy resources. Today, we're going to look at geothermal energy and we'll look at the country of Iceland to see how this energy type has been exploited there.

Geothermal energy is the heat from the Earth. It's clean and sustainable. Resources of geothermal energy range from the shallow ground to hot water and hot rock found a few miles beneath the Earth's surface, and down even deeper to the layer of extremely high temperature magma. This layer of magma continually produces heat, mostly from the decay of naturally radioactive materials, such as uranium and potassium. The amount of heat within ten thousand meters of Earth's surface contains fifty thousand times more energy than all the oil and natural gas resources in the world.

Iceland is a pioneer in the use of geothermal energy for space heating. Generating electricity with geothermal energy has also increased significantly in recent years. Geothermal power facilities currently generate twenty-five per cent of the country's total electricity output. Last year, roughly eighty-four per cent of primary energy use in Iceland came from indigenous renewable resources, of which sixty-six per cent was geothermal. During the course of the twentieth century, Iceland went from what was one of Europe's lowest income countries, dependent upon peat and imported coal for its energy, to a country with a premier standard of living, where most energy is derived from renewable resources. The cheap source of energy created this change.

Iceland is a young country geologically. It lies astride one of the Earth's major fault lines, the Mid-Atlantic ridge. This is the boundary between the North American and Eurasian tectonic plates. The two plates are moving apart at a rate of about two centimetres per year. Iceland is an anomalous part of the ridge, where deep mantle material wells up and creates a hot spot of unusually great volcanic productivity. This makes Iceland one of the few places on Earth where one can see an active spreading ridge above sea level.

As a result of its location, Iceland is one of the most geologically active places on Earth, resulting in a large number of volcanoes and hot springs. Earthquakes are also frequent, but rarely cause serious damage. More than two hundred volcanoes are located within the active volcanic zone, stretching through the country from the southwest to the northeast, and at least thirty of them have erupted since the country was settled.

A lot of Iceland's geothermal energy comes from hot water or steam and these are found in two types of water temperature systems, high temperature fields and low temperature fields. High temperature fields are located within the active volcanic zones or marginal to

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them. They are mostly on high ground and the rocks are geologically very young and permeable. As a result of the topography and high bedrock permeability, the groundwater table in the high temperature areas is generally deep, and surface manifestations are largely steam vents.

The low temperature fields are all located outside the volcanic zone passing through Iceland. The largest examples of these systems are located in southwest Iceland, on the flanks of the western volcanic zone, but smaller systems can be found throughout the country. On the surface, low temperature activity is manifested in hot or boiling springs, although no surface indications are observed on top of some such systems. Flow rates range from almost zero to a maximum of one hundred and eighty litres per second from a single spring. Scientists believe these low temperature fields are transient, lasting some thousands of years.

There are three ways to create electricity with geothermal energy. Hydrothermal, using hot water, geopressurised, using a hydraulic turbine, and petrothermal, using superheated dry rock to create steam when water is pumped into it. In Iceland, generating electricity with geothermal energy has increased significantly in recent years and as a result of a rapid expansion in Iceland's energy intensive industry, the demand for electricity has increased considerably. One of the most common electricity generation methods in Iceland is with a geothermal plant, which brings heat up to the surface, where it is brought into contact with water. This creates high pressure steam, which is then piped to drive turbines. The pipes and turbines must be extremely strong in order to stop the corrosive steam from bursting out and causing a danger to workers. The turbines in turn create the electromagnetic field within a generator that creates electricity. The electricity generated is then transferred out to a local substation, before being directed to its place of end use. Back at the geothermal plant, the steam that has been through the turbines is piped away. The steam is then allowed to condense in a cooling tower. Warm air and vapour is released into the air and the left-over hot water is piped away for a variety of other direct heat uses, such as house heating, agriculture, fish farms and industry.

That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test eleven. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test twelve. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman as they discuss a hiking holiday in Scotland.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Graham So, Sophie. Are you ready to talk about our holiday in Scotland?

Sophie Oh yes. I'm looking forward to getting things finalised.

Graham So, we start our holiday in Oban, then we go to Skye and after that to Lewis.

Sophie That's right.

So, Oban is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

Graham So, Sophie. Are you ready to talk about our holiday in Scotland?

Sophie Oh yes. I'm looking forward to getting things finalised.

Graham So, we start our holiday in Oban, then we go to Skye and after that to Lewis.

Sophie That's right.

Graham Now, we're staying in Oban for five nights from the eighth of July until the thirteenth. Is that right?

Sophie I thought we were one day earlier. Let's have a look. No, you're right. It's from the eighth. It's my grandmother's birthday on the seventh and I got mixed up.

Graham Good, that's settled then. It wouldn't have been a good start if we got the dates wrong!

Sophie No. I remember that I wanted to be at home for grandma's birthday and that we could leave the next day.

Graham So, the next thing should be how we're going to get to Oban.

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Sophie Well, as I see it, we have the choice of driving up, the train or the bus.

Graham Yes. Driving up wouldn't be the cheapest, but it would be the fastest. However, as we're going on a hiking holiday, we won't need the car at all after we've arrived.

Sophie And as we're taking the ferry to Lewis, it'll be cheaper not to have the car and travel as foot passengers.

Graham The bus would be convenient then, as it takes us straight to Oban with only one change.

Sophie The train does as well.

Graham That's true, though I checked and if we book the bus in advance, the train will be twice as expensive.

Sophie Well, let's go for the cheapest option then. The bus won't be that much longer. Are you OK with that?

Graham Yes, that's fine. We can use the money we save on spoiling ourselves when we're there!

Sophie So, what's next?

Graham We have to decide on where we're going to stay.

Sophie Yes. Now, you know I said I'd check some places out?

Graham Yes. You said that you would order some magazines.

Sophie Well, I had a look at some places online, but I didn't have much time and I didn't manage to do anything else.

Graham That's OK. Don't worry. I know that you were really busy.

Sophie Yes. I had good intentions, but they didn't work out.

Graham So, now we have to decide what kind of place we want to stay in. The choice is really a hostel, a guest house or a hotel.

Sophie I'm tired of staying in cheap hostels and I've had a look at the guest houses and there's not a great selection.

Graham I agree. So, we'll go for a hotel then.

Sophie Yes. We can use the money we saved on the travel!

Graham OK. Now, do you want to have breakfast and dinner at the hotel?

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Sophie I'd say so. It would be very convenient. Breakfast would be waiting for us every morning and in the evenings we'd be tired after our hiking and not too keen to go out.

Graham That's true, but Oban has great places to eat and I think we should make the effort to get out in the evenings and try some places. Oban's small and nothing will be too far away.

Sophie OK. I'll go along with that. I still think breakfast would be better at the hotel though.

Graham Yes, I agree with that.

Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

Sophie So, have you researched any hiking routes when we get to Oban?

Graham Yes, I've looked at a few. My favourite one is a coastal route that goes from Oban to a small town called Dunbeg.

Sophie Tell me about it.

Graham It's a nice easy one to start with. This is because we stick to the coast, so there are no hills to deal with. We'd start after breakfast and head north and move up and hug the coast. The hike will take about three and a half hours and the end point is Dunbeg, which is inland a little.

Sophie Are there any good things to see?

Graham Yes. There are the views of the sea and of course the island of Kerrera, across from Oban. Soon we'll pass Saint Columba's cathedral and near the end of the walk, there's a spectacular ruined castle next to the sea. At the end, we can get a bus back from Dunbeg.

Sophie How long does the bus take?

Graham Only about a quarter of an hour. We can walk back the way we came or walk back along the road, but I thought it would be nice to have lunch in Dunbeg and then get back to Oban quickly and spend the afternoon looking around the town.

Sophie That all sounds fine. Have you found any other hikes?

Graham You know I mentioned the island of Kerrera earlier?

Sophie Yes.

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Graham Well, for the second day's hike we can get a ferry across to the island from Oban and there are a number of routes there. The easiest and most popular route is the southern one and again we'll get to see a castle.

Sophie Is it a demanding route?

Graham Not at all. The hike is approximately five miles in total and I think it will take us at least three hours for it. The island is mostly flat and the path is well-tended. It shouldn't stretch us very much.

Sophie I expect there'll be a lot of sea views again being an island. I really like that.

Graham Actually not as much as you'd think, as we'll be going inland a lot.

Sophie We'll have seen a lot of the sea the day before, so that's fine.

Graham That's what I thought.

Sophie Good. I'll be quite unfit and I want to break into things slowly. We can go for harder hikes later in the holiday.

Graham Exactly. So, to make this hike into a day trip, we can look around the castle, as it was restored a few years ago. We can also take a picnic and relax next to a good view.

Sophie Well, that's the first two days then. Now, the first hike should be easy to find our way, as we're just following the coastline, but the second could be harder if we're going inland.

Graham Yes, I thought about that. I went onto the island's website and we can buy a map on the ferry while we're crossing over.

Sophie Oh good. Well done. You seem to have done some good research.

Graham Thanks. I'm quite excited about our trip.

That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a woman telling a group information about a museum tour. First you have some time to look at questions eleven to fifteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Good afternoon everyone and welcome to this tour of the Weyport museum. My name is Victoria and I'll be showing you round today. This will be a two-hour tour and I'll show you

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all the key exhibits that we possess. Naturally, we won't be able to look at everything, but the museum will remain open for three hours after the tour ends, so you'll be able to see anything you missed then.

The building that the museum stands in today has been here since the late nineteenth century. It was built by the local Weyport town council and owned by them until ten years ago, although the use of the building changed several times during their ownership. Ten years ago, the town council allowed the building to be bought by a group of enthusiasts that had been canvassing for a larger and better-equipped town museum for quite a few years. They had gained cash from a variety of fund raising activities that were supported by the general public. The existing small museum was happy to merge with the new one and allow the new one to take all the exhibits and the previous museum director continued in his post at the new museum. The new museum's purchase was also assisted financially by the local engineering company, Ryland Limited, whose managing director is a great patron of the arts. At first, the local council wasn't too keen on letting go of the building, but the central arts council in London liked the idea of the new museum and applied some administrative pressure. The local council agreed and the sale went through fairly quickly.

As I said, the history of the building was varied. It started off as an office administration centre for the local council. Unfortunately, there was a fire in nineteen twenty and after that, the building lay unused for a number of years. There was a lack of funds for renovation, in spite of the insurance pay out. From nineteen thirty, the building was made safe and used as a storage facility for old files and other records belonging to the town council. The army tried to gain control of the building to use as a recruitment centre during World War Two, but the building was deemed too unsafe for the projected numbers of people. After the war, the building continued its pre-war use until the nineteen sixties, when the council used the building for its local education department. The building remained like this until it was sold for the new museum. The education department moved to the new council offices on the edge of town and is found next to the housing department.

You now have some time to look at questions sixteen to twenty.

(20 second gap)

Now listen to the rest of the information talk and answer questions sixteen to twenty.

So, we'll begin the tour on the ground floor. Right now, we're in the reception hall where you all bought your tickets. We've just come in through the main doors with the ticket office opposite. We'll start by going in through the door on the right. If you go left, you'll find the museum's bathrooms. You'll need to come back here if you want to use them.

So, in this first room on the right, we'll find our collections of paintings. We have mostly pictures by local painters. No one is particularly famous, but the quality is very high and we get visitors from all over the country. We continue the tour into the next two rooms, where we will find very unusual exhibitions. This town is famous for its factories that manufacture clocks and silverware. The clock collection from the local factories comes first and then the following room focuses on silverware. In the corner of the silverware room, there is a room where you can see a film that explains the history of both our town's famous industries.

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Moving round into the next room, we'll find displays from the town's Iron Age history. There are examples of a variety of things that have been discovered in and around the town. We have old pots, jewelry, weapons, examples of surviving architecture and plenty of photographs of local archaeological sites. The next room houses the museum's café, where you can get hot or cold drinks and some snacks to eat. Finally, the last room on the ground floor holds our collection of antique children's toys. It's amazing to see the range of things that were manufactured and this room is always a favourite with visitors. After we've finished there, we'll move up the stairs to the first floor, where we'll continue.

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear three students discussing a field trip. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Ellie Hi Alan.

Alan Hi Ellie. Hi Janet. How are you both today?

Janet Hi Alan. We're both good. Are you ready to discuss our field trip?

Alan Sure. That's why I'm here.

Ellie Good. Let's get started. We're going to go on a trip down the coast to look at cliff formations. We know the date we're going, so the first thing is that we need to decide how to get there.

Alan Yes. The options are hiring a car for the day or getting the bus. The car will be more flexible, but the bus will be cheaper.

Janet I'll go down to the bus station this afternoon and check prices and times and then I'll go to that local car hire company next to the supermarket and get a quote.

Ellie Good. Now, we have the general area where we want to go, but we need to narrow down our survey area exactly.

Alan I've had a look at the map. The best area would be from Durham Rocks to Long Beach.

Janet Why there?

Alan First of all, there's a car park and bus stop next to the Durham Rocks and there are also paths at the top of the cliff and at its foot at low tide along the beach. We'll get good access for our survey.

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Ellie Well done, Alan. How long do you think the survey will take?

Alan I reckon about five hours to do a good job. We won't need to stay overnight like some of the other groups. That's good, as there are no hostels or anything where we're going.

Janet What things do we need to take with us?

Ellie The usual survey stuff. Maps, compasses, a level kit and a rangefinder.

Janet Can we get all that?

Ellie The department has it all and we can book it out as long as no one's got there first. I'll do that this afternoon when I go in for our lecture.

Alan Thanks, Ellie.

Janet Is there any food available where we're going? We'll be there for quite some time and if things take longer than expected, we'll get hungry.

Alan I'll check that out online. My laptop's at home right now, but I'll need to get it before my lecture. I'll do it when I get home. If there's nowhere to eat, I'll make some sandwiches and bring some water or something. I'll let you know at the lecture.

Ellie Well, that's the organisation part done for the time being. Let's just hope it doesn't rain! I don't fancy spending five hours under an umbrella.

You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Janet So, why are we going to that area of the coast anyway? There are plenty of cliffs much closer to us.

Alan It's all to do with the erosion of the cliffs in that area. There are some really classic examples there. Do you remember that lecture we had on coastal erosion?

Janet I missed that lecture, as I was sick.

Ellie I'll explain. The cliffs in that area mostly consist of sand and clay with very little rock. This makes them very susceptible to erosion.

Janet Do all coastlines suffer from erosion?

Alan It depends. Both exposed and sheltered coasts can suffer from it. The coast has to receive the power of the sea in a certain direction and force. Currents, winds and tides also play a key role.

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Ellie Where we're going, the sea comes right up to the cliffs at high tide. The waves can then batter the soft lower parts of the cliffs. At low tide, we can walk in front of the cliffs for our survey.

Janet Does that make it dangerous to walk at the top of the cliffs?

Alan It can be. Fortunately, the area where we're going has paths set well back and there are fences to keep people away from edges that might be dangerous. We won't need to go close to the edges of the cliffs, anyway.

Janet So, what happens when the waves hit the lower parts of the cliffs?

Ellie It's simple really. The cliff is worn away and an undercut is made. The deeper this becomes, the more unstable the cliff above becomes. When the weight above becomes too much, then the cliff collapses.

Alan This of course can cause problems if there is anything significant on top of the cliffs.

Janet It sounds like it's dangerous to be under the cliffs as well.

Alan Yes, it is. The coastguard is responsible for keeping a close eye on the cliffs though and you can check on the dangerous areas on their website. There are lots of signs in dangerous areas, too.

Janet Before we go, we'd better check on that and the tides as well, as they can come in quickly.

Alan I intend to.

Ellie Don't worry, Janet. We won't go into any danger areas.

Janet Should we take flares in case we get into any problems?

Alan No, I don't think that's necessary. We'll all just take our mobile phones with us. If we do run into any trouble, we can then call the authorities. It really won't be a problem, Janet. If I thought we'd be in any danger, I'd take an inflatable boat with us or not go at all!

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear a lecture on the Wechsler-Belleview Intelligence Scale. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

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Good morning everyone and welcome to this psychology lecture. Today, we are going to look at one of the most common tests that is used to assess intelligence. Many tests have been created for this purpose, but we are focusing this morning on the Wechsler-Belleview Intelligence Scale.

Doctor David Wechsler, a clinical psychologist at New York's Belleview hospital, believed that intelligence is a global construct, reflecting a variety of measurable skills and should be considered in the setting of the overall personality. Dissatisfied with the intelligence tests in vogue when he started practising, Wechsler created intelligence scales that included many novel concepts and breakthroughs to the intelligence testing movement. He did away with the quotient scores of older intelligence tests, or the Q in IQ. Instead, he assigned an arbitrary value of a hundred to the mean intelligence and added or subtracted fifteen points for each standard deviation above or below the subject's mean.

The theoretical basis for the Wechsler-Belleview Intelligence Scale and the other Wechlser scales came from this belief of Wechsler's that intelligence is a complex ability involving a variety of skills. Because intelligence is multifaceted, Wechsler believed a test measuring intelligence must reflect this multitude of skills. Wechsler divided the concept of intelligence into two principal areas: verbal and performance, and further subdivided and tested each area with a different subtest.

Wechsler's full scale test is broken down into fourteen sub-tests, comprising the verbal scale, seven verbal sub-tests, the performance scale and seven performance sub-tests. Wechsler's tests provide three scores: a verbal IQ score, a performance IQ score, and a composite IQ score based on the combined scores. Verbal subtests aim to test general cultural information, abstract comprehension, arithmetic, verbal reasoning, vocabulary, concentration, and memory. Performance subtests include visual perception, visual-motor coordination, spatial perception, abstract problem solving, sequential reasoning, perception speed, and visual analysis. These conceptualisations continue to be reflected in the Wechsler scales of the twenty-first century and the Wechsler-Belleview Intelligence Scale continues to remain the most commonly administered psychological test in existence.

The Wechsler Adult Intelligence Scale is appropriate throughout adulthood. For testing children aged seven to sixteen, the Wechsler Intelligence Scale for Children is used, while the Wechsler Preschool and Primary Scale of Intelligence is used for testing children aged two and a half to seven. Both tests can be completed without a literacy requirement in their subjects.

Although the Wechsler-Belleview Intelligence Scale is regarded as extremely useful and accurate, it does have some limitations. As long as test administrators realise this, the test can be used very reliably for its designed purposes. The limitations are not serious. It is not considered for measuring extremes of intelligence, which are indicated by IQ scores below forty and above one hundred and sixty. Wechsler himself was even more conservative, stressing that his scales were not appropriate for people with an IQ below seventy or above one hundred and thirty. Also, when administering the Wechsler Adult Intelligence Scale to people at extreme ends of the age range, such as below twenty years of age or above seventy, caution should be used for the interpretation of scores.

Besides being used as an intelligence assessment, one other use of the Wechsler-Belleview Intelligence Scale is that it can be used for neuropsychological evaluation, as

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large differences in answers testing verbal and non-verbal intelligence may be a sign of specific sorts of brain damage. Intelligence scores reported by the Wechsler-Belleview Intelligence Scale can also be used as part of the diagnostic criteria for learning disabilities and attention deficit hyperactivity disorder. However, the consensus of professionals in the field is that the Wechsler-Belleview Intelligence Scale is best used as a tool to evaluate intelligence and not to diagnose ADHD or learning disabled children. Nevertheless, many clinicians use it to compare a child's cognitive development to his or her actual social or school capabilities. Using discrepancies in the scale and other sources of data, the Wechsler-Belleview Intelligence Scale can contribute information concerning a child's psychological well-being.

So, to conclude the first part of this lecture, the Wechsler-Belleview Intelligence Scale is regularly used by researchers in many areas of psychology as a measure of intelligence and it is considered to be a valid and reliable measure of general intelligence. It is so well regarded that other intelligence tests are often compared to it when undergoing reliability and validity studies.

That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test twelve. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test thirteen. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman discussing the enrollment of the man's child at a nursery.

First you have some time to look at questions one to five.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Laura Good morning. My name's Laura. Welcome to Happies Nursery. How can I help you today?

Luke Good morning. My wife and I were hoping that we might be able to enrol our daughter with you.

Laura We do have space, so that should be fine. What's the age of your daughter?

Luke She's two.

So, two is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to five.

Laura Good morning. My name's Laura. Welcome to Happies Nursery. How can I help you today?

Luke Good morning. My wife and I were hoping that we might be able to enrol our daughter with you.

Laura We do have space, so that should be fine. What's the age of your daughter?

Luke She's two.

Laura OK. Now, I need to take some details first.

Luke Of course.

Laura To begin with, I need your and your wife's names.

Luke My name is Luke Beckett and my wife's name is Gloria Beckett.

Laura Would you spell Beckett for me, please?

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Luke It's B - E - C - K - E - T - T.

Laura And Gloria?

Luke G - L - O - R - I - A.

Laura Thank you. And can I assume that you both live together at the same address?

Luke Yes, we do.

Laura Can I have the full address?

Luke It's forty Castle Crescent. Backley.

Laura And the post code?

Luke It's BA three seven TR.

Laura Thank you. Now, can I take some telephone numbers for you and your wife?

Luke Of course. Our home number is oh one five three eight, eight five three, two eight five.

Laura Thank you. And do you have mobile numbers?

Luke Yes. Mine is oh seven seven seven oh, seven two eight four seven three and my wife's is oh seven seven four three, eight one two, four five one.

Laura Could you say your wife's again, please?

Luke Of course. It's oh seven seven four three, eight one two, four five one.

Laura Thanks. I've got all that down. Could I also have work numbers for you both?

Luke My office number is oh one five three eight, nine two six, four seven seven and my wife's work number is oh one five three eight, five nine six, eight two one.

Laura Thanks. Now, I'll talk about our fee structure a little later, but how would you like to pay our fees?

Luke We'll pay by bank transfer when we get the invoice.

Laura That's fine. Thank you. So, your daughter. What's her name?

Luke It's Gertrude Beckett. She has no middle name.

Laura Good. She's two years old. I know that. Does she have any allergies that you know of?

Luke The only one we know of is that she's allergic to cats.

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Laura OK. I've made a note of that. It won't be a problem. There are no animals in our nursery and none of our teachers has a pet.

Luke Good. That's very reassuring.

Before the conversation continues, you have some time to look at questions six to ten.

(20 second gap)

Now listen carefully and answer questions six to ten.

Laura Now, I suppose you know quite a lot about us already, as you've chosen us to look after your daughter.

Luke That's right. We have friends who have their children here.

Laura That's good. I'd still like to talk about our systems here a little bit though.

Luke Oh yes. That's fine.

Laura So, we start doing activities at eight thirty a.m., but parents can drop off their children at any time after six thirty. From six thirty, we always have a team of carers here who will supervise your child whilst she plays with the others and they will clean and change her when necessary. You don't need to bring anything in that regard, as we will have all that is necessary here.

Luke Do we need to bring anything else for Gertrude?

Laura Just a sweater for going outside and a couple of changes of clothing in case she gets dirty. Keep it in a good quality bag and have it clearly marked as Gertrude's.

Luke OK. What, what happens if Gertrude's sick?

Laura We will of course call you and your wife straight away if she's sick. You'll need to pick her up as soon as you can when that happens, as we don't want other children to catch illnesses. In the unlikely event of anything really serious, we're just a mile away from the County Hospital. Also, we always have a nurse on duty who specialises in children, so your child will always have good supervision in terms of health.

Luke Good. Thank you.

Laura The end of day-time activities is at four o'clock, though you can pick Gertrude up earlier if you wish. Also, we offer supervision until six thirty for people who work late. We ask that you do not arrive later than that to pick up your child, as our staff will want to get home to their families. If you're unavoidably detained, please call our number, which is in our information pack here.

Luke That shouldn't be a problem for us, as we both finish work at around four o'clock.

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Laura Good. Finally, I'd like to tell you about a new service that we're running. It will cost extra outside our usual fee structure, but it's proving to be incredibly popular. We now offer supervision at the weekends, so that parents can be free to shop, travel a little or do other necessary things that would be awkward with a young child.

Luke I don't think we'd need that often, as we wouldn't like to leave Gertrude then as we see her so little during the week. It would be very useful for unexpected things and emergencies though.

Laura Well, let's move on to the fee structure.

That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a man giving some people information about an old age care centre. First you have some time to look at questions eleven to fifteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Good morning everyone and welcome to this open day at the Green Trees Old Age Centre. My name is Charlie and I would like to tell you a little about us today. I have met some of you already and I know that some of you are thinking of coming to stay here yourselves and some of you are here to see it we will suit a friend or relative of yours.

So, we offer skilled elderly care for up to sixty residents. We have places for both men and women, with men being accommodated on the first floor and women on the second floor. We have three lifts that service all the floors for those who find stairs challenging. All our rooms are single and therefore we are not suited to looking after married couples together. All our rooms are en suite and are cleaned daily. Some types of pet are allowed, but this has to be discussed with the manager. The manager will decide on a case-by-case basis.

The common areas are exceptionally luxurious. We have lounges, television rooms and a games room, which are open to all residents. Our dining room is as well-appointed as the rest of our facilities and our food is exceptional. Breakfast, lunch and dinner are served of course every day and specialised diets, for example for diabetics, can be catered for after consultation. If residents get hungry between meals, there is coffee and tea available mid-morning with snacks, and afternoon tea is served every day with sandwiches and cakes. In good weather in the summer, afternoon tea is served outside on the lawn.

One important part of any old age centre is our facilities for nursing. Older people need a special type of care the older they get and this must be combined with opportunities to retain the chances for being independent as much as is practical. Green Trees has full-time nurses on duty twenty-four hours a day. These nurses have specialised in old age care and are all greatly experienced in this field. We also have access to extra specialised carers when the need arises. In addition to this, we have a local GP who visits twice a week. This GP is also able to visit at other times when necessary, including at night time.

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Green Trees is a fee-charging establishment. I don't want to tell you all about our fees here, but all the details are available on our leaflets by the door and also on the website. The fees advertised are our current ones, but be aware that fees change every six months, depending on our own costs.

You now have some time to look at questions sixteen to twenty.

(20 second gap)

Now listen to the rest of the information talk and answer questions sixteen to twenty.

Green Trees also has a variety of activities for our residents, both inside and outside our premises. Our activities provide our residents opportunities to have fun, exercise their brains and bodies, and meet new friends.

Twice weekly, we have sessions in our games room. This includes playing cards, bingo, board games, quizzes and lots of other activities. At Green Trees, we know it's important to meet different people and so residents are always allowed to invite a guest to these evenings. In this way, everyone gets to meet new people and develop new friendships. We also have regular puzzle sessions at different times of the day, with crosswords, sudoku and other stimulating and fun activities. One exciting and new venture that we're doing right now is getting residents to tell their life stories. Sometimes it's not so easy to recall everything, but the attempt often brings back things previously forgotten. We also encourage the recollections to be recorded or written down, which is great for younger relatives, who find out things that they never would do otherwise. All these activities lead to fitness in the brain for seniors and this has become an important part of lifelong well-being.

It's equally important to get out of Green Trees from time to time. We run regular visits to the theatre, ballet, opera, cinema, local markets and to places of local interest. We only organise one-day trips, in case our residents get too tired. Family members can of course take residents out for overnight trips or longer whenever they want. We ask, of course, to be kept informed of any time spent away, so we can organise our food and care schedules accordingly.

One very popular activity in Green Trees is gardening. We have extended gardens and when the weather is appropriate, residents can change their clothes and go outside and get dirty! Gardening can be a very fulfilling activity for the elderly. Tending plants can overcome feelings of isolation by giving individuals the opportunity to play a more active part in the world around them. Being responsible for the care of plants can also help residents feel more in control. The problem for a lot of elderly people is that manual work in the garden can cause serious aches and pains, whilst also worsening existing problems. We will give you training and the special tools that will help you stay safe and healthy. Our two gardeners will also be there to supervise and give advice and I'm afraid residents also have to follow their orders about what is planted and where!

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

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Now turn to section three.

Section three. You will hear four students discussing their engineering work placements. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Ross Hi Tanya.

Tanya Hi Ross, hi Derek.

Derek Hi Tanya. Have you seen Lily?

Tanya Yes, she's just behind me. Here she is.

Lily Hi everyone.

Derek Hi Lily. You know Ross, don't you?

Lily Yes, I do. Hi Ross.

Ross Hi Lily. So, Lily, do you know what you're doing for your engineering work placement?

Lily Well, you know I applied for something in aviation engineering?

Ross Yes.

Lily Unfortunately, my application for that was turned down, so I also applied for a practical job, working on bridge construction in Brisbane.

Tanya Was that successful?

Lily No. They called and said someone else had taken the job, so I applied for a job helping in an engineering office in town.

Derek So, that's what you're doing?

Lily They offered me and I was about to accept when the bridge people called and said the person who'd accepted had dropped out, so I've ended up with that.

Ross Well done. You'll learn a lot with that.

Tanya Yes, and it'll look great on your CV.

Lily I'm sure it will. It's not aviation, but it'll still be very interesting. What about you, Ross?

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Ross Oh, I didn't have too much trouble. Fortunately my father has an engineering firm, so he's taken me on.

Tanya That should be great fun.

Ross It might be, but you don't know my Dad. He'll work me to death. It might've been better just to have done some road surveying for the local government. That would've been boring, but at least nine to five.

Derek I thought that you'd applied for work on an oil rig off Borneo.

Ross I wanted to do that, but they said I didn't have the breadth of knowledge for working there. And Derek, what about your plans?

Derek I had a placement working out in the Antarctic, but I had to turn it down.

Tanya Oh no. Why?

Derek I was worried about the extreme cold, but they said that I'd be OK with that. My Dad's a doctor in a hospital and he said that the months I was there would present no problems. However, my old trouble with blood circulation was noticed by the company supervisor working there and she said it was too big a risk being so far from a hospital, in case this came back.

Tanya That's a shame.

Derek Yes, it is, but I've got a good placement in Brisbane's department of roads. That fits in with what I want to do when I graduate, so things worked out well in the end.

Lily So, that leaves you, Tanya.

Tanya I had three offers in the end.

Ross Good for you. What were they?

Tanya My tutor recommended working in a ship building yard, as he's got some contacts there. He said I'd get a really constructive job there. The second was in gas drilling, as my cousin works in that and he said he'd sort me out with something with him where I'd learn a lot. The last was for the city engineering department. My boyfriend works there and he wants me to be close.

Derek Which did you choose?

Tanya Well, I've always been interested in geology and the search for underground wealth, so I chose the one searching for gas. That's the field I'd like to work in after graduation, although I'll find myself far away from any civilisation for most of my time. This one is right out in the desert.

Lily By the way, how do we notify our department about our choices? Do we just call them or tell our tutors?

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Ross There's an online form that needs to be printed out and filled in. I don't think you can send it as an attachment.

Tanya Ross is right. It needs to be signed by your tutor and they need an original for their copy, so it needs to be given in face to face.

Derek You'd think that nowadays they'd accept a scan of a signed document that was sent by email. I mean it's valid legally.

Lily You know our professors. Some of them don't even know how to open their email!

You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Derek So, Tanya, working in the desert! That'll be a bit scary, won't it?

Tanya I expect when I go at the start, it'll be a bit frightening, but I've been told that you get used to it very quickly.

Ross So, you're drilling for gas?

Tanya That's right.

Lily That sounds interesting. We haven't studied many things like that though.

Tanya I know, so I've been studying it myself for a couple of months. The gas drilling station is a fairly standard assembly. The well head is where the hole to the gas reservoir starts and it's above ground, next to a monitoring facility. That's where I'll be most of the time. The drill has to pass first through the normal earth until it hits a shale rock layer at around forty metres. After that, it passes through some cap rock and finally some storage rock. Then it hits the gas reservoir.

Ross Is it a long process?

Tanya Quite long. The shale rock is easy to pass through, but the other layers are very hard and thick.

Derek So, once the drill hits the gas reservoir, it's just a matter of monitoring.

Tanya No. There's a constant need for working out how much gas is left and where the best place is to get it from. This means other holes may need to be drilled and that's what I'll be doing. We have secondary holes at different depths to the side of the primary drill hole and underground sensors at the bottom send up information to the monitoring facility. This data then needs to be analysed.

Ross It'll be a fantastic thing to do, Tanya. And it'll be great experience. If you want to work in that field later, it'll really help you find a job.

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Lily It'll be quite a lot of pressure on you also. You'll be in the desert with a few colleagues, making drilling decisions that will cost a lot of money.

Tanya Not quite. We'll be analysing the data, but we'll be connected by satellite to the head offices and it'll be the people there who make the decisions of whether to drill or not.

Lily Oh good. That'll take the stress away. I'd hate to think what would happen if I had to make all the decisions out there.

Tanya I don't think they'd let me do all the decision by myself in any situation. Anyway, it's not as if I'll be on my own out there!

Derek Don't you think you'll go crazy being stuck out there in the desert? Our placements are for six months and after six months in the desert, I'd be feeling very strange.

Tanya It won't be that bad. The teams that work out there are on four-week rotations. Everyone then gets a week off and then they go to a different station. My situation will be different. After my four-week rotations, I'll be taken back to the city for four weeks and then I'll just do nine to five on weekdays at the head offices until I return to my drilling station. It's a good mixture. Back in the head offices, I'll be able to see what they do with the data that we collect out in the desert.

Ross Well, that all sounds very exciting.

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear a lecture on hypnosis, hypnotism and hypnotherapy. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Hello everyone. Today in our psychology lecture, we're going to look at hypnosis, hypnotism and hypnotherapy.

First of all, let's look at some definitions. Hypnosis is an inferred psychophysiological state characterised by greater possibilities for influence, and is thought to be an altered state of consciousness. Hypnotism is the study and use of suggestion with the presence of hypnosis, while hypnotherapy, or clinical hypnosis, as it's sometimes referred to, is a form of therapy in which the use of hypnotism constitutes the core of the treatment. Simply speaking, hypnosis is an altered state of consciousness. Hypnotherapy, therefore, is the use of an altered state of consciousness, or trance, for a therapeutic endpoint. This means that people are not treated with hypnosis, but are treated in hypnosis.

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All hypnotic states are characterised by a tremendously pleasant state of calm, which individuals allow themselves to enter, so that desired and beneficial suggestions may be given directly to the part of the mind known as the subconscious. Under hypnosis, the conscious and rational part of the brain is temporarily avoided, making the subconscious part, which influences mental and physical functions, receptive to therapy. During the trance state, there is heightened concentration for the specific purpose of maximising potential, changing limiting beliefs and behaviours and gaining insight and wisdom.

Although hypnosis may be light, medium or deep, a medium trance is usually used, during which breathing and the heartbeat slow and the brain produces alpha waves. Normal levels of consciousness, such as sleeping, dreaming or being awake, can be detected in the wave patterns produced by the brain. The state of hypnosis differs from all three. In alpha states, the body gradually achieves a particular relaxation. Hypnosis, meditation, day dreaming, being absorbed in a book or music or television, driving and arriving at your destination without recalling all the usual hallmarks are good examples of alpha states.

It is still not well known how hypnosis influences the brain. One popular theory is that it affects the mechanisms of attention, which occurs in one area of the brain called the ascending reticular formation, located in the brain stem. This area, which has many functions related to sleep, alertness and the sensorial perception, continuously bombards the rest of the brain with stimuli coming from the sense organs. The inhibition of the ascending reticular formation leads to states of extreme calm.

So, how does hypnotherapy work? The subconscious mind is the source of many of our problems and self images and our beliefs, habits and behaviours are stored there as information. The subconscious is a tremendous reservoir of our unrecognised strengths and knowledge. Hypnosis is a natural and effective technique for accessing the subconscious mind and the key to unleashing our potential, so that we can change our unwanted habits and behaviours and find solutions to our problems and concerns. Once the individual has achieved a hypnotic trance state, the hypnotherapist uses many different therapeutic methods ranging from simple suggestions to psychoanalysis. For example, the therapist may ask about past, present or future concerns to establish the reasons for a particular problem. Alternatively, the therapist may give suggestions to the subconscious mind aimed at overcoming specific problems such as lack of self-confidence. While some uses, such as calming a person, need minimal change on the part of the individual, more complex behaviours, such as overeating, panic disorders or depression, require a more complex therapeutic intervention together with psychological homework.

Hypnotherapy is a form of healing subject to much scepticism in the medical and scientific professions, in spite of it being conducted by qualified practitioners. Whilst it has often been clearly ascertained through various studies that a course of hypnotherapy can coincide with the improvement of a patient's medical condition, it is not simple to draw a direct correlation between that improvement and the process of hypnotherapy itself. This is partly because there are few visible or extreme changes to metabolism during hypnotherapy. Further to this, patients react very differently and so a representative sample may not be all that representative at all. This makes it difficult to ascertain who reacts well to hypnotherapy and who just has a natural propensity to recover from the ailment that they were treated for. Many tests have shown that hypnotherapy has helped patients' conditions in conjunction with traditional medicine and that the effect of the hypnosis has only had a purely placebo basis. Patients therefore often have a positive mental response to treatment, but that this is only the patients' perception and is not due

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to the success of the treatment. Finally, hypnotherapy is often criticised, because those criticising it have little knowledge of the processes and underlying methodology.

Whilst there are doubts about the reliability of hypnotherapy as a method of healing, or, indeed as a method for helping people to deal with stress or to quit smoking, there seems no reason to doubt the effective results that it seems to produce in some patients.

That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test thirteen. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test fourteen. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman as the woman books her son a place at a summer sports camp.

First you have some time to look at questions one to six.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Mrs. Davis Good morning. My name is Mrs. Davis. I was wondering if this is the place to ask about the summer sports camp?

Philipp It is, Madam. My name's Philipp and I can answer any questions you might have.

Mrs. Davis I have a twelve-year-old boy called Dominic and he always gets bored in the summer holidays. I need to keep him busy.

Philipp We have a group for eleven to thirteen year olds, so that should be fine.

So, thirteen is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to six.

Mrs. Davis Good morning. My name is Mrs. Davis. I was wondering if this is the place to ask about the summer sports camp?

Philipp It is, Madam. My name's Philipp and I can answer any questions you might have.

Mrs. Davis I have a twelve-year-old boy called Dominic and he always gets bored in the summer holidays. I need to keep him busy.

Philipp We have a group for eleven to thirteen year olds, so that should be fine.

Mrs. Davis Will Dominic be alright playing with boys a year older than him?

Philipp Oh yes. We find that at that age group the students haven't usually outgrown each other, so they can play sport together without any problems.

Mrs. Davis So, who does the coaching of the sports?

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Philipp We are a very professional outfit. The management are all ex-sports professionals and our instructors are usually sports science students.

Mrs. Davis Are the students on their own with the children?

Philipp No. They're always supervised by more experienced coaches. Everyone receives an enhanced police check for working with children and we run our own training at the start of the summer. All our staff are ready and trained for groups of children.

Mrs. Davis What if there are any injuries?

Philipp All our instructors and coaches are qualified in first aid. There is also the hospital just round the corner if there's a bad injury. It's good to have that nearby, but we haven't had to go there yet.

Mrs. Davis I know it's unlikely, but it's always possible with that many children running around playing sport.

Philipp I quite agree.

Mrs. Davis Now, I want to ask about clothing. I suppose I should make sure Dominic has warm clothing when he goes.

Philipp Well, Dominic will be there all day and the weather can be changeable. I'd advise you to make sure that Dominic has warm clothing and changes of clothing.

Mrs. Davis Where will the children go if it rains? Is everything outside?

Philipp Our location is next to Wentmount School and we can use their sports complex when it rains. It's a big place and as soon as there's any bad weather, we'll be inside.

Mrs. Davis That's good to know. Now, what parts of the day will Dominic be at the sports camp?

Philipp We have morning sessions, afternoon sessions or Dominic can stay all day. What would you prefer?

Mrs. Davis I think all day. He can make lots of new friends and tire himself out. What about lunch?

Philipp You can send him with a packed lunch or he can join in with the lunches we provide.

Mrs. Davis What sort of food do you serve?

Philipp There will be a basic starter such as soup or salad, a solid and hot main course and fruit for desert.

Mrs. Davis That sounds nice and healthy.

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Philipp Oh yes. It's a sports camp and we feel that healthy food is all part of that.

Mrs. Davis So, Dominic will only need clothing with him.

Philipp Well, some sports need special equipment. For example, goalkeepers use gloves and all players use shin pads. I expect Dominic will want to use his own.

Mrs. Davis Yes, that's true.

Philipp By the way, as Dominic's a young boy, it would be good for him to have some snacks with him for the mornings and afternoons.

Mrs. Davis OK. I'll make a note of that. By the way, I don't know the timings of the day. At what time does it all start and end?

Philipp We start at nine thirty a.m. We don't do it any earlier, as the children are on holiday and it's nice for them to stay in bed a little longer than their normal school days.

Mrs. Davis That's a good idea. At Dominic's age, children will stay in bed until midday if they get the chance.

Philipp I've a son that age as well, so I know what you're talking about. The end of the morning session is at twelve thirty and then we start again at one thirty. The afternoon session runs to four thirty. We ask that all children are picked up by five o'clock, as the instructors will need to get home as well.

Before the conversation continues, you have some time to look at questions seven to ten.

(20 second gap)

Now listen carefully and answer questions seven to ten.

Philipp Now, I need to know some things about Dominic. What games does Dominic like playing?

Mrs. Davis He likes all sports. He's quite good at cricket and swimming, but his preferred sport is football.

Philipp OK. We do plenty of all those.

Mrs. Davis Where do you swim?

Philipp Wentmount School has both indoor and outdoor pools. We do lots of swimming, both for training and just for fun. It's a great way for the children to get fit and to have a good time. Now, does Dominic have any allergies or anything else we should know about?

Mrs. Davis He's not allergic to anything. He has strong legs and he can run for ages. He was in hospital sick in December for appendicitis, but that has all cleared up now. One thing is that in the winter, we went skiing and Dominic broke his arm. It's all healed now, but I think that you should be aware of that.

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Philipp Thank you. I've made a note of that. Now, we need to know how Dominic will go home every evening. We have a duty of care to all the children who will be with us and we need to know whether we have to look after them until someone comes or whether they will be going home by themselves.

Mrs. Davis The first week, I'll pick him up and then after that he can take the bus home. I expect by then he'll have lots of friends to travel with.

Philipp Good. That will be in Dominic's notes. You can change your plans of course. Just make sure you let us know, so we can make sure he's safe at the end of each day.

Mrs. Davis I will.

Philipp Now, the last thing is for you to fill out an application form. You can see the information about all the fees at the end there. Pay the fees by bank transfer and put the reference number in the appropriate box on the application form.

Mrs. Davis What happens if the course is filled up by the time you get the form?

Philipp Don't worry about that. I've reserved Dominic a place. Just call me on the phone number on the form if you change your mind, so I can enrol someone else. I'll keep the place for you for two weeks.

Mrs. Davis Can I give the form in by hand to you tomorrow? I'll be shopping near here then.

Philipp That'll be fine. Just make sure the payment is done, as the reservation isn't secure until we receive that. Once we have the form, you'll get an email within a week to confirm everything.

That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a radio programme with a policeman giving a talk on crime prevention. First you have some time to look at questions eleven to fifteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Presenter Hello again, everyone. Welcome back to Radio Coastal. Following the amount of crime we've experienced in the local area recently, we've asked Police Constable Cameron Dawson to join us today and give us some advice on crime prevention. Good morning, Cameron.

Cameron Good morning, Tracy. Thanks for having me here today. I'd like to give you some advice today on various crime possibilities that you might have the misfortune to

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experience. To start with, one common theft that the police has to deal with is that of bicycles. Bicycles can be some of the easiest vehicles for thieves and vandals to target and they are easy to sell on to others, making them a relatively attractive source of money. There are various things you can do to safeguard your bicycle, such as locking it securely and doing this in a place where thieves will find it difficult to steal. Another thing that you can do is to take a clear colour picture of your bike and make a written record of its description, including any unique features. Then you can send this to the police, who can get it back to you if it's found.

Another problem in today's society is robbery on the street. While the likelihood of this happening is small, you should be aware of what you can do to keep yourself and your property safe. First of all, if you have to walk alone at night, take extra care. Stay on roads that are well lit and relatively busy. It's important not to carry any important documents, credit cards or excess cash with you and if you think you're being followed, cross the road or go into a shop, tell them your fears and stay there until you're sure you're safe. Don't be afraid of knocking at someone's door in the street either and telling them your worries. Even if they don't let you in, thieves will be discouraged and probably leave the area.

Next I'd like to talk about cars. If you have a car, your vehicle will always be a target for thieves. It can take as little as ten seconds for a thief to steal something from your car, but the good thing is that most vehicle crime is preventable. Make sure you remove everything from your vehicle and don't store anything in the back. A good way to safeguard your car is to develop a regular procedure, so that you take your keys out of the car, close the windows and remove all belongings from it. Follow your procedure and your car will be as safe as it can be.

We've had a rise in the number of cases of identity fraud recently. Thieves may do this in order to buy things in your name and leave you and your bank with the bill and it can be very distressing and difficult to put right. Most cases of identity fraud can be avoided through some simple common sense precautions. First of all, if you've had your bank cards stolen or compromised, make sure you contact your bank immediately to change everything. Sometimes thieves won't take away your wallet, but they'll make a note of the details. This will encourage you not to cancel the cards, but the thieves can buy things online with all the important details in their possession. Another way thieves get hold of your details is when you throw away sensitive material, such as bank statements or receipts. These papers often include information useful to thieves. Stop this by shredding all the papers you think might be sensitive before you throw them away.

You now have some time to look at questions sixteen to twenty.

(20 second gap)

Now listen to the rest of the information talk and answer questions sixteen to twenty.

Cameron I'd now like to talk a little about cell phone theft, as this has been a problem for a few years now. Having your phone stolen is a hassle. It's not just the handset you lose, it's the numbers, messages and photos too. Cellphone thieves thrive on opportunity, so don't make it easy for them.

Here are some simple things to consider to protect your cell phone from thieves and they're all to do with being aware of your surroundings. First, take care in busy locations,

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which are popular places for pickpockets, especially if a cell phone is visible in an open bag, or hanging out of a back pocket. Next, think about when you use your cell phone. Outside subway stations can be popular venues for snatch theft, as people instinctively get their cell phones out to check for a signal. Finally, don't leave your cell phone unattended in public places. You wouldn't leave your wallet unattended, but a surprising number of people leave their cell phone on the table while they go to order a drink, or go to the rest room.

Most cell phones have a range of security features that are intended to stop anyone else accessing and using them should they be stolen. One good one is creating a straightforward PIN code that locks your handset. Another PIN feature is that you can set your cell phone to need a separate password or account ID to prevent thieves from simply resetting your cell phone to its factory setting, and therefore resetting any codes or other security features you have set. Finally, many cell phones can be traced, wiped or locked remotely, using another Internet device. These features are useful but will only protect your cell phone if you switch them on. Check the user manual and find out how to do everything.

Knowing how to identify your cell phone if it's stolen is important for getting it back. Each handset manufactured for use has a unique International Mobile Equipment Identity number hardwired into it during the manufacturing process. Knowing this number will help the police identify your cell phone should it be stolen, as they'll need to know more than the brand and colour of your handset. Check the International Mobile Equipment Identity number of your cell phone by checking with its manufacturer's guidelines, which should be available on their website.

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear two students giving a university presentation to their teacher. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Professor Black Good morning. Are we all here? Good. In today's seminar, we're going to hear a presentation from two students. The schedule says it's Lisa and Patrick. Are you both ready?

Lisa Yes, Professor Black. We're ready. Shall we begin?

Professor Black Yes please, Lisa.

Lisa Well, Patrick and I are going to talk about the flower industry in Kenya.

Professor Black The flower industry in Kenya? I didn't even know they had one there.

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Patrick Oh yes. Kenya's horticultural sector currently ranks as one of the economy's fastest growing industries, the third largest foreign exchange earner after tourism and tea.

Lisa The industry has been growing every year. The industry rose thirty-one per cent over the last five years with total exports reaching one hundred and thirty thousand tonnes per annum.

Professor Black How did the industry begin there? It doesn't sound like a traditional Kenyan industry.

Patrick No. The history of the export of fresh horticultural produce from Kenya dates back to the period before independence when Kenya, then a British colony, was required to help out with the running of the budget for East Africa.

Lisa After independence the industry continued to thrive with exports starting to go to Europe and thus opening up the potential for Kenya in the export market.

Professor Black Is Kenya's climate particularly suitable for growing flowers?

Patrick Yes. Although Kenya is on the equator, considerable differences in altitude allow a great variety of climatic conditions from the hot coastal plain up to the cool highlands. A temperate climate prevails above one thousand five hundred metres, where daytime temperatures are from twenty-two to thirty degrees Celsius and night-time from six to twelve degrees Celsius.

Lisa Rain days are restricted to sixty to eighty days, so there's excellent radiation most of the year, which is ideal for the year-round growing of quality flowers without the necessity of green house conditions.

Patrick Kenya has enjoyed economic advantages as well. Kenyan companies have long benefited from favourable exchange rates, making their costs in Kenyan shillings and US dollars relatively low.

Lisa The Kenyans have also set up an excellent logistics infrastructure. Nairobi, the capital city, is a major hub and is very well served by major airlines and charter operators, giving easy airfreight access to European markets and from there to the rest of the world.

Patrick And labour and energy costs are low compared to other countries. A further advantage for Kenya is that the industry still pays no import duty when sending its flowers to Europe.

Professor Black How has the industry affected the ordinary people in Kenya?

Lisa Pretty well. In the agricultural sector, floriculture in Kenya is the second largest foreign exchange earner after tea bringing in more than two hundred and fifty million US dollars per annum. Of course this doesn't all go to the man on the street, but it creates a lot of taxes that contribute to Kenya's public economy.

Patrick The industry does employ a lot of ordinary people though, with fifty to seventy thousand people directly employed and more than one and half million indirectly employed.

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You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Professor Black It seems like an ideal situation for Kenya with no problematic areas.

Lisa It's not perfect and some years haven't been easy. For example, there have been problems with workforce disputes, which have not yet been wholly resolved.

Patrick Some years as well have had problems, as high oil prices negatively affected transportation fees. There have also been years when, in spite of the excellent climate, there were heavy rains or extended drought, which negatively affected the size of the crop at those times.

Professor Black What about competition?

Lisa Most competition comes from countries that, like Kenya, lie on or near the equator. The four leading global competitors in terms of export value are the Netherlands, Colombia, Ecuador and Ethiopia. These countries compete with each other on the same markets in Europe, Russia, and North America, and competition is getting more tense every year.

Professor Black What's causing the increase in competition?

Patrick It's partly due to stagnating demand, but it's also a result of the growing number of large-flowered roses and the generally improving quality of the other countries' products.

Professor Black Hasn't there been some criticism of the sustainability of the industry?

Lisa Yes. Although things have improved, wages are significantly below a living wage, leaving workers and their families with limited or no disposable income. Finally, trade union membership is often discouraged and undermined.

Patrick One of the biggest ongoing criticisms is about water usage. The water footprint of one rose flower is estimated to be seven to thirteen litres. The total virtual water export related to the removal of cut flowers from the area where the flowers have been grown has been colossal. The water leaves the country and the continent and it's not easily replaced.

Lisa This has caused an observed decline in the levels of local lakes and a deterioration of the lakes' biodiversity.

Patrick There is also a problem with pollution in the large lakes that supply water for the industry. Initially, everyone blamed the large producers, but it seems that although the commercial farms around the lake have contributed to the decline in the lake level through water abstractions, both the commercial farms and the small holder farms in the upper catchment are responsible for the lake pollution due to nutrient load.

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Professor Black How can this be addressed?

Lisa There have been calls for sustainable management of the basin through charging water at its full cost and other regulatory measures, but any change in prices has been resisted and there are a variety of political and tribal barriers to getting legislation passed and enforced.

Professor Black Are there any other downsides to the Kenyan flower industry?

Lisa Yes. There have been some criticisms of outdated farm methods. However, more farms are increasingly looking into organic methods of pest control and those farms that have implemented water-recycling and waste disposal systems have found that they are able to decrease overall costs in the long run.

That is the end of section three. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section four.

Section four. You will hear a lecture on cotton. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Hello everyone. Today in this agriculture lecture, we're going to look at the background of one of our most important clothing materials in the United States and that is cotton.

No one knows exactly how old cotton is. Scientists searching caves in Mexico found bits of cotton and pieces of cotton cloth that proved to be at least seven thousand years old. They also found that the cotton itself was much like that grown in America today. The Cotton Belt spans the southern half of the Unites States, from Virginia to California. Cotton is grown in seventeen states and is a major crop in fourteen.

The cotton growing process begins with planting. Planting is accomplished with six, eight, ten or twelve-row precision planters that place the seed at uniform depths and intervals. Young cotton seedlings emerge from the soil within a week or two after planting, depending on the temperature and moisture conditions.

The growing process can be threatened in different ways. Cotton grows slowly in the spring and can be shaded out easily by weeds. If weeds begin to overpower the seedling cotton, drastic reductions in yield can result. Producers employ close cultivation and planters place the cottonseed deep into moist soil, leaving weed seeds in high and dry soil. Herbicides control weeds between the rows.

The cotton plant has evolved with numerous damaging insects, and these insects, if left unattended, would virtually eliminate the harvestable crop in most cotton-producing areas. Plants infested with the leaf-feeding insects are able to counteract somewhat by growing increased numbers of leaves. Many cotton-feeding insects, however, feed on the cotton

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itself. This reduces the yield and leads to delays in crop development, often into the frost or rainy season. Plant protection chemicals are often used to prevent devastating crop losses by insects. All plant protection methods used on plants in the US are thoroughly evaluated by the Environmental Protection Agency to assure food safety and protection to humans, animals and to the environment. Some plants are also improved by modern biotechnology, which causes the plants to be resistant to certain damaging worms.

The cotton plant's root system is very efficient at seeking moisture and nutrients from the soil. From an economic standpoint, cotton's water use efficiency allows cotton to generate more revenue per gallon of water than any other major field crop. Most of the US cotton acreage is grown only on rain moisture, but a trend towards supplemental irrigation to carry a field through drought has increased in acreage and helped stabilise yields.

Harvesting is one of the final steps in the production of cotton crops. The crop must be harvested before weather can damage or completely ruin its quality and reduce yield. Cotton is harvested by machine in the US, beginning in July in south Texas and in October in more northern areas of the cotton-growing area. Stripper harvesters, used chiefly in Texas and Oklahoma, have rollers or mechanical brushes that remove the whole cotton bud from the plant. In the rest of the cotton producing areas, spindle pickers are used. These cotton pickers pull the cotton from the open buds using revolving barbed spindles that entwine the fiber and release it after it has been separated.

From the field, seed cotton moves to nearby gins for separation of lint and seed. The cotton then goes through dryers to reduce moisture content and then through cleaning equipment to remove foreign matter. Cotton is then moved to a warehouse for storage until it is shipped to a textile mill for use.

Cotton is ready for sale after the quality parameters for each bale have been established. Growers usually sell their cotton to a local buyer or merchant after it has been ginned and baled, but if they decide against immediate sale, they can store. Since it is a non-perishable crop, cotton stored in a government-approved warehouse provides a secure basis for a monetary loan.

An often-overlooked component of the crop is the vast amount of cottonseed that is produced along with the fiber. Cotton is actually two crops, fibre and seed. Annual cottonseed production is about six point five billion tons. This seed is crushed, producing a high-grade salad oil and a rich protein feed for livestock.

One key aspect of this growing process is the management of pests. The most common way of treating pests is by aerial disbursement of pesticides. A crop dusting plane flies low over the crops and sprays the cotton with the pesticides that are in a holding tank under each wing. A careful spraying schedule and pattern should be created and the cotton farmer must therefore have very careful notes on sowing and growing information. The pesticides are squirted straight down from the spray nozzles on the plane. The angle is important. If the spray is sent forwards in the direction of the plane's flight, the droplets will become too fine and be carried away in the wind or in the slipstream of the plane. Some of the pesticides of course will hit the right crop, but some will be untouched. This creates further problems as the farmer will not know which areas are treated and which are not. Re-treating may result in too much pesticide on an already treated area, but not re-treating may affect crop yields. If the spray is sent backwards from the spray nozzles with regards to the direction of the plane's flight, the droplets will be too coarse, which will also create uneven results. A straight down release creates the optimum medium-fine droplet spray.

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That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test fourteen. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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IELTS-Blog.com listening practice tests. Test fifteen. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman as the woman interviews the man for a job.

First you have some time to look at questions one to six.

(20 second gap)

You will see that there is an example. This time only, the conversation relating to this will be played first.

Mrs. Allen Good afternoon. You're Adam, aren't you?

Adam That's right.

Mrs. Allen I'm Mrs. Allen. Now, you're here for the cleaner interview here at the hospital.

Adam Yes.

So, cleaner is the correct answer.

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Listen carefully to the conversation and answer questions one to six.

Mrs. Allen Good afternoon. You're Adam, aren't you?

Adam That's right.

Mrs. Allen I'm Mrs. Allen. Now, you're here for the <u>cleaner</u> interview here at the hospital.

Adam Yes.

Mrs. Allen Well, let's get started. I need some personal details from you first.

Adam OK.

Mrs. Allen Now, your first name is Adam. What's your surname?

Adam It's Marshall.

Mrs. Allen Could you spell that?

Adam It's <u>M - A - R - S - H - A - L - L</u>.

Mrs. Allen Thank you. And what is your address?

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Adam It's eighty-two Ackland Road, Gorley.

Mrs. Allen And the postcode for that address?

Adam It's OG eight, six RE.

Mrs. Allen Thank you. Next I need your mobile phone number.

Adam It's oh seven five four three, eight four two, five nine two.

Mrs. Allen Good. Thanks. What's next? Ah yes. Do you know your national insurance number?

Adam I do. It's MA six seven, nine five, three six F.

Mrs. Allen And how old are you?

Adam I'm twenty-one.

Mrs. Allen Good. Thank you. Now, you know that this interview is for a part-time job?

Adam Oh yes. I'm a student at the university, so I wouldn't be able to hold down a full-time job anyway.

Mrs. Allen So, what kind of hours will you be available?

Adam My lectures start in the morning at ten, so I'll be available from around six in the morning until nine and then in the afternoons and evenings, starting at around three p.m. I guess I'd want to be free by ten in the evenings. I'd be available mornings at weekends.

Mrs. Allen Well, we should be able to find you work in those hours. Being a hospital, everything has to be very clean and we need people at all hours of the day and evening.

Adam That will suit me very well.

Mrs. Allen By the way, have you had any experience as a cleaner before?

Adam A little. When I was at school, I did a weekend job at a local restaurant. I did the washing up and helped out with the cleaning. I had to mop down the floors and clean all the surfaces. From time to time, we had to push back all the appliances and cupboards and clean behind everything.

Mrs. Allen That sounds like good preparation for us. Did you enjoy the work?

Adam Yes. I liked the people I worked with, so time passed quickly and I made some new friends.

Mrs. Allen Can we contact them?

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Adam Of course. I asked them when I left if that was alright and the manager gave me his email address.

Mrs. Allen Do you have that with you?

Adam Yes. It's david at apple dot com. He said he'd give a reference to anyone who asked.

Mrs. Allen Good. That will be very helpful.

Before the conversation continues, you have some time to look at questions seven to ten.

(20 second gap)

Now listen carefully and answer questions seven to ten.

Mrs. Allen Well, Adam. I think we can offer you the job.

Adam Thanks very much. I look forward to starting.

Mrs. Allen Now, I'd like to tell you a little about what we expect in the job. You can ask questions at any time.

Adam OK.

Mrs. Allen So, to begin with, when you arrive, you need to check in at the staff reception, so your arrival time can be logged in. This will mean that you get paid the right amount. Then, when you finish, you need to log out at the same place.

Adam OK. I remember that. What is my rate of pay by the way?

Mrs. Allen You get nine pounds an hour. Is that OK?

Adam Yes, that's fine.

Mrs. Allen Now, after you've logged in, you need to go the staff changing rooms. We provide you with green overalls to wear while you're at work, and there is a locker where you can keep your own clothes and valuables safe while you're working. You also need to wear a special hat, which will prevent any hair falling out where it shouldn't. This is especially important if you have to go into the kitchen areas.

Adam Yes, I had to do that at my last job.

Mrs. Allen Now, if you work longer than three hours, you're entitled to take a twenty-minute break. During this break, you can do what you want. Some people go and have a cigarette or get some fresh air. We ask you not to go into the public areas during your breaks. There is a staff canteen where you can get free tea, coffee or soft drinks. If you work longer than four hours, then you're entitled to have a meal as well.

Adam Good. That will save me from some cooking!

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Mrs. Allen Now, we'd like you to start next weekend at nine a.m. Would that be alright?

Adam Yes, that's fine.

Mrs. Allen Before you start on that day, it's important that you come for an hour for some training. We need to show you all the equipment and where you'll be working. This will allow you to get on with things straight away when you arrive on Saturday. You'll be paid for this hour of training at your usual rate.

Adam When shall I come in?

Mrs. Allen How about Thursday at four p.m.?

Adam That'll be fine. I'll be here.

Mrs. Allen Well, that's everything for now. Thanks very much for coming in, Adam. I look forward to you working with us.

Adam Thank you very much, Mrs. Allen. I look forward to it as well.

That is the end of section one. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section two.

Section two. You will hear a radio programme with a woman giving some people information about a town exhibition. First you have some time to look at questions eleven to sixteen.

(20 second gap)

Now listen carefully to the information talk and answer questions eleven to sixteen.

Presenter Welcome back to Radio Gem. Now we're going to talk to Mrs. Stephanie French, who is going to tell us a little about the town exhibition that starts next week. Welcome, Steph.

Stephanie Thank you very much. It's great to be here.

Presenter So, tell us about the town exhibition, Steph.

Stephanie Well, as you know, the town has an exhibition every summer. As usual, it will take place in the town park and it'll last from Tuesday the ninth of July until Sunday the fourteenth of July. The exhibition serves several different functions. Firstly, it is a business exhibition, where all local businesses can set up stations, so that people can come and ask them in person about anything related to the businesses. This might range from just general interest to possible business partners setting up new deals. Given our location, the farms in the area have plenty of apple orchards, so there is one particular section on apple juice and other related products.

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Another function of the exhibition is to be more like a town fair. There are always games, competitions and amusements to see and take part in. A lot of these things go on throughout the day, but also many of the amusement rides and other things aimed at children open from three p.m. Every evening at ten p.m., the exhibition will end with a big fireworks display, which lasts for twenty minutes. This is always a popular event and the best place to view the fireworks is next to the central lake. Please note that if people plan to take their dogs with them for the evening, be aware the fireworks often distress them. It's often better to just leave them at home rather than giving them stress.

If you're planning on spending time at the exhibition, especially if you're with children, you ought to know that there will be a variety of food on offer. There will be ranges of Italian, Chinese, Turkish, Thai food stations, along with plenty of other international options, and there will also be an open fire barbecue, with meats and vegetables freshly grilled. Naturally, there will be plenty of drinks available as well.

If you're bringing children, make sure that they are suitably dressed. If it's hot, it can be very tiring, especially for young children. Also don't forget to bring plenty of sun screen and a hat to protect their skin. If the weather's bad, don't forget raincoats, umbrellas and think about wearing rubber boots, as the grass areas can get very muddy if there's rain around.

Every day, there are lottery tickets sold and the winning numbers are called out every evening, just before the fireworks. Try your luck and see what you might win. Tickets are only four for a dollar, so you won't need to break the bank. If you can't stay until the evening to hear the results, just write your name and telephone number on the back of the ticket that you leave with the lottery people and they'll call you if you're lucky enough to win.

You now have some time to look at questions seventeen to twenty.

(20 second gap)

Now listen to the rest of the radio programme and answer questions seventeen to twenty.

Stephanie We've had a number of emails asking for information regarding where things will be found at the exhibition, so I'll talk a little about that next.

As you come in the main entrance on East Avenue, there will be the pavilion with all products to do with apples on your right. This will be an enormous marquee, holding the stations of many of our local businesses. One great advantage of this place is that it's all covered up and a good place to shelter if there's bad weather. They have their own little food and drink section as well, so you can get a hot drink or warm soup if it's cold.

On the left as you enter the exhibition, opposite the Apple Pavilion, as we call it, you'll find the section devoted to all other local businesses. This too is in a big marquee and is an interesting place to wander around and see what is done in our local area. Next to this is the first aid station, which can help you with any minor health problem you have while at the exhibition. They always have three people on duty at any one time and these fully trained first aiders can deal with more serious issues if needed as well as a headache from too much sun.

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If you continue down the path away from the entrance, you'll find lots of stalls on both sides with various things to buy. These can include local jams and dried herbs, farm produce, such as eggs and honey, handicrafts in wood and metal, and lots of second hand stalls, where you might be able to pick up a bargain.

These various stalls go right up to the central lake. As you reach the lake, directly opposite will be the area where you'll find all the food stations. There's plenty of outdoor seating with long tables and there are large areas that are covered in case you need to escape the rain or too much sun. The open tables are a great place to watch the fireworks later with an evening drink. It's a popular place, so get there early if you want to find a good spot.

On both sides of the lake, opposite each other, you'll find all the amusement rides and games that can be played. These are areas of great fun both for adults and for children. Make sure that you visit these places at least once with your friends and family. It will be an experience you won't forget!

That is the end of section two. You will now have half a minute to check your answers.

(30 second gap)

Now turn to section three.

Section three. You will hear two students giving a university presentation to their teacher. First you have some time to look at questions twenty-one to twenty-five.

(20 second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Dr. Williams Good morning everyone. Today, we're listening to a presentation by Toby and Fran. Are you both ready?

Toby Yes, we are, Dr. Williams. Shall we start?

Dr. Williams Yes please. You go ahead, and as usual I'll come in with various questions as they occur to me.

Fran OK. So, we're talking about the benefits of electricity as a fuel for vehicles. To begin with, I'd like to talk about energy security here in the United States. Two years ago, the United States brought in from abroad about thirty-three per cent of the petroleum it consumed, and transportation was responsible for nearly seventy-five per cent of total US petroleum consumption. With much of the world's petroleum reserves located in politically volatile countries, the United States is vulnerable to price spikes and supply disruptions.

Dr. Williams But isn't US electricity generated by imported oil as well?

Toby No. Almost all US electricity is produced from domestic coal, nuclear energy, natural gas, and renewable resources. Using hybrid and plug-in electric vehicles instead of conventional vehicles can help reduce US reliance on imported petroleum and increase energy security.

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Dr. Williams Do all electric cars get their power from outside sources or can they generate it themselves?

Fran They can if they have an onboard generator, but running one will always be more expensive than getting power from the electricity grid. No one would do it unless they have a hybrid car that has an onboard generator and they couldn't find an electricity charging source.

Dr. Williams And do electric cars actually use less fuel?

Fran Oh yes. Electric vehicles typically use less fuel than similar conventional vehicles, because they employ electric-drive technologies to boost efficiency.

Toby So, electric cars definitely have lower fuel costs compared to similar conventional vehicles, on the whole due to the low cost of electricity relative to conventional fuel. The fuel economy of electric cars is also highly dependent on the load carried and the slow duty cycle.

Dr. Williams Isn't that true for conventional cars as well?

Toby Yes, although not so much.

Dr. Williams What other benefits do electric cars have?

Fran One very topical benefit is of course that they can have significant emissions benefits over conventional vehicles. Wholly electric cars have zero tailpipe emissions, and hybrids produce no tailpipe emissions when in all-electric mode.

Toby The life cycle emissions of electric cars depend on the sources of electricity used to charge it, which vary by region of the US. In geographic areas that use relatively low-polluting energy sources for electricity production, electric cars typically have a life cycle emissions advantage over similar conventional vehicles running on gasoline or diesel. In regions that depend heavily on conventional fossil fuels for electricity generation, electric cars may not demonstrate a strong life cycle emissions benefit.

Dr. Williams I've heard that the use of biodiesel in cars is as good in terms of tailpipe emissions as electric cars. Is that true?

Fran Not really, but there are similar advantages. The fuel B100 reduces tailpipe emissions by more than seventy-five per cent when compared with petroleum diesel, but they're still more than the zero emissions by electric cars. Using B100 biodiesel does reduce greenhouse gas emissions though, because, although the carbon dioxide released from biodiesel combustion is about the same as the fossil fuel engine, it is offset by the carbon dioxide absorbed while growing the soybeans or other feedstock. Tailpipe emissions also depend on which biodiesel is used.

You now have some time to look at questions twenty-six to thirty.

(20 second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

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Dr. Williams Are there any disadvantages to electric cars?

Toby Yes. One problem is the current infrastructure availability for refuelling. Public charging stations are not as ubiquitous as gas stations, but charging equipment manufacturers, automakers, utilities, clean cities coalitions, municipalities, and government agencies are establishing a rapidly expanding network of charging infrastructure.

Fran It's still reasonably flexible though. Since the electric grid can be available almost anywhere people park, electric cars can charge overnight at a residence, a fleet facility, at a workplace, or at public charging stations. Hybrid cars have added flexibility, because they can also refuel with a fossil fuel when there is no electricity charging available.

Dr. Williams And are the costs of buying an electric car comparable with buying a conventional car?

Toby Not yet. Purchase prices can be significantly higher. However, prices are likely to decrease as production volumes increase.

Dr. Williams I suppose that potential buyers know that they can save more money in the long run by using an electric car.

Fran Yes. That's an aspect that the marketers of electric cars really push hard. I suppose that's natural.

Dr. Williams What are all the different ways in which people can save money?

Toby Let's see. The initial costs can be offset by fuel cost savings, a federal tax credit and incentives provided by the relevant state.

Dr. Williams What about maintenance?

Fran Electric cars need maintenance just as conventional cars do, but a significant difference is the battery. The advanced batteries in electric vehicles are designed for extended life, but will wear out eventually. Several manufacturers of electric vehicles are offering eight-year or a hundred thousand mile battery warranty.

Dr. Williams This must be a great perceived drawback to people considering buying an electric car.

Toby Yes, short-life batteries are a significant disadvantage to electric cars and if the batteries need to be replaced, it can be a significant expense. However, battery prices are expected to decline as technology goes forward and as increasing numbers of batteries are manufactured.

Dr. Williams Well, that seems to be a good place for a break for you. Do any of the other students have any questions for you?

That is the end of section three. You will now have half a minute to check your answers.

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(30 second gap)

Now turn to section four.

Section four. You will hear a lecture on twins and autonomous languages. First you have some time to look at questions thirty-one to forty.

(50 second gap)

Now listen carefully and answer questions thirty-one to forty.

Hello everyone and welcome to this lecture on speech development. Today, we're going to look at twins and how they are theorised to often communicate with each other in their own language.

Twins are regularly reported to invent languages of their own that are unintelligible to others. These languages are known as autonomous languages and, despite current belief, this is not a rare phenomenon. Autonomous languages exist in about forty per cent of all twins, but often disappear soon after their appearance.

So, how does this language formulate? The theory behind a twin language is that siblings are so close to each other and rely on each other so much that they don't have as much of a need to communicate with the outside world, and so they make up their own idiosyncratic language that develops only between the two of them. These siblings actually do not necessarily have to be twins. The typical situation is one in which two or more close siblings grow up closely together during the language acquisition period. If an adult model language is frequently absent, the children use each other as a model and acquire language imperfectly. If a model is completely absent, the children copy other sources, maybe the television or radio, and probably do not create a recognisable language.

In all known cases, any language actually created by close siblings is made up of onomatopoeic expressions, various invented words and words from the adult language adapted to the constrained phonological range of young children. An autonomous language will lack coherent morphology and the word order will be based on pragmatic principles. Because of all this and because the words themselves are hardly recognisable, the language may turn out to be completely unintelligible to speakers of the model language.

A lot of research has gone into autonomous languages. Neither the structure of these autonomous languages nor their emergence can be explained by other than situational factors. Research studies seem to indicate that what appears to be a twin language might actually be two children with the same delay in phonology, which is how children put speech sounds together into words. The delay in phonology is usually due to a lack of models to copy, which are usually parents. Children tend to establish speech sounds in the same general order and they often make identical types of errors in their speech. Children with phonological delays have speech sound systems that don't develop as would be expected, and this makes it hard to understand their speech. Some researchers now believe that what is often described as a twin language is actually two normal children whose speech sounds are not developing as would be expected.

Researchers further theorise that these speech sound errors can be prolonged in twins or close siblings, because each child has a partner who seems to understand him and uses

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the same type of speech as he does. While this does make their speech a kind of a twin language, as the two children seem to understand each other when others cannot, it's also a delay in sound development that probably needs to be addressed by speech therapy. Not surprisingly, studies have also linked the presence of an autonomous language to language delays in later school age years.

Parents of twins or close siblings who have their own language should not have to panic! There seems to be a small percentage of children who have both their secret language and who are able to communicate effectively with their parents in real language. These children will switch back and forth between their own language and their developing mother tongue, depending on who they're talking to. It's also important to note that researchers have found that not all children who have their own language will go on to have language delays. An autonomous language seems to be only a risk factor that children will struggle with speech and language. However, it will indicate that an evaluation by a speech-language therapist might be beneficial in helping to decide what's really going on.

So, what can a parent do to help their children develop normal speech? Firstly, parents are the most important guide to language acquisition and enrichment. What parents say and how they say it will directly impact their children's development of speech sounds and sentence duration. Therefore, parents should talk to their children as often as possible, describing what they're doing and why they're doing it, what's around them and what's happening. Secondly, it's never too early to start reading to children. Research has indicated that even infants can benefit from this. As all children grow, reading should be a daily part of their routine and it will improve their language, vocabulary, attention and future success. Twins will benefit from this even more.

So, what eventually happens to the autonomous language between twins or close siblings? In most cases, the private language begins to disappear spontaneously, after a low-key intervention, or when the children enter school, interact with other children, and immerse themselves in the more powerful lingua franca. The children might shift to the use of their secret language every once in a while and this is just normal. However, if they are given the right training, they will not develop delay in language learning.

That is the end of section four. You will now have half a minute to check your answers.

(30 second gap)

That is the end of listening test fifteen. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

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Listening Tests

Listening Test 1, Section 4 - Emperor Penguins

http://www.wwf.org.au/our_work/saving_the_natural_world/oceans_and_marine/priority_ocean_places/antarctica_and_southern_ocean/biodiversity/penguins/emperor_penguin/

http://www.wwf.org.au

Listening Test 2, Section 4 -The Rorschach Test

http://www.deltabravo.net/cms/plugins/content/content.php?content.35

http://www.deltabravo.net

http://theinkblot.com/theory.htm

http://theinkblot.com

Listening Test 3, Section 3 - Wild Boar in the Forest of Dean

http://www.wyedeantourism.co.uk/g_boar

http://www.wyedeantourism.co.uk

http://www.forestry.gov.uk/forestry/infd-9fyfc5

http://www.forestry.gov.uk

Listening Test 3, Section 4 - Bottom Trawling in New Zealand Waters

http://www.greenpeace.org/new-zealand/en/campaigns/oceans/bottom-trawling/

http://www.greenpeace.org/new-zealand

http://www.marine-conservation.org/what-we-do/program-areas/how-we-fish/destructive-fishing/

http://www.marine-conservation.org

Listening Test 4, Section 4 - Australia's Great Artesian basin

http://www.environment.gov.au/water/publications/video-water-down-under-great-artesian-basin-story

http://www.environment.gov.au/

Listening Test 5, Section 4 - Making Tea

http://www.tea.co.uk/tea-a-brief-history

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http://www.tea.co.uk

Listening Test 6, Section 4 - The History of Matches

http://www.historyofmatches.com/

Listening Test 7, Section 4 - Childhood obesity

http://www.obesityaction.org/educational-resources/resource-articles-2/childhood-obesity-resource-articles/childhood-obesity-the-link-to-drinks

http://www.obesityaction.org

Listening Test 8, Section 4 - The Signature

http://www.gresham.ac.uk/lectures-and-events/your-hand-signatures-and-handwriting

http://www.gresham.ac.uk

Listening Test 9, Section 4 - The Atacama Desert

http://www.newworldencyclopedia.org/entry/Atacama_Desert

http://www.newworldencyclopedia.org

http://pubs.usgs.gov/gip/deserts/types/

http://www.usgs.gov

http://www.nsf.gov/news/news_summ.jsp?cntn_id=127233

http://www.nsf.gov

Listening Test 10, Section 3 - The Ballpoint Pen

http://www.cosmopolis.ch/english/cosmo30/history_ballpoint_pen.htm

http://www.cosmopolis.ch

Listening Test 10, Section 4 - Growing Rice

http://www.amrice.com/6-0.cfm

http://www.amrice.com

Listening Test 11, Section 4 - Geothermal Energy

http://www.ucsusa.org/clean_energy/our-energy-choices/renewable-energy/how-geothermal-energy-works.html#.VKeuRYVpcy4

http://www.ucsusa.org

http://www.nea.is/geothermal/

http://www.nea.is

http://holbert.faculty.asu.edu/eee463/GEOTHERMAL.HTML

http://holbert.faculty.asu.edu

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Listening Test 12, Section 4 - Wechsler Belleview

http://www.minddisorders.com/Py-Z/Wechsler-adult-intelligence-scale.html

http://www.minddisorders.com

http://www.newworldencyclopedia.org/entry/David_Wechsler

http://www.newworldencyclopedia.org

Listening Test 13, Section 4 - Hypnosis

http://www.lcch.co.uk/hypnotherapy.htm

http://www.lcch.co.uk

Listening Test 14, Section 3 - The Kenyan Flower Industry

http://www.kenyarep-jp.com/business/industry/f_index_e.html

http://www.kenyarep-jp.com

http://waterfootprint.org/media/downloads/Report45-WaterFootprint-Flowers-Kenya.pdf

http://waterfootprint.org

http://www.fairtrade.org.uk/en/farmers-and-workers/flowers/ravine-roses

http://www.fairtrade.org.uk

Listening Test 14, Section 4 - Cotton

https://www.cotton.org/pubs/cottoncounts/fieldtofabric/harvest.cfm

https://www.cotton.org

Listening Test 15, Section 3 - Electric Cars

http://www.afdc.energy.gov/fuels/electricity_benefits.html

http://www.afdc.energy.gov

http://www.usa.gov

Listening Test 15, Section 4 - Twin Languages

http://blog.asha.org/2011/05/12/do-twins-have-a-secret-language-a-k-a-the-one-where-im-debbie-downer/

http://blog.asha.org

http://www.ncbi.nlm.nih.gov/pubmed/3434134

http://www.ncbi.nlm.nih.gov

Academic Reading Tests

Academic Reading Test 1

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Reading Passage 1 Learning a Second Language

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3583091/

http://www.ncbi.nlm.nih.gov

http://education.alberta.ca/teachers/resources/learnlang/benefits.aspx

http://alberta.ca

http://www.itseducation.asia/languages.htm

http://www.itseducation.asia

http://examinedexistence.com/12-benefits-of-learning-a-foreign-language-2/

http://examinedexistence.com

http://reference.yourdictionary.com/other-languages/Second-language-benefits.html

http://reference.yourdictionary.com

Reading Passage 2 Threats to the Great Barrier Reef

http://www.wwf.org.au/our_work/saving_the_natural_world/oceans_and_marine/priority_ocean_places/great_barrier_reef/threats/

http://www.wwf.org.au

http://www.gbrmpa.gov.au/managing-the-reef/threats-to-the-reef

http://www.gbrmpa.gov.au

http://www.aims.gov.au/en_GB/docs/research/water-quality/runoff/muddy-waters-of-the-gbr.html

http://www.aims.gov.au

Reading Passage 3 The Power of Music

http://www.gresham.ac.uk/lectures-and-events/music-in-context-in-advertising-ravel-and-saint-saens

http://www.gresham.ac.uk

http://www.musiccog.ohio-state.edu/Huron/Publications/huron.advertising.text.html

http://www.musiccog.ohio-state.edu

Academic Reading Test 2

Reading Passage 1 The Story of the Battery

http://www.allaboutbatteries.com/history-of-batteries.html

http://www.allaboutbatteries.com

https://www.cia.gov/news-information/featured-story-archive/2010-featured-story-archive/dst-innovations-lithium-iodine-battery.html

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https://www.cia.gov

Reading Passage 2 Can All Reading Help Children?

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf

https://www.gov.uk

http://www.state.nj.us/education/parents/articles/life/books.htm

http://www.state.nj.us

Reading Passage 3 The Spanish Influenza Pandemic of 1918

http://www.flu.gov/pandemic/history/1918/the_pandemic/index.html

http://www.usa.gov

http://wwwnc.cdc.gov/eid/article/12/1/05-0979_article

http://wwwnc.cdc.gov

Academic Reading Test 3

Reading Passage 1 The Life of Marie Curie

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2582731/

http://www.ncbi.nlm.nih.gov

Reading Passage 2 Tidal Energy

http://www.alternative-energy-tutorials.com/tidal-energy.html

http://www.alternative-energy-tutorials.com

http://www.energy.ca.gov/oceanenergy/

http://www.energy.ca.gov

http://www.wyretidalenergy.com/tidal-barrage/la-rance-barrage

http://www.wyretidalenergy.com

Reading Passage 3 Prison

http://www.gresham.ac.uk/lectures-and-events/criminal-minds

http://www.gresham.ac.uk

Academic Reading Test 4

Reading Passage 1 Bricks

http://www.brickdirectory.co.uk/html/brick_history.html

http://www.brickdirectory.co.uk

Reading Passage 2 The Rise of Agritourism

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http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELPRD3248005

http://www.usda.gov

http://www.nj.gov/agriculture/pdf/ATReport.pdf

http://www.nj.gov/nj

Reading Passage 3 The Fight Against Polio

http://www.gresham.ac.uk/lectures-and-events/good-bad-and-ugly-the-history-of-polio-vaccines

http://www.gresham.ac.uk

Academic Reading Test 5

Reading Passage 1 Sleep

http://www.gresham.ac.uk/lectures-and-events/sleep-and-dreams-0

http://www.gresham.ac.uk

http://www.ninds.nih.gov/disorders/brain_basics/understanding_sleep.htm#dreaming

http://www.ninds.nih.gov

Reading Passage 2 Comets

http://www.gresham.ac.uk/lectures-and-events/comets-visitors-from-the-frozen-edge-of-the-solar-system

http://www.gresham.ac.uk

http://hubblesite.org/reference_desk/faq/answer.php.id=19&cat=solarsystem

http://hubblesite.org

http://spaceplace.nasa.gov/comet-wordfind/en/

http://www.nasa.gov

Reading Passage 3 US Shale Gas Fracking

http://www.gresham.ac.uk/lectures-and-events/the-regulation-of-shale-gas-extraction

http://www.gresham.ac.uk

Academic Reading Test 6

Reading Passage 1 The Plague

http://www.gresham.ac.uk/lectures-and-events/the-black-death

http://www.gresham.ac.uk

http://www.cdc.gov/plague/faq/

http://www.cdc.gov

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Transaction ID: 5P239352X30647400

Reading Passage 2 Mind Over Matter

http://www.gresham.ac.uk/lectures-and-events/mind-over-matter

http://www.gresham.ac.uk

Reading Passage 3 Aqueducts

http://www.newworldencyclopedia.org/entry/Aqueduct

http://www.newworldencyclopedia.org

http://www.unrv.com/culture/roman-aqueducts.php

http://www.unrv.com

Academic Reading Test 7

Reading Passage 1 Gold

http://www.goldinmind.com/gold-basics/should-you-buy-gold/0.-why-gold-is-valuable-the-story-of-gold-in-a-nutshell.html

http://www.goldinmind.com

http://www.goldgold.com/gold-prospectinggold-panning-instructions.html

http://www.goldgold.com

http://www.australianminesatlas.gov.au/education/fact_sheets/gold.html

http://www.australianminesatlas.gov.au

Reading Passage 2 Dogs Smelling Cancer

http://www.dogsdetectcancer.org/dogs-detect-cancer-blog/can-dogs-smell-cancer

http://www.dogsdetectcancer.org

http://www.dogbreedinfo.com/articles/dogsenses.htm

http://www.dogbreedinfo.com

http://www.ncbi.nlm.nih.gov/pubmed/23957595

http://www.ncbi.nlm.nih.gov

Reading Passage 3 Bats and Wind Turbines

https://www.fort.usgs.gov/science-feature/96

https://www.fort.usgs.gov

http://www.usgs.gov/newsroom/article.asp?ID=2743#.VUDvLtqqqko

http://www.usgs.gov

http://www1.eere.energy.gov/wind/pdfs/birds_and_bats_fact_sheet.pdf

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http://www1.eere.energy.gov

Academic Reading Test 8

Reading Passage 1 Soap

http://www.soaphistory.net/

http://www.cleaninginstitute.org/clean_living/soaps__detergents_manufacturing.aspx

http://www.cleaninginstitute.org

Reading Passage 2 The Sun

http://www.gresham.ac.uk/lectures-and-events/the-sun-our-nearest-star

http://www.gresham.ac.uk

Reading Passage 3 The Good-enough Mother

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2654842/

http://www.ncbi.nlm.nih.gov

http://www.parentinguk.org/your-work/programmes/evidence-based-theory/

http://www.parentinguk.org

http://www.goodenoughcaring.com/writings/attachment-theory-the-good-enough-mother-womanhood-and-the-social-care-of-children-and-young-people-brief-disparate-and-critical-reflections/

http://www.goodenoughcaring.com

Academic Reading Test 9

Reading Passage 1 The Rosetta Stone

http://www.newworldencyclopedia.org/entry/Rosetta_Stone

http://www.newworldencyclopedia.org

Reading Passage 2 The Giant Panda & Global Warming

https://www.nsf.gov/news/news_summ.jsp?cntn_id=126045

https://www.nsf.gov

http://www.wwf.org.au/our_work/wwf_global_work/wwf_global_flagship_species/giant_pandas/threats_to_giant_pandas/

http://www.wwf.org.au

http://www.wwf.org.uk/wildlife/giant_panda/

http://www.wwf.org.uk

Reading Passage 3 Antibiotic Resistance

http://www.newworldencyclopedia.org/entry/Antibiotic#Resistance_to_antibiotics

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http://www.newworldencyclopedia.org

http://www.cdc.gov/narms/animals.html

http://wwwnc.cdc.gov

http://www.scq.ubc.ca/from-dyes-to-peptides-the-evolution-of-antibiotic-drugs/

http://www.scq.ubc.ca

Academic Reading Test 10

Reading Passage 1 The Invention of Television

https://transition.fcc.gov/omd/history/tv/1880-1929.html

https://transition.fcc.gov

Reading Passage 2 Bluefin Tuna

http://www.fishwatch.gov/seafood_profiles/species/tuna/species_pages/atl_bluefin_tuna.htm

http://www.nmfs.noaa.gov

http://www.wwf.org.au/news_resources/?2196/soon-no-bluefin-tuna-to-be-fished-in-the-mediterranean

http://www.wwf.org.au

Reading Passage 3 Children and Playing

http://www.gresham.ac.uk/lectures-and-events/when-i-was-a-child-i-spoke-as-a-child-i-thought-as-a-child-and-i-acted-as-a

http://www.gresham.ac.uk

Academic Reading Test 11

Reading Passage 1 Anxiety

http://www.gresham.ac.uk/lectures-and-events/social-anxiety-and-its-treatment

http://www.gresham.ac.uk

http://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml

http://www.nimh.nih.gov

Reading Passage 2 The Grand Banks

http://www.newworldencyclopedia.org/entry/Grand_Banks

http://www.newworldencyclopedia.org

http://britishseafishing.co.uk/the-collapse-of-the-grand-banks-cod-fishery/

http://britishseafishing.co.uk

Reading Passage 3 An Aging Population

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http://www.nia.nih.gov/sites/default/files/WPAM.pdf

http://www.nia.nih.gov

Academic Reading Test 12

Reading Passage 1 The Igloo

http://www.undiscoveredalps.com/blog/2012/02/how-to-build-an-igloo-aka-snow-shelter/

http://www.undiscoveredalps.com

http://www.newworldencyclopedia.org/entry/Igloo

http://www.newworldencyclopedia.org

Reading Passage 2 Computer Viruses

http://www.gresham.ac.uk/lectures-and-events/computer-viruses

http://www.gresham.ac.uk

http://csrc.nist.gov/publications/nistir/threats/subsubsection3_3_1_1.html

http://www.nist.gov

Reading Passage 3 Homeschooling

journals.gmu.edu/index.php/PPPQ/article/download/104/75

journals.gmu.edu

http://www.middleschool.net/negative-homeschooling.htm

http://www.middleschool.net

Academic Reading Test 13

Reading Passage 1 The Great Fire of London

http://www.london-fire.gov.uk/great-fire-of-london.asp

http://www.london-fire.gov.uk

http://www.museumoflondon.org.uk/files/9713/7035/7804/WhathappenedintheGreatFireofLondon.pdf

http://www.museumoflondon.org.uk

Reading Passage 2 A New Threat in Yellowstone

https://www.nsf.gov/discoveries/disc_summ.jsp?cntn_id=130898

https://www.nsf.gov

http://volcanoes.usgs.gov/volcanoes/yellowstone/yellowstone_sub_page_49.html

http://volcanoes.usgs.gov/volcanoes/yellowstone/monitoring_tomography.html

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http://www.usgs.gov

Reading Passage 3 The Psychology of Wealth

http://thewealthymind.com/the-psychology-of-money-prosperity-and-wealth.html

http://thewealthymind.com

http://www.gresham.ac.uk/lectures-and-events/the-psychology-of-money

http://www.gresham.ac.uk

Academic Reading Test 14

Reading Passage 1 Braille

http://braillеplus.net/articles-and-publications/a-short-history-of-braille/

http://braillеplus.net

https://brailleworks.com/braille-resources/history-of-braille/

https://brailleworks.com

http://evengrounds.com/blog/what-is-a-braille-display

http://evengrounds.com

Reading Passage 2 Black Holes

http://www.gothosenterprises.com/black_holes/static_black_hole.html

http://www.gothosenterprises.com

http://science.nasa.gov/astrophysics/focus-areas/black-holes/

http://www.nasa.gov

Reading Passage 3 CCTV Surveillance

http://www.lawlink.nsw.gov.au/lawlink/cpd/ll_cpd.nsf/vwFiles/cctv.pdf/$file/cctv.pdf

http://www.lawlink.nsw.gov.au

http://www.publications.parliament.uk/pa/ld200809/ldselect/ldconst/18/1805.htm

http://www.parliament.uk

Academic Reading Test 15

Reading Passage 1 Erie Canal

http://www.canals.ny.gov/history/history.html

http://www.canals.ny.gov

https://canalrivertrust.org.uk/news-and-views/features/how-do-locks-work

https://canalrivertrust.org.uk

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Reading Passage 2 The Story of Opium

http://www.deamuseum.org/ccp/opium/history.html

http://www.deamuseum.org

http://www.justice.gov

Reading Passage 3 Video Games and Violence

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3068891/

http://www.ncbi.nlm.nih.gov

General Training Reading Tests

General Training Reading Test 1

Text 3 Basic Advice for an Interview

http://www.sitepoint.com/5-mistakes-job-candidates-make/

http://www.sitepoint.com

Text 4 Working Overtime - Official Advice for Employees

http://www.acas.org.uk/index.aspx?articleid=4249

http://www.acas.org.uk

https://www.gov.uk/overtime-your-rights/help-and-advice

https://www.gov.uk

Text 5 Lipstick

http://www.lipstickhistory.com

General Training Reading Test 2

Text 3 Making a Complaint

http://www.acas.org.uk/?articleid=1670

http://www.acas.org.uk/index.aspx?articleid=2175

http://www.acas.org.uk

Text 4 Using your Computer Safely at Work

http://www.hse.gov.uk/msd/dse/

http://www.hse.gov.uk

http://www.nhs.uk/Livewell/workplacehealth/Pages/howtositcorrectly.aspx

http://www.nhs.uk/aboutNHSChoices/Pages/Linkingtous.aspx

http://www.nhs.uk

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Text 5 The World's Highest Bridges

http://10mosttoday.com/10-highest-bridges-in-the-world/

http://10mosttoday.com

http://www.dannyfowler.com/?q=westPointBridgeDesign

http://www.dannyfowler.com

General Training Reading Test 3

Text 3 Hayworth Industries - Beat Stress

http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/reduce-stress.aspx

http://www.nhs.uk/aboutNHSChoices/Pages/Linkingtous.aspx

http://www.nhs.uk

Text 4 Australian Leave Entitlements

http://www.fairwork.gov.au/leave

http://www.fairwork.gov.au

https://www.gov.uk/holiday-entitlement-rights/booking-time-off-

https://www.gov.uk

Text 5 The History of Aspirin

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1894700/

http://www.ncbi.nlm.nih.gov

http://www.nlm.nih.gov/medlineplus/druginfo/meds/a682878.html

http://www.nlm.nih.gov

General Training Reading Test 4

Text 4 Starting a Business in New Zealand

http://www.business.govt.nz/starting-and-stopping/business-structures

http://www.business.govt.nz/starting-and-stopping/business-structures/overview-of-structures

http://www.business.govt.nz

Text 6 The Alvarez Hypothesis

http://www.qm.qld.gov.au/microsites/dino/02-dinosaur-extinction-theories/asteroid-impact.html

http://www.qm.qld.gov.au

http://newscenter.lbl.gov/2010/03/09/alvarez-theory-on-dinosaur/

http://www.lbl.gov

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Transaction ID: 5P239352X30647400

General Training Reading Test 5

Test 5 The Story of Cork

http://www.copyrightfreecontent.com/fashion/from-bark-to-wine-stopper-to-footwear-the-story-of-cork/

http://www.copyrightfreecontent.com

http://www.beekmanwine.com/prevtopap.htm

http://www.beekmanwine.com

General Training Reading Test 6

Text 5 The History of Bread

http://www.dovesfarm.co.uk/about/the-history-of-bread/

http://www.dovesfarm.co.uk

http://www.bakersfederation.org.uk/the-bread-industry/about-the-bread-industry.html

http://www.bakersfederation.org.uk

http://www.dakotayeast.com/yeast_history.html

http://www.dakotayeast.com

General Training Reading Test 7

Text 2 Complaining about your energy supplier

https://www.ofgem.gov.uk/information-consumers/domestic-consumers/making-enquiry-or-complaint

https://www.ofgem.gov.uk

Text 5 A History of the Watch

A History of the Watch

http://www.randomhistory.com/1-50/031watch.html

http://www.randomhistory.com

General Training Reading Test 8

Text 2 Cut your Energy Bills - Solar Power

http://www.copyrightfreecontent.com/newsusa/how-harnessing-solar-power-can-slash-energy-bills/

http://www.copyrightfreecontent.com

Text 4 Bowman's Building – Opportunities for Apprentices

https://www.gov.uk/construction-building-apprenticeships

https://www.gov.uk

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Text 5 Dismissal - Notes for Employers and Employees

https://www.gov.uk/dismiss-staff

https://www.gov.uk

Text 6 Water Scarcity

http://www.cdc.gov/ncidod/water_scarcity.htm

http://www.cdc.gov

http://pubs.usgs.gov/gip/gw_ruralhomeowner/gw_ruralhomeowner_new.html

http://www.usgs.gov

General Training Reading Test 9

Text 4 Social Media in the Workplace Guide

http://www.acas.org.uk/index.aspx?articleid=3375

http://www.acas.org.uk

Text 5 The Decline of the Horse

http://www.equinechronicle.com/where-have-all-the-horses-gone-forum-presents-explanations-for-decline-in-registered-horses-impact-on-industry-and-solutions-for-future/

http://www.equinechronicle.com

General Training Reading Test 10

Text 1 Applying to a School for your Child

http://www.bournemouth.gov.uk/ChildrenEducation/ChildrenEducation.aspx

http://www.bournemouth.gov.uk/ChildrenEducation/Schools/ApplyingForASchoolPlace.aspx

http://www.bournemouth.gov.uk

Text 3 Our Part-Time Working Scheme

http://www.sandwell.gov.uk/info/200233/jobs/171/working_for_sandwell_council/3

http://www.sandwell.gov.uk

https://www.gov.uk/part-time-worker-rights

https://www.gov.uk

Text 4 Do *YOU* want to start a business in Australia?

http://www.business.gov.au/business-topics/starting-a-business/Pages/default.aspx

http://www.business.gov.au

Text 5 Solar Energy

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http://epa.gov/climatestudents/solutions/technologies/solar.html

http://www.epa.gov

General Training Reading Test 11

Text 3 Dawson's Ltd. - Company In-service Training

http://www.business.govt.nz/staff-and-hr/employee-and-team-performance/training-and-development

http://www.business.govt.nz

Text 4 Be a green office

http://www2.epa.gov/recycle

http://www.epa.gov

Text 5 The Search for Life in Outer Space

http://www.gresham.ac.uk/lectures-and-events/are-we-alone-the-search-for-life-beyond-the-earth

http://www.gresham.ac.uk

General Training Reading Test 12

Text 1 What to do Before an Operation

http://www.nhs.uk/Conditions/surgery/Pages/preparing-for-surgery.aspx

http://www.nhs.uk

Text 2 What to do when moving home

http://www.nidirect.gov.uk/moving-to-your-new-home

http://www.nidirect.gov.uk

Text 4 Working from home

http://www.acas.org.uk/index.aspx?articleid=4853

http://www.acas.org.uk

Text 5 Staying Healthy at Work

http://www.nhs.uk/Livewell/workplacehealth/Pages/workplaceoverview.aspx

http://www.nhs.uk

Text 6 The Golden Gate Bridge

http://memory.loc.gov/ammem/today/may27.html

http://memory.loc.gov

http://goldengatebridge.org/research

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http://goldengate.org

General Training Reading Test 13

Text 3 Advice on how to resign

https://www.gov.uk/handing-in-your-notice-resigning-leaving-job

http://www.acas.org.uk/index.aspx?articleid=3968

http://www.acas.org.uk

Text 5 The Australian Dingo Fence

http://www.environment.nsw.gov.au/animals/TheDingo.htm

http://www.environment.nsw.gov.au

http://www.pir.sa.gov.au/aghistory/left_nav/natural_resources/pests,_weeds_and_control_fences/dog_fence

http://www.pir.sa.gov.au

http://www.southaustralia.com

http://www.environment.gov.au/system/files/resources/b39c119e-c58a-4473-9507-db68da31a95c/files/catalogue.pdf

http://www.environment.gov.au

General Training Reading Test 14

Text 2 Getting a New Zealand Driving Licence

http://www.nzta.govt.nz/licence/getting/index.html

http://www.nzta.govt.nz/licence/residents-visitors/

http://www.nzta.govt.nz

Text 3 Greening Ltd. – *notes for agency workers*

http://www.acas.org.uk/index.aspx?articleid=4378

http://www.acas.org.uk

Text 4 Starting a Business – the advantage of renting premises

https://www.nibusinessinfo.co.uk/content/advantages-renting-premises

https://www.nibusinessinfo.co.uk

Text 5 Saving People from the Sea

http://rnli.org/SiteCollectionDocuments/RNLIhistory-downloadablefactsheet.pdf

https://rnli.org

General Training Reading Test 15

Buyer: Sunil Arora (instantcarrier.muktsar@gmail.com)
Transaction ID: 5P239352X30647400

Text 3 Employees Considering Night Time Working

https://www.gov.uk/night-working-hours

https://www.gov.uk

Text 4 Advice on Backing up Data

https://www.nibusinessinfo.co.uk/content/it-security

https://www.nibusinessinfo.co.uk/content/advantages-renting-premises

https://www.nibusinessinfo.co.uk

Text 5 The Blue Whale

http://www.doc.govt.nz/nature/native-animals/marine-mammals/whales/blue-whales/

http://www.doc.govt.nz

Academic Writing Tests

Academic Writing Test 1

http://www.bom.gov.au/climate/current/annual/aus/

http://www.bom.gov.au

Academic Writing Test 2

http://www.scotland.gov.uk/Publications/2008/11/05115324/6

http://www.scotland.gov.uk

Academic Writing Test 3

http://www.census.gov/compendia/statab/cats/labor_force_employment_earnings/labor_force_status.html

http://www.census.gov

Academic Writing Test 4

http://archive.treasury.gov.au/documents/1087/HTML/docshell.asp?URL=05_Water.asp

http://www.treasury.gov.au

Academic Writing Test 5

Images based on:

http://www2.nature.nps.gov/air/edu/Lessons/figure5a.cfm

http://www.nps.gov

Academic Writing Test 6

http://www.economicshelp.org/blog/4001/economics/tax-revenue-sources-in-uk/

http://budgetresponsibility.org.uk/

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Academic Writing Test 7

http://ethnicaffairs.govt.nz/story/language-learning

http://ethnicaffairs.govt.nz

Academic Writing Test 8

http://www.aihw.gov.au/haag09-10/admitted-patient-care-overview/

http://www.aihw.gov.au

Academic Writing Test 9

http://www.scotland.gov.uk/publications/2006/11/20102424/9

http://www.scotland.gov.uk

Academic Writing Test 11

http://www.scotland.gov.uk/publications/2007/07/18083820/8

http://www.scotland.gov.uk

Academic Writing Test 12

http://www.cdc.gov/nchs/data/hestat/obesity_child_07_08/obesity_child_07_08.htm

http://wwwnc.cdc.gov

Academic Writing Test 13

http://www.mbie.govt.nz/news-and-media/news-from-around-mbie/2013-news/november/revised-survey-provides-updated-tourism-spend

http://www.mbie.govt.nz

Academic Writing Test 14

http://www.fas.usda.gov/data/us-processed-food-exports-growth-outlook

http://www.fas.usda.gov

Academic Writing Test 15

http://www.parl.gc.ca/Content/SEN/Committee/391/agri/rep/repintdec06-e.htm

http://www.oecd.org

Based on data from OECD (2006), The New Rural Paradigm: Policies and Governance, OECD Publishing.