



WRITING

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

Task 1 is about describing information given in the form of a pie chart/ table/ graph or process diagram /flow chart. The differences are outlined below. In the report you may add an opinion or comment in the conclusion but the main task is to summarise and describe. Often a Task 1 will combine two types of diagrams. Write about both and show the relationship between them.

Think First

Pie charts/graphs, tables

Analyse the Task Highlight key words. Note all headings, rates and measurements.
Select the most important trends.
Choose the best examples and summarise.

Ask questions What is the purpose of this graph?
What changes have occurred over time?
What are the significant trends?
What is the most interesting feature?

Process diagrams/flow charts

Highlight key words from task description.
Note all labels and the order of steps.
Describe the process step by step from beginning to end.
Leave nothing out.

What is the purpose of this process?
How does it work?
How to include alternative steps?
What is the end result?

Then Write

Introduction Paraphrase the task description in 1 or 2 sentences.
Don't copy it.

Description Focus on trends and interesting points.
Describe the most significant data first.
Give examples to support trends.
Use statistics accurately.

Conclusion Does not have to be a separate paragraph.
A single, summarising sentence can round off your report.

Paraphrase the task description in 1 or 2 sentences. Include the purpose/ end product of the process.

Follow each step in sequence.
Include every step.
Expand headings into sentences.
Use connecting words to link steps.

Does not have to be a separate paragraph.
A single, summarising sentence can round off your report.

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



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

Task 2 essays require you to explore issues by comparing, evaluating or challenging ideas. You may be asked to present an argument or offer a solution to a problem. This means demonstrating your understanding of the topic by including examples and evidence. You should think of your audience as a non-specialist, educated reader. The main essay types are outlined below.

Step 1 Analyse the task

- Know the main **essay types** and what you have to do for each one.
- Read and highlight / underline **key words** related to (1) the topic and (2) the task.
- If necessary, explain key terms in your introduction.

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

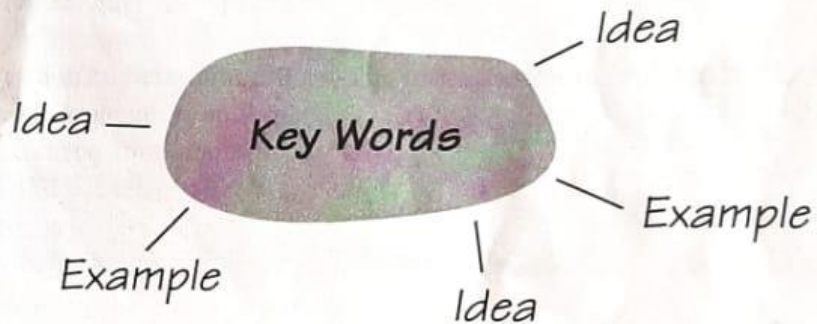


Step 2 Generate ideas

Brainstorm:

Using Spider Diagrams

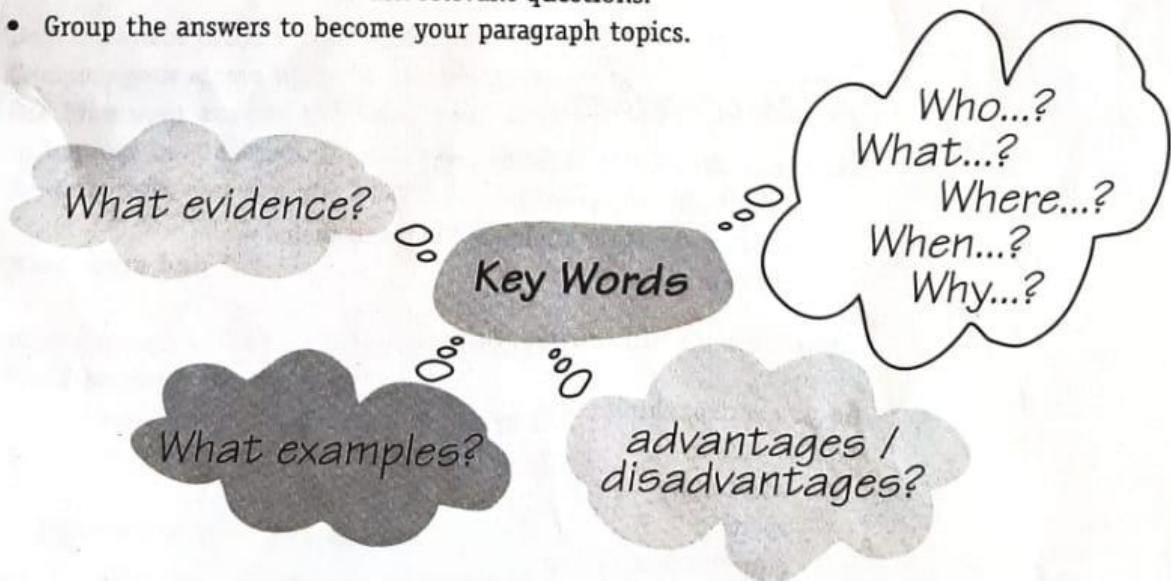
- Write key topic word(s) in the centre of a circle.
- Note down any related ideas or examples that come to mind.
- Do the same for other important words from the Task.
- Group the ideas to become your paragraph topics.



Or

Using Questions

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



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



Step 3 Plan your Essay

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

Beginning Task 2 practice?

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

Remember!

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

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

As you write, think about:
grammar
vocabulary
spelling
punctuation

DON'T TRY TO DO BOTH AT ONCE



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INSTRUCTIONS FOR TEST PRACTICE

There are
SIX Writing
Practice
Tests

6

Test section format

Test papers are clearly marked in the next section.

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

To practise under test conditions

Total time allowed for each test (Task 1 plus Task 2): 60 minutes

DO NOT use a dictionary.

How to use this section

Test practice focus

Do a complete practice test (Task 1 and Task 2).

Compare your essays with the **Sample Answers**.

Use **Plan your answer** and **Build your language skills**

to improve organisation, grammar and vocabulary.

Re-write your essays if you have found ways to improve them.

Need more help?

Work through all Task 1s before beginning Task 2s.

Use **Plan your answer** to get started.

Do the activities in **Build your language skills**.

Study the **Sample Answer** and **Notes**.

...THEN write your own answer.

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



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WRITING

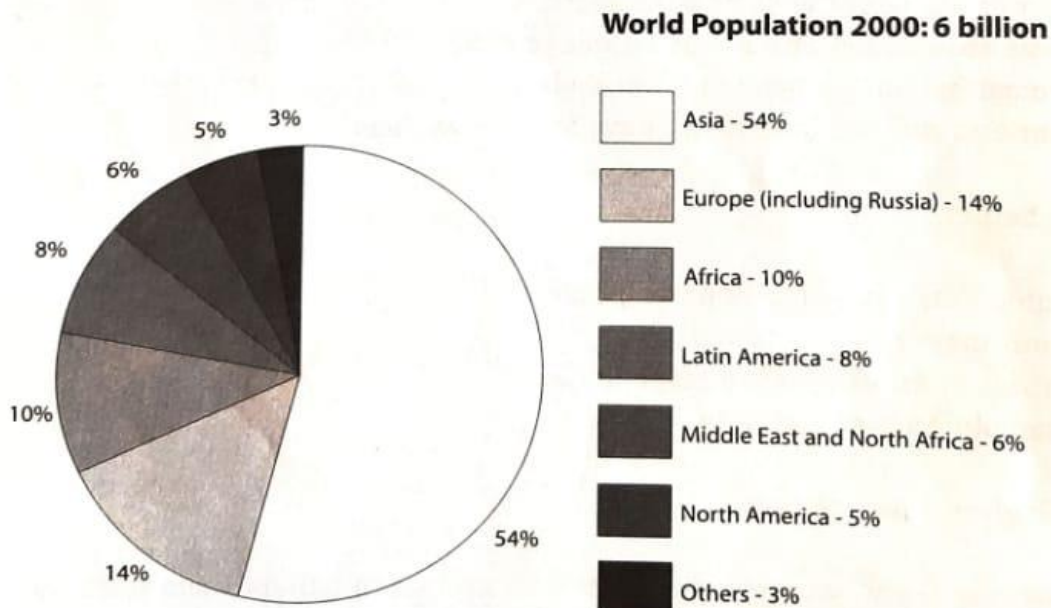
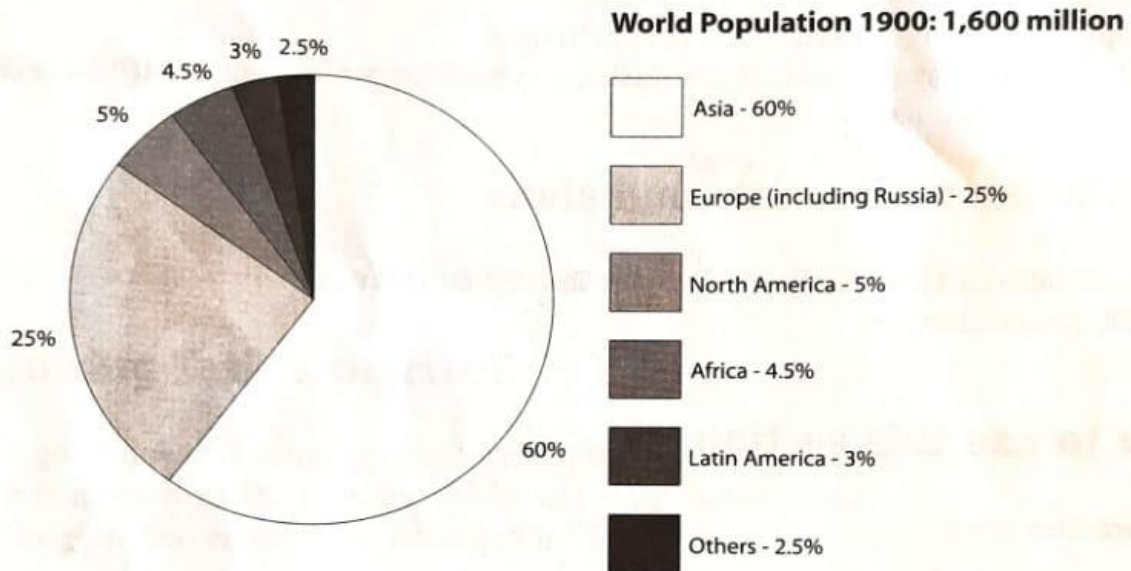
TEST 1 | TASK 1

You should spend about 20 minutes on this task.

The two pie charts below show changes in world population by region between 1900 and 2000.

Summarise the information by choosing and reporting the key features, and make any relevant comparisons.

Write at least 150 words.





PLAN YOUR ANSWER

TEST 1

TASK 1

Analyse the task

Look at the question, title and subtitle.

Highlight key words.

Identify the main trends.

Think it through

Ask questions to find the information you need.

Then use the gapped sample answer as a guide.

Introduction

What kind of diagram is it?

What do the charts show?

Over what time period?

How are the regions shown?

These pie show changes in world population 1900 and 2000. The major regions represented as percentages of the total population.

Description

Where did the most significant change occur between 1900 and 2000?

Which 2 areas showed the greatest decreases and by how much?

Which regions stayed the same?
What about the new category?

What about 'Others'?

From 1900 2000 Africa's percentage of world population from 4.5% to 10% while Latin grew from 3% to 8% of world

On the hand, the percentage of population Europe and Asia decreased during the period. Europe dropped 25% to 14%, while Asia's percentage declined from 60% to 54%.

North however showed no change, remaining at of world population both in 1900 and 2000. The Middle East and North Africa, new category in 2000, represented of world population.

The percentage of in the remaining areas of the ('Others') rose slightly from 2.5% to

Conclusion

What was the actual change in population?

Over what period?

What does this show?

Overall, this represents a huge in the number of humans on the, from 1600 million to 6 billion just one hundred years. Most of this growth has occurred in developing



BUILD YOUR LANGUAGE SKILLS

TEST 1

TASK 1

Complete these activities based on the sample answer to develop writing skills for Task 1 questions.

1 Synonyms

Find words or expressions in the sample answer that mean the same as:

- between 1900 and 2000
- increase(d)
- decrease(d)
- show(ed) no change
- world population

2 Connecting words

Find 3 more words / expressions from the sample answer that are used to connect ideas, sentences and paragraphs.

- 1 eg on the other hand
- 2
- 3
- 4

3 Prepositions

What prepositions follow each expression from the sample answer?

- ...world population increased 4.5% 10%.
- ...remaining..... 5%....
- ...this represents a huge increase the number of humans...
- Most this growth has occurred the developing world.

Answers: 1 from 1900 to 2000 / rose, grew / dropped, declined / remaining at / number of humans on the planet
2 while / however / overall 3 from, to / at / in / of, in



SAMPLE ANSWER

TEST 1

TASK 1

These pie charts show changes in world population between 1900 and 2000. The major regions are represented as percentages of the total world population.

From 1900 to 2000 Africa's percentage of world population increased from 4.5% to 10% while Latin America grew from 3% to 8% of world population. On the other hand, the percentage of population in Europe and Asia decreased during the same period. Europe dropped from 25% to 14% while Asia's percentage declined from 60% to 54%. North America, however, showed no change, remaining at 5% of world population both in 1900 and 2000. The Middle East and North Africa, a new category in 2000, represented 6% of world population. The percentage of population in the remaining areas of the world ('Others') rose slightly from 2.5% to 3%.

Overall, this represents a huge increase in the number of humans on the planet from 1,600 million to 6 billion in just one hundred years. Most of this population growth has occurred in developing countries.

(162 words)

Notes

- The pie chart and body of the report deal with percentages of population, not the actual number of people. Be sure you understand the difference.
- It would be incorrect to say 'Africa increased from 4.5% to 10%' without adding 'of world population'. You could also say, 'Africa's percentage of world population increased from...'
- The actual change in the number of people in the world between 1900 and 2000 (1,600 million to 6 billion) is only mentioned in the conclusion.



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WRITING

TEST 1 | TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

People today move to new cities or new countries more than ever before. What challenges do they experience? What strategies are there to meet these challenges?

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

Write at least 250 words.



PLAN YOUR ANSWER

TEST 1

TASK 2

Step 1 Analyse the task

Read carefully to understand all the details.

What type of essay is it?

problem / solution

What are the key words...

...related to the topic?

move / city / country

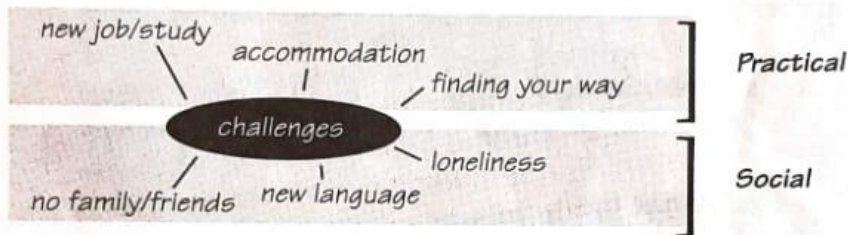
...related to the task?

challenges / strategies

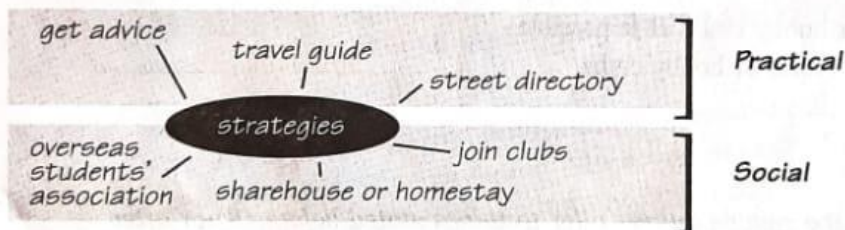
Step 2 Generate Ideas

Ask questions based on the key words.

What are the challenges?



What strategies can help?



Step 3 Think it through

Put your ideas in order before you start to write.

Introduction

Make a general statement about 'moving'.
Ask a question. 'Why do people move?'
Then answer it.

Paragraph topics

- 1 Practical challenges (travel, accommodation) and strategies
- 2 Social challenges (communication, stress) and strategies

Conclusion

summarise and re-state opinion



BUILD YOUR LANGUAGE SKILLS

TEST 1

TASK 2

Complete these activities based on the sample answer to build writing skills for Task 2 questions.

1 Connecting words (who, which, that, where)

Find the sentences in the sample answer that combine each of the following pairs into one and write the connecting word used in each.

This is due to modern technology. Modern technology makes travelling easier.

.....

These provide challenges to someone. Someone has not lived independently before.

.....

It is helpful to get advice from someone. Someone is familiar with the area.

.....

There are travel guides. Travel guides give tips and useful information.

.....

There are other sports or hobby clubs. It is possible to meet people in other sports or hobby clubs.

.....

2 Before or After?

Do these little words in the sample answer refer to things stated before (B) or after (A) them?

These might present **B / A**

many of these problems **B / A**

such anxious moments **B / A**

it is possible to... **B / A**

it might be helpful **B / A**

3 Synonyms

Which word in each group is not a synonym of the others?

to move / to relocate / to change

useful / usable / handy

reasons / issues / challenges / problems

planning / preparing / starting

Answers: 1 which, who, who, which, where 2 B B A B A 3 change / usable / reasons / starting



SAMPLE ANSWER

TEST 1

TASK 2

People today are clearly more mobile than in the past. This is largely due to modern technology which makes travelling and communicating easier and quicker. Why do people move? Often people re-locate to large cities for employment; some people study in English-speaking countries. Whatever the reason, moving away from home may create many challenges, both practical and social.

Firstly there are practical problems such as finding accommodation, managing finances, shopping and so on. These might present challenges to someone who has not lived independently before. In addition, adapting to a new city environment includes understanding the public transport system, possibly in another language, while trying not to get lost! The best strategy for minimising such anxious moments is to prepare in advance as much as possible. Thus it might be helpful to get advice from someone familiar with the area. There are also publications such as travel guides to overseas countries which give tips and useful information. A city street directory is also very handy. Ideally, sharing accommodation with someone who is familiar with the city, or staying in a 'homestay' on arrival in a new country, may overcome many of these problems. Homestay families or 'sharemates' will provide company and be able to explain aspects of the new city or culture that may seem strange at first.

There are also social and emotional issues to deal with, like loneliness or problems with the language. Moreover, starting a new job or course may be stressful at first. Generally, however, there are organisations such as overseas students' associations in an educational institution, or other sports or hobby clubs where it is possible to meet people and make friends.

In conclusion, although there are many challenges when leaving home for a new city or country, planning in advance can transform an ordeal into an adventure!

Notes

(304 words)

- Introduction starts with a general statement, then suggests some more specific details (why people are mobile). Finally a 'thesis statement' previews the body of the essay (the practical and social challenges). The writer avoids copying sentences from task prompt.
- First paragraph details **practical** challenges and strategies. Second paragraph deals with **social** challenges and strategies. An alternative essay plan could be one paragraph on challenges and one paragraph on strategies.



WRITING

TEST 2 | TASK 1

You should spend about 20 minutes on this task.

The table below shows personal savings as a percentage of personal income for selected countries in 1970, 1990 and 2000.

Summarise the information by choosing and reporting the key features, and make any relevant comparisons.

Write at least 150 words.

Personal savings as a percentage of personal income

	1970	1990	2000
Canada	5.6	11.5	1.9
France	18.7	12.5	13.6
Germany	13.8	13.8	11.8*
Italy	29.5	17.6	11.4
Japan	17.6	12.1	13.6
UK	9.2	8.2	11.1
USA	8.2	5.5	4.0

*2000 percentage is for Germany post reunification



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PLAN YOUR ANSWER

TEST 2

TASK 1

Analyse the task

Look at the question, title and subtitle.
Highlight key words.
Identify the main trends.

Think it through

Ask questions to find the information you need.
Then use the gapped sample answer as a guide.

Introduction

What does the table show?
...for how many countries?
...over what period?

The table shows the of personal income devoted to in seven countries in 1970, 1990 and 2000.

Description

Which countries show the greatest change?

The dramatic changes are in Italy, Japan, France and Canada.

For 1970, which country has the highest rate of saving? (from highest to lowest)

In 1970 Italy the highest savings rate of 29.5%, by France 18.7% and then Japan with 17.6%. Canada had the - 5.6%.

For 1990 ? (from highest to lowest)

By 1990 Italy was the leading country, though savings rate had dropped 17.6%. Germany was next 13.8% (same 1970) and the in France and Japan close behind. In Canada, savings rate had almost to 11.5%. The UK the USA had the rates, 8.2% and 5.5%

For 2000? (from highest to lowest)

..... 2000 the savings rates levelled out considerably across seven countries. France and led with 13.6%, followed Germany, Italy and the at around 11%. Personal in North America dropped , with the USA at and Canada at a low 1.9%.

Conclusion

What is the importance of these statistics?

The overall shows a reduction savings over this 30 period.



BUILD YOUR LANGUAGE SKILLS

TEST 2

TASK 1

Complete these activities based on the sample answer to build writing skills for Task 1 questions.

1 Sequencing statistics

Use these 5 expressions to complete a mini-text about five countries, A to E:

in last place, followed by, leading, next, close behind

Mini-text

A is the country, B. C is, with D is E.

2 Synonyms

Which expressions in the sample answer have the same meaning?

Expression	Sample answer expression
most significant
variations
can be seen
stabilised
fell dramatically

3 'most' OR '-est'?

Write the superlative form of these adjectives from the sample answer.

Adjective	Superlative form
dramatic
low
high
evident
close

Answers: 1 A is the leading country, followed by B. C is next, with D close behind. In last place is E. 2 most significant - most dramatic / variations - changes / can be seen - are evident / stabilised - levelled out / fell dramatically - dropped sharply 3 most dramatic / lowest / highest / most evident / closest



SAMPLE ANSWER

TEST 2

TASK 1

The table shows the percentage of personal income devoted to savings in seven countries in 1970, 1990 and 2000.

The most dramatic changes are evident in Italy, Japan, France and Canada. In 1970 Italy had the highest savings rate of 29.5%, followed by France with 18.7% and Japan with 17.6%. Canada had the lowest rate – 5.6%.

By 1990 Italy was still the leading country, though its saving rate had dropped to 17.6%. Germany was next with 13.8% (same as 1970) and the rates in France and Japan were close behind. In Canada, the savings rate had almost doubled to 11.5%. The UK and the USA had the lowest rates, 8.2% and 5.5% respectively.

By 2000 the savings rates had levelled out considerably across the seven countries. France and Japan led with 13.6%, followed by Germany, Italy and the UK at around 11%. Personal savings in North America dropped sharply, with the USA at 4% and Canada at a very low 1.9%.

The overall trend shows a reduction in savings over this thirty-year period.

(174 words)

Notes

- This essay shows a simple plan of organisation—the savings rate from highest to lowest in each of the 3 time periods.
- The challenge is to vary language use (say similar things in different ways) and to link the information smoothly.
- *Respectively* : a useful term for Task 1 essays. It means 'in that order' eg *UK, US, 8.2% and 5.5% respectively*.
- Useful expressions for graph description: *most dramatic changes are evident, almost doubled, levelled out considerably, dropped sharply, the overall trend shows.*



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WRITING

TEST 2 | TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Climate change is now an accepted threat to our planet, but there is not enough political action to control excessive consumerism and pollution. Do you agree?

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

Write at least 250 words.



PLAN YOUR ANSWER

TEST 2 TASK 2

Step 1 Analyse the task *Read carefully to understand all the details.*

What type of essay is it?	agree or disagree
What are the key words...	
...related to the topic?	climate change, political action, consumerism, pollution
...related to the task?	Do you agree?
Which terms need explaining?	climate change

Step 2 Generate Ideas *Ask questions based on the key words.*

What kind of climate change?	global warming, rising sea levels, unpredictable weather patterns (storms, drought, floods)
...caused by?	industrial activity especially in the developed world
How is pollution connected to climate change?	Kyoto Agreement (intended to limit emissions) failed because of pressure from industry
How does consumerism relate to pollution/climate change?	modern lifestyle based on consumerism, cars, houses, having many things
How could political action be effective?	through schools pressure on industry
What are the problems?	traditional political parties support economic growth; environmental parties like Greens: good policies, little power

Step 3 Think it through *Put your ideas in order before you start to write.*

Introduction	agree almost 100% (opinion based on evidence) define climate change
Paragraph topics	<ol style="list-style-type: none">1 pollution eg...2 consumerism eg...3 political action eg... and problems eg...
Conclusion	plea for action to save planet; strong view, strongly expressed



BUILD YOUR LANGUAGE SKILLS

TEST 2

TASK 2

Complete these activities based on the sample answer to build writing skills for Task 2 questions.

1 Compressing information

Academic writing tries to express information economically.

Find the expressions in the sample answer which use fewer words but mean the same as:

- The levels of the world's seas
eg sea levels (2 words)
- The temperatures of the seas
.....(2)
- The interests of those companies that have factories and offices in many countries
.....(5)
- Policies about the environment which are responsible policies
.....(3)

2 Use of present progressive

Find 2 examples of the present progressive tense, used in this essay to show the ongoing nature of the problems:

eg are recording.....

-
-

3 Use of 'This'

What does 'this' refer to?

- (para 2) 'This is probably related to...' This refers to:.....
- (para 2) 'This keeps factories operating...' This refers to:.....

Answers: 1 sea temperatures / the interests of multinational corporations / responsible environmental policies
2 are rising / are increasing 3 unwillingness to change / high level of consumerism (and good lifestyle)



SAMPLE ANSWER

TEST 2

TASK 2

I agree entirely with the opinion in the title. There is increasing evidence that climate changes are not just random but are being accelerated by industrial activity, particularly in developed countries. Many nations are recording extreme weather conditions, such as the wettest year on record, or the hottest summer on record. Sea levels are rising and sea temperatures are increasing more rapidly than before.

The Kyoto Agreement in the 1990s tried to create international consensus to limit industrial emissions of gases but unfortunately some nations are unwilling to commit to real change. This is probably related to economic pressures from within the country and the interests of multinational corporations. In industrialised nations a good lifestyle means a high level of consumerism. This keeps factories operating and people employed but it also creates enormous pollution and waste.

To solve these serious problems requires political action in a number of directions. At the individual level, education programs in schools should be set up to reduce wasteful behaviour and to encourage respect for the planet. At the corporate level, businesses need to develop responsible environmental policies together with governments. They must be held legally accountable for their actions.

One major difficulty is that environmental parties like the Greens have little political power. Their policies are appropriate but they need support from the general public in order to increase pressure on the main parties and large corporations.

The time for action is definitely now. Each year of delays and ineffective policy will make it harder to restore the health of planet Earth.

(264 words)

Notes

- This essay asks your opinion, so it is appropriate to say: 'I agree entirely with...'
- The argument in each paragraph is structured around a topic sentence followed by examples to give evidence/support. A simple plan is to build each paragraph of the body around a key word/idea from the question. Write the topic sentence and develop the rest of the paragraph with examples and supporting ideas.
- To maintain relevance to the topic, arguments focus on climate change only, not on other environmental problems.

WRITING

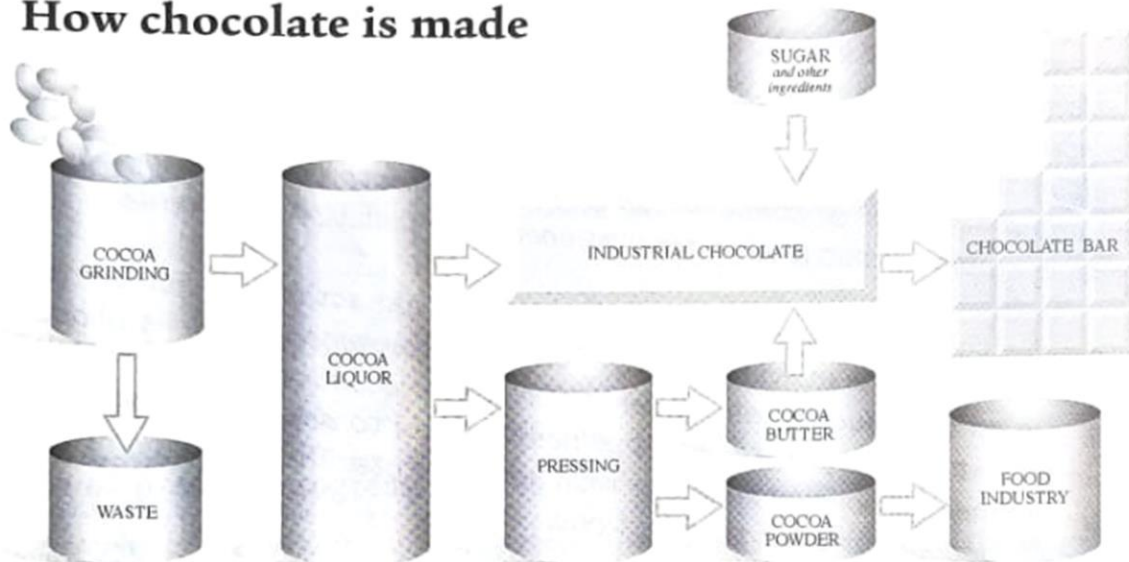
TEST 3 TASK 1

You should spend about 20 minutes on this task.

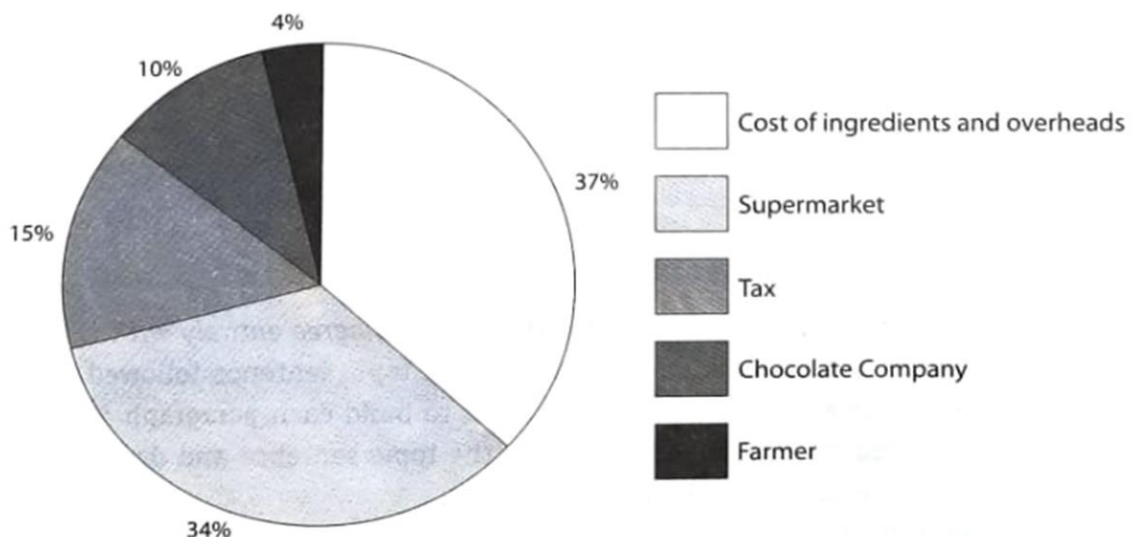
The diagrams below show how chocolate is made and how the price of a chocolate bar is divided up among those involved in the process. Summarise the information by choosing and reporting the key features, and make any relevant comparisons.

Write at least 150 words.

How chocolate is made



How the price of a chocolate bar is divided up





PLAN YOUR ANSWER

TEST 3

TASK 1

Analyse the task

*Look at the question, title and subtitle.
Highlight key words.*

Think it through

Description (Process diagram)

*Put the 5 steps (A-E) for making chocolate in the correct order.
Write the sentences in full to develop Paragraph 1 structure.*

The process of making chocolate begins with...

- A liquor/either/pressed/become/cocoa powder/sell/food industry
- B add/sugar etc/refine/produce/chocolate bar
- C or/pressed/become/cocoa butter
- D grind cocoa/produce/cocoa liquor/waste products
- E industrial chocolate/make from/cocoa liquor, cocoa butter

Description (Pie chart)

*Ask questions to find the information you need.
Then use the gapped sample answer (part) as a writing guide.*

How to paraphrase the title as a topic sentence?

How is the from the retail of a chocolate bar up?

What is a logical sequence?

The pie chart indicates that the farmer who the receives only of the retail price.

1 start with first step, also most significant information

The, on the other hand, receives 34%. A rather small 10% to the chocolate company while 15% is taken by the in the form of taxes.

2 contrast with remaining amounts

3 end with largest percentage

The cost of and production, make up the largest proportion, 37% of the of a chocolate bar.



BUILD YOUR LANGUAGE SKILLS

TEST 3

TASK 1

Complete these activities based on the sample answer to build writing skills for Task 1 questions.

1 Use of the passive

Find 6 verbs in the passive voice from the sample answer.

Note: 'becomes' does not have a passive form

eg *is used*
.....

.....
.....

2 Tricky little words

What little word comes immediately after these words from the sample answer.

Cocoa butter is used along

Ingredients and production make

How is the money divided

10% goes

3 Synonyms

From the sample answer find synonyms for:

to produce (paragraph 2)

gets (para 3)

goes to (para 3)

Answers: 1 can be sold / is combined / is refined / is divided up / is taken 2 with / up / up / to
3 to make / receives / is taken by



SAMPLE ANSWER

TEST 3

TAS

The diagrams illustrate the chocolate-making process and the percentage allocation of the price of a chocolate bar.

The process of making chocolate begins with the grinding of the cocoa beans, to produce cocoa liquor and some waste products. The liquor is used in two ways. When pressed into powder it can be sold on to the food industry. Alternatively when pressed into cocoa butter it is used, along with the liquor to make industrial chocolate. This is combined with sugar and other ingredients and refined to produce chocolate bars.

How is the money from the retail price of a chocolate bar divided up? The pie chart indicates that the farmer, who produces the cocoa bean, receives only 4% of the retail price. The supermarket, on the other hand receives 34%. A rather small 10% goes to the chocolate company, while 15% is taken by the government in the form of taxes. The cost of ingredients and production, make up the largest proportion, 37% of the price of a chocolate bar.

Notes

(174 words)

- A brief overview introduces the answer without copying the task wording.
- Useful language for describing a process: *...begins with / ...either....or / ...which is then / ...in order to make / ...after that / ...further / ...finally*
- In this task there are two diagrams to describe. The obvious way to organise the essay is to write one short paragraph on each diagram. With 5 minutes planning time that leaves 7 minutes (approximately 75 words) per paragraph. Keep it simple.
- Impersonal language is generally used in academic writing and Task 1s. The following is an exception: *'From the pie chart we can see...'*
- A useful and concise introduction is the question in Paragraph 3: *'How is the money.... divided up?'*
- For emphasis the highest percentage of cost is put last as a separate sentence.
- A summarising comment can be effective, if you are under the minimum word length. **N** necessary in this answer.



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WRITING

TEST 3 TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Many people keep dogs and cats as companions. Discuss the advantages and disadvantages of pet ownership for the animals involved and for the community as a whole.

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

Write at least 250 words.



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PLAN YOUR ANSWER

TEST 3

TASK 2

Step 1 Analyse the task

Read carefully to understand all the details.

What type of essay is it?

two sides of an argument

What are the key words...
...related to the topic?
...related to the task?

dogs/cats/pet ownership/community
advantages and disadvantages

Step 2 Generate Ideas

Ask questions based on the key words.

Brainstorm 'pet ownership'

What are the advantages?

What are the disadvantages?

For the animals?

- loved, cared for, well-fed

- lack of freedom and natural activity: kept indoors at night and belled (cats), on lead, muzzled (dogs)

For the community?

- pet owners healthier and happier
- service: guide and guard dogs

- not always well-treated and respected
- more regulations: to protect native animals from cats to control dogs
- cost of abandoned pets

Step 3 Think it through

Put your ideas in order before you start to write.

Introduction

paraphrase task statement to restate both sides of issue

Paragraph topics

- 1 advantages of pets: for animals
for owners
for community
- 2 disadvantages: for pets
for community

Conclusion

complex relationship
restate main idea in a new way



BUILD YOUR LANGUAGE SKILLS

TEST 3

TASK 2

1 Use of Passives

Put the passive form of these verbs to complete these phrases using the sample answer:

feed care for love give restrict keep impose require abandon

- ...pets are *f* and *c* and *l*
- It is easy to see how much attention is
- The freedoms are increasingly
- Dogs must be on leads
- These restrictions have been
- ...pet owners are to clean up...
- ...dogs and cats that have been by owners

2 Connecting expressions

Find the missing connecting expressions indicated for each paragraph. (NOT 'and')

(para 1) /

(para 2) / in return / not only, but / /

(para 3) / / no longer, but / /

(para 4) /

3 Compressing language

Find the expression in the sample answer for:

- the owning of pets (2 words)
- the part of the supermarket where pet products are sold (5)
- owners who do not take responsibility (2)

Answers: 1 fed, cared for, loved, given, restricted, kept, imposed, required, abandoned 2 (para 1) but, (para 2) thus, (para 3) however / in addition / also, (para 4) so / still 3 pet ownership / the pet section of supermarkets / irresponsible owners



SAMPLE ANSWER

TEST 3

TASK 1

Dogs and cats can be wonderful companions but there are also a number of problems associated with pet ownership, both for the animals and for the community.

In the best situations pets are fed, cared for and loved as part of a family. It is easy to see how much attention is given to pets, by the range of products available in the pet section of supermarkets. In return, cats and dogs contribute to the well being of the community in many ways. Dogs are useful for protection and serve as guides for the disabled. People with pets are not only happier and healthier, but may even live longer. Thus the animals benefit individuals and the community as well.

There are, however, also negative aspects for the pets and for the community. The freedoms of both dogs and cats are increasingly restricted. In Australia there is community pressure to force owners to keep cats inside at night to protect native birds and animals. Dogs can no longer run free in parks and at the beach but must be kept on leads. These restrictions have been imposed by the community to protect the public. In addition pet owners are required to clean up after their dogs. Parks and beaches often provide plastic bags for this purpose. The community also has to pick up the costs of dogs and cats that have been abandoned by irresponsible owners.

So the relationship between pets and the community is a complex one. More and more the community is intervening to force pet owners to restrict the activities and freedom of their pets. Still, responsible owners, prepared to give adequate time and attention to their cats and dogs, can give them a good and happy life.

(290 words)

Notes

- Task words: 'Many people keep dogs and cats...' Paraphrase: 'Dogs and cats can be wonderful companions.'
- This essay is organised into 2 paragraphs: advantages/disadvantages. Each paragraph includes 2 aspects - for the pet, for the community. Each point has an example to support it.
- The argument balances positives and negatives and the conclusion reflects both sides.



WRITING

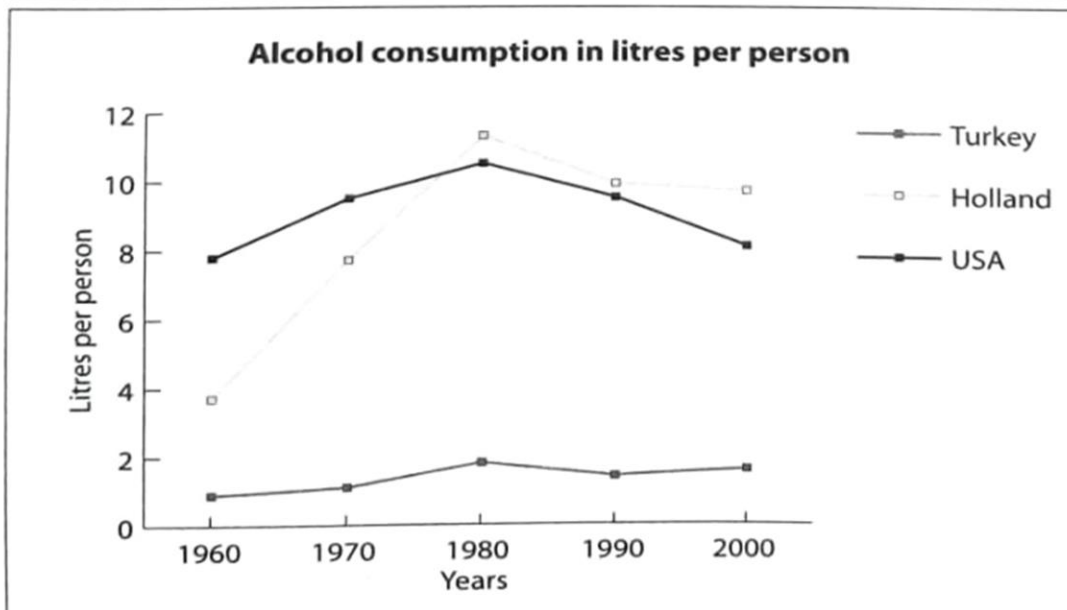
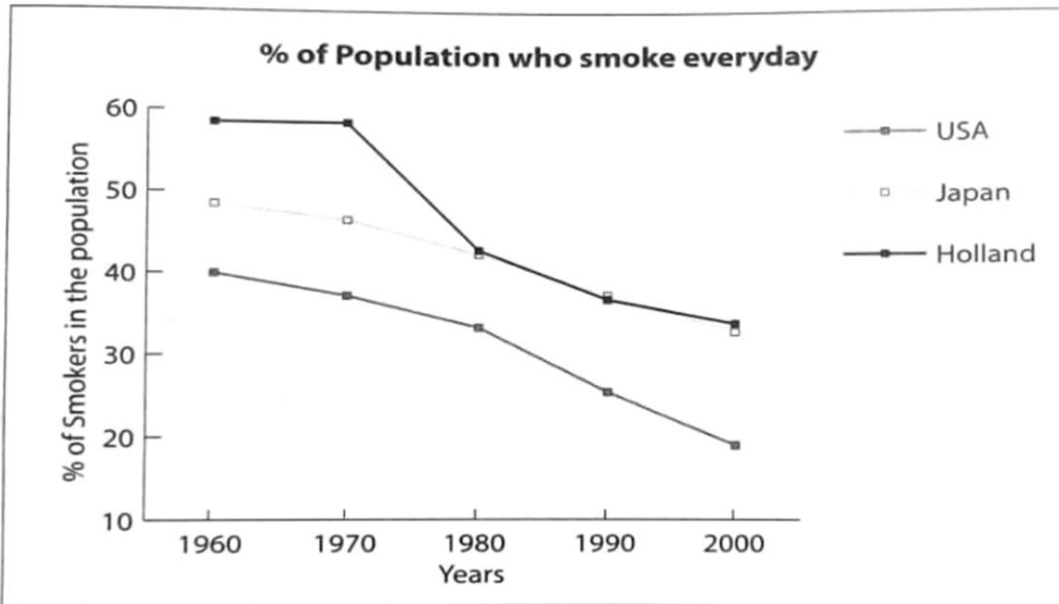
TEST 4 TASK 1

You should spend about 20 minutes on this task.

The two graphs below show the percentage of smokers and the consumption of alcohol in litres in selected countries, for the period 1960 – 2000.

Summarise the information by choosing and reporting the key features, and make any relevant comparisons.

Write at least 150 words.





PLAN YOUR ANSWER

TEST 4

TASK 1

Analyse the task

Look at the question, title and subtitle.
Highlight key words.

Think it through

Ask questions to find the information you need.
Then use the gapped sample answer as a guide.

Introduction

The two graphs show trends smoking and alcohol consumption 1960 for several

Description (Graph 1)

What is the general trend?

In terms smoking patterns, the general in the USA, and Holland is downwards.

Which year to start with and what order?

..... had the highest percentage of smokers in at nearly 60%, by Japan at about 47% and the USA at 40%. Holland experienced

What is the trend through 1980 and 2000 for each country?

the dramatic decrease, falling about 43% in 1980 and then declined at the same rate as until 2000. USA's fell to below 20% by

Description (Graph 2)

How to signal the change of topic and make a general comment?

Turning alcohol consumption, the story different.

What is the best order to put the information in?

The number of per capita consumed in Holland and the increased sharply between 1960 and from around 4 litres per in Holland to about in 1980 and from nearly 8 litres to than 10 in the USA in 1980. Thereafter countries' consumption declined to around 8 litres the USA in 2000 and 10 in Holland.

Which countries have a similar trend?

Which country has a different pattern?

The in Turkey was rather different. Turkey's remained low, rising only from 1 litre to about 1.5 litres per person between 1960 and 2000.

Conclusion

How to summarise these trends?



BUILD YOUR LANGUAGE SKILLS

TEST 4

TASK 1

Complete these activities based on the sample answer to build writing skills for Task 1 questions.

1 Qualifiers

Write the adverb or adjective from the text to complete the notes:

Holland

1960 - 80 decrease in smoking

1960 - 80, alcohol drinking increased Post 1980 declined

Turkey

1960 - 2000 alcohol consumption rose

2 Synonyms - odd one out

Which word in each group is not a synonym of the others?

- approximately about until around
- a little below slightly less than well under
- much more than somewhat more than a lot more than well above
- declined dropped fell stabilised decreased went down
- rose went from went up increased

3 Economical sentences

Using the sample answer, try to write these sentences in a more economical way.

- The number of litres per capita which were consumed in Holland and the USA increased sharply... (save 2 words)
- Turkey's consumption remained low. Its consumption rose only slightly.... between 1960 and 2000. (save 2 words)
- Holland experienced the most dramatic decrease. Holland's percentage fell to about 43% in 1980... (save 2 words)

Answers: 1 dramatic / sharply / steadily / slightly 2 until / well under / somewhat more than / stabilised / went from
3 consumed (which were consumed) /, rising (its consumption rose) /, falling (Holland's percentage fell)



SAMPLE ANSWER

TEST 4

TASK 1

The two line graphs show trends in smoking and alcohol consumption since 1960 for several countries.

In terms of smoking patterns, the general trend in the USA, Japan and Holland is downwards. Holland had the highest percentage of smokers in 1960 at nearly 60%, followed by Japan at about 47% and the USA at around 40%. Holland experienced the most dramatic decrease, falling to about 43% in 1980 and then declined at the same steady rate as Japan until 2000. USA's level fell to below 20% by 2000.

Turning to alcohol consumption, the story is different. The number of litres per capita consumed in Holland and the USA increased sharply between 1960 and 1980 from around 4 litres per person in Holland to about 11 in 1980 and from nearly 8 litres to more than 10 in the USA. Thereafter both countries' consumption declined steadily to around 8 litres in the USA in 2000 and 10 in Holland. The pattern in Turkey was rather different. Turkey's consumption remained low, rising only slightly from 1 to about 1.5 litres per person between 1960 and 2000.

Notes

(186 words)

- Graph vocabulary: *trends / downwards / highest percentage / followed by dramatic decrease / falling to / steady decline*
- Topic sentences in each paragraph use economical signal expressions: *'In terms of' / 'Turning to'...*
- *'Per capita'* is a useful synonym for *'per person'*.



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WRITING

TEST 4 | TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

We live today in an electronic information age. It is easier to be connected by technology yet many people seem no closer to feeling happy in their lives. Discuss.

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

Write at least 250 words.



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PLAN YOUR ANSWER

TEST 4 TASK 2

Step 1 Analyse the task

Read carefully to understand all the details.

What type of essay is it?

two sides of an argument

What are the key words...

...related to the topic?

electronic information age, happy lives

...related to the task?

discuss

Which terms need explaining?

happy / connected

Step 2 Generate Ideas

Ask questions based on the key words.

What are the advantages of the electronic age?

- email / internet / chatrooms (easy quick cheap contact)
- contact with family, friends (old / new)
- technology can overcome isolation eg Finland

Are we happier?

isolated at computer (only on-line friends?)

Evidence of lack of happiness?

rates of depression / suicide / divorce / stress

Step 3 Think it through

Put your ideas in order before you start to write.

Introduction

What is happiness? How is it related to being connected?

Paragraph topics

1 advantages of technology (on the one hand)

2 disadvantages (on the other hand)

Conclusion

summarise / indicate your opinion



BUILD YOUR LANGUAGE SKILLS TEST 4 TASK 2

Complete these activities based on the sample answer to build writing skills for Task 2 questions.

1 Synonyms

Which of the expressions in each group is not a synonym of the others?

- to communicate / to contact / to be connected / to overcome / to stay in touch
- rates / cases / levels
- for example / via / like / such as

2 Compressing information

Which shorter expressions in the sample answer mean the same as:

- the rate at which people are getting divorced (Find 2 words)
- the amounts of stress that are being experienced (2)
- websites on the internet where people can make dates with one another (3)
- the age in which there is a lot of information available (2)
- a call on the telephone (2)
- the levels at which people use the internet (4)

3 Could this be used instead?

Could the expression on the right directly replace the expression in the sample answer?

Answer **Yes or No**.

Expressions in the sample answer

- In this way... (para 2)
- For example (para 2)
- Similarly... (para 2)
- Even so... (para 4)
- ...therefore... (para 4)

Could this be used instead?

- After this,... (Y / N)
- For instance... (Y / N)
- In a similar way... (Y / N)
- Nevertheless... (Y / N)
- ...so... (Y / N)

Answers 1 overcome / case / via 2 divorce rate / stress levels / internet dating sites/ information age / telephone call / rates of internet use 3 N / Y / Y / Y / N



SAMPLE ANSWER

TEST 4

TASK 2

The electronic information age that we live in today, certainly makes communicating very quick and easy. It is simple for many people to contact dozens of others every day via computer or phone, but does this make them feel happier? Happiness is difficult to define, but in addition to basic needs like food, shelter or peace, it depends on such things as good health, a loving family and friends, and a satisfying occupation - either job, study or pastime. Whether modern communication has increased people's feelings of happiness is, however, debatable.

There are many advantages to being connected electronically. For the price of a local phone call we can stay in touch via email with family or friends around the world. In this way isolation by distance or climate can be overcome. For example, Finland with its long winter has one of the highest rates of internet use. Information that would only be available to a small number of people without the use of computers is now at our fingertips. Similarly thousands of people use chatrooms and internet dating sites every day.

On the other hand it seems to be the case that depression and suicide rates are high and the divorce rate is increasing. Employees complain of longer working hours and increased stress levels. There is concern that people are in fact becoming more isolated, only communicating on-line. On this evidence they seem unhappier today.

Happiness is hard to measure, as it is subjective and depends on the particular situation. Perhaps there is more awareness of current problems because so much information is available through technology and the media. Even so, it would seem that the quality of our relationships and therefore our level of happiness is unrelated to modern technology, which is, after all, only a tool.

(299 words)

Notes

- The 'thesis statement' (last sentence of the introduction) tells the reader that the body of the essay will give arguments both for and against '*.....is debatable.*'
- Useful expressions for a discussion essay:
 - '*there is concern that*'... means that some people are worried about the situation...
 - '*perhaps*'... shows that the writer is considering possible reasons for these problems
 - '*it would seem that*'... indicates something is probable rather than 100% certain.



SAMPLE ANSWER

TEST 4

TASK 2

The electronic information age that we live in today, certainly makes communicating very quick and easy. It is simple for many people to contact dozens of others every day via computer or phone, but does this make them feel happier? Happiness is difficult to define, but in addition to basic needs like food, shelter or peace, it depends on such things as good health, a loving family and friends, and a satisfying occupation - either job, study or pastime. Whether modern communication has increased people's feelings of happiness is, however, debatable.

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WRITING

TEST 5 TASK 1

You should spend about 20 minutes on this task.

The table below shows the results of an airline survey in 2002 of economy class business travellers. The numbers indicate how many male or female passengers in each age group rated a particular feature as their most important in-flight consideration.

Summarise the information by choosing and reporting the key features, and make any relevant comparisons.

Write at least 150 words.



IN-FLIGHT FEATURE RANKED FIRST	Females		Males	
	Age 25-45	45+	25-45	45+
SEAT / LEG ROOM	30	35	39	46
MEALS / DRINKS	26	31	20	24
ATTENDANT SERVICE	34	30	27	26
MOVIES / IN-FLIGHT ENTERTAINMENT	10	4	14	4
TOTALS INTERVIEWED	100	100	100	100



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PLAN YOUR ANSWER

TEST 5

TASK 1

Analyse the task

Look at the question, title and subtitle.
Highlight key words.

Think it through

Ask questions to find the information you need.
Then use the gapped sample answer as a guide.

Introduction

What does the table show?

The table in-flight preferences of 400 regular male and, economy class travellers in age groups, based on an airline in 2002.

Description

What were the men's in-flight preferences?
(from highest to lowest)

Specifically, 39 of the 100 men 25-45 rated seat/leg room as the most important, rising to 46 of the older men. Service was next 27 of the 25-45 male group and 26 of 45+ group rating that After that at 20 and 24 respectively comes meals/drinks. Last is entertainment, chosen by only 14 of the younger and 4 of the males.

What were the women's preferences?
(from lowest to highest)

..... to the female groups, is clear that entertainment is of low importance with 10 of the younger and 4 the older age group it first. Drinks and meals rated number one by 26 women and 31 of the 45s. Service and seat/leg room the most important in-flight for women, with 34 younger and older women choosing the former 30 and 35 chose the

Conclusion

What final observations of the data can be made?

The high of physical comfort for air travellers seems undeniable.



BUILD YOUR LANGUAGE SKILLS

TEST 5

TASK 1

Complete these activities based on the sample answer to develop writing skills for Task 1 questions.

1 Prepositions

Write the appropriate preposition for each expression from the sample answer.

Based / low importance / rising / Turning / chosen /
high priority / preferences of travellers two age groups

2 Comparison language

Complete the sentences:

- Older men rate as more important than older women do.
- Younger women rate and service more highly than older women do.
- The most important in-flight factor is
- The least important consideration is
- The second most important feature for men is
- seem about as important as service for 45+ women.

3 Synonyms

Find synonyms in the sample answer for these expressions:

- ...rated number one... ..
- Last is... ..
- younger men
- 45+ males
- 25 - 45 year old females

Answers: 1 on / of / to / to / by / of / in 2 seat & leg room / entertainment / seat & leg room / entertainment / service / meals & drinks 3 placed first, the high priority / of low importance / 25- 45 male group / older men / younger women



TEST 5 TASK 1

The table indicates in-flight preferences of 400 regular male and female economy class travellers in two age groups, based on an airline survey in 2002.

Specifically 39 of the 100 men aged 25-45 rated seat/leg room as the most important feature, rising to 46 of the older men. Service was next with 27 of the 25-45 male group and 26 of the 45+ group rating that first. After that, at 20 and 24 respectively comes meals/drinks. Last is entertainment, chosen by only 14 of the younger and 4 of the 45+ males.

Turning to the female groups, it is clear that entertainment is also of low importance with only 10 of the younger and 4 of the older age group placing it first. Drinks and meals are rated number one by 26 younger women and 31 of the over 45s. Service and seat/leg room are the most important in-flight features for women, with 34 younger and 30 older women choosing the former, while 30 and 35 chose the latter.

The high priority of physical comfort for frequent air travellers seems undeniable.

Notes

(178 words)

- The introduction summarises the task title economically and the writer has managed to include all of the data in the answer by using a condensed style.
- Paragraph 1 ends with 'entertainment' so to link into paragraph 2, *entertainment* is addressed first, then the leading preferences. For consistency, the younger age group is always mentioned first.
- The writer uses 'ellipsis' (ie leaving out words without losing meaning) to save words, as in '...the younger men (*who were*) interviewed'; 'Last is entertainment, (*which was*) chosen by...'
- You can avoid clumsy repetition by using synonyms. For example, the writer avoids repeating 'in the 25-45 year old group' by using the simpler expression 'in the younger group'; or by using 'the over 45s' instead of 'the 45+ age group'.
Synonyms also give variety, avoiding a boring style of report:
most important feature / rated number one / placing it first / rating that first.



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WRITING

TEST 5 TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Most developed countries spend a large proportion of their health budgets on expensive medical technology and procedures. This money should be spent instead on health education to keep people well. To what extent do you agree or disagree with this opinion?

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

Write at least 250 words.



PLAN YOUR ANSWER

TEST 5

TASK 2

Step 1 Analyse the task

Read carefully to understand all the details.

What type of essay is it?

two sides of an argument

What are the key words...
...related to the topic?

expensive medical technology / procedures
health education

...related to the task?

to what extent / agree disagree

Step 2 Generate Ideas

Ask questions based on the key words.

What kind of...

...technology? (give examples)
...procedures? (give examples)

high-tech MRI scanners
organ transplants / IVF

What is health education?

learning how to stay well
eg lifestyle changes, diet, exercise

Step 3 Think it through

Put your ideas in order before you start to write.

Introduction

(turn statement into questions)

Why is the health budget spent this way?

Why spend money on health education?

Paragraph topics

1 advantages of spending on health education
(on the one hand)

2 advantages of high tech hospital treatment
(on the other hand)

Conclusion

Summarise and indicate opinion



BUILD YOUR LANGUAGE SKILLS

TEST 5

TASK 2

Complete these activities based on the sample answer to build writing skills for Task 2 questions.

1 Compressing information

Which shorter expressions in the text mean the same as these?

- the amount of money planned for use on health (*Find 2 words*)
- problems connected with people's health (2)
- care which is given by nurses (2)
- sicknesses that are caused by the way people live (2)
- the transferring of a body part from one person into the body of another (2)

2 Word groups

In the sample answer find 8 expressions connected to each of the following topics:

- (a) health
- (b) finance

3 What's the next word?

Match the word(s) on the left from the sample essay with one on the right that follows it.

straightforward
it is questionable
the best treatment
the long
developed

world
term
whether
issue
possible

Answers: 1 health budget / health problems / nursing care / lifestyle diseases / organ transplants 2a (examples) unwell, ill health, medical, doctor, sick, treatment, surgery, hospitalisation, diseases 2b savings, budget, expensive, health dollar, spend, afford, costly, money 3 straightforward issue / questionable whether / treatment possible / the long term / developed world



SAMPLE ANSWER

TEST 5 TASK 2

Almost daily there are reports of new advances in medicine. In the developed world certainly, the prognosis for many medical problems is more optimistic today than ten years ago and continues to improve. But these developments in health care are very expensive, and it is questionable whether countries can afford to continue to increase spending on health. Many believe that it would be better to spend more preventing people from becoming unwell in the first place, and reduce the amount spent on curing ill health.

As many modern diseases are a consequence of our lifestyles, one way of making savings to the health budget would be to educate people about how to prevent expensive health problems such as diabetes or heart disease. Most medical doctors today do not have the time to (nor are they paid to) teach patients how to make these changes to their lifestyle through diet or exercise.

It is understandable that when people are sick they want the best medical treatment possible, with access to the latest diagnostic equipment, expensive MRI scanners, for example. If the problem is life threatening then we demand complex operations such as open-heart surgery or organ transplants. Such procedures usually require intensive nursing care and lengthy periods of hospitalisation, which are costly.

Thus it can be seen that this is not a straightforward issue and depends to some extent on one's situation. While the 'health dollar' is limited, however, it would seem rational to direct more resources towards the prevention of ill health. In this way fewer people would become ill from these preventable lifestyle diseases. In the long term this should save the country money and increase the well-being of the population.

(290 words)

Notes

- The wording of the question is decisive eg 'should be spent' whereas the wording of the answer is qualified eg '*Many believe it would be preferable*', '*it would seem rational*', '*where larger numbers may benefit*'
- In this essay, statements are regularly followed by examples which help to explain, clarify and develop the idea.
 - 'preventable lifestyle diseases' examples given are *diabetes, heart disease*
 - 'lifestyle changes' – *diet, exercise*
 - 'expensive diagnostic equipment' – *MRI scanners*
 - 'expensive operations' – *open-heart surgery, organ transplants*
- Use of linking words: *similarly / such procedures / thus it can be seen / however / In this way*



WRITING

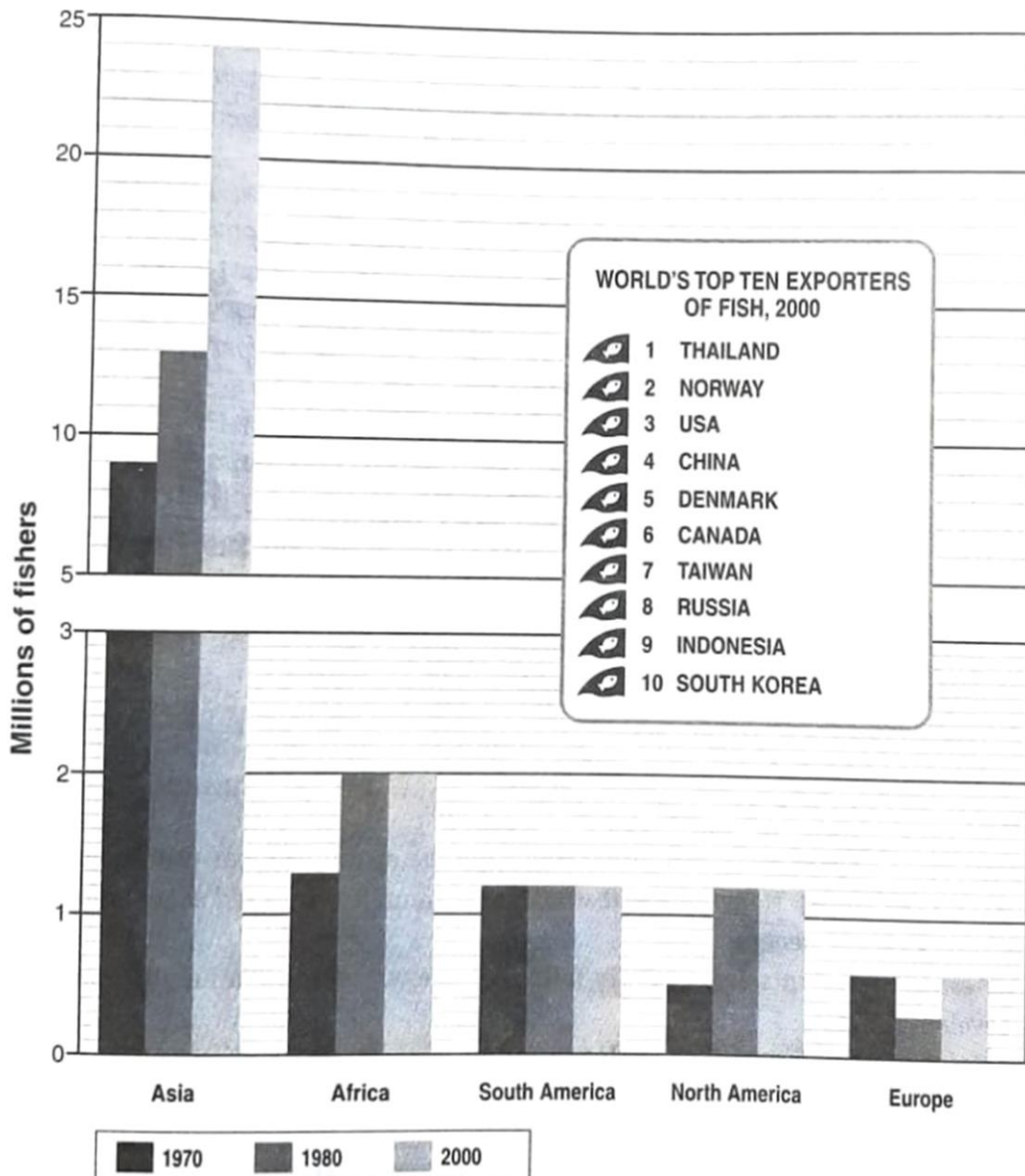
TEST 6 TASK 1

You should spend about 20 minutes on this task.

The graph and table show the number of fishers in millions for different regions between 1970, 1980 and 2000, and the world's top ten exporters of fish in 2000.

Summarise the information by choosing and reporting the key features, and make any relevant comparisons.

Write at least 150 words.





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PLAN YOUR ANSWER

TEST 6

TASK 1

Analyse the task

Look at the question, title and subtitle.

Highlight key words. Identify the main trends.

Think it through

Ask questions to find the information you need.

Then use the gapped sample answer as a guide.

Introduction

What are the most significant statistics?

The graph and table that Asia is the region of the world the largest of fishers in 1970, 1980 and 2000, at 9 million, 13 million and 24 million No other region has seen such increases in numbers.

Description of graph

What about remaining regions? (in descending order of importance describe both the numbers of fishers and the trends)

Africa's fishers 1.3 million in 1970, and in both 1980 and 2000. South America had steady numbers of fishers, 1.2 million, the period. In North America were 0.5 million fishers in 1970 and the numbers increased to 1.2 million in 1980, a number that remained in 2000. Europe had the fewest fishers with 0.6 million in 1970 to 0.3 million in 1980 and to 0.6 million in 2000.

Description of table

How to signal transition to new topic/paragraph and identify most significant data?
What is the logical way to group remaining countries?

..... to the table of exporters, Thailand is the world's exporter of fish, but European and North American countries are also Norway and Denmark take second and fifth places , while the USA is the third exporter and Canada ranks China and Taiwan fourth and seventh places while Russia, and South Korea complete the table in eighth, ninth and tenth

Conclusion

How to summarise this trend?

To , there are more fishers in Asia in the rest of the world combined.



BUILD YOUR LANGUAGE SKILLS TEST 6 TASK 1

Complete these activities based on the sample answer to develop writing skills for Task 1 questions.

1 Synonyms

Choose a synonym to match each expression from the sample answer.

implies / spectacular / show / reducing / significant / conclude / stayed the same

In the sample answer

Synonym

indicate

.....

dramatic

.....

remained unchanged

.....

contracting

.....

prominent

.....

summarise

.....

suggests

.....

2 Listing positions in a table

Match the country from the table with the appropriate expression.

the second largest, the biggest, in fifth position, the third largest, the lowest ranked, in fourth spot

Denmark

.....

Thailand

.....

USA

.....

South Korea

.....

Norway

.....

China

.....

3 Prepositions

What preposition goes with each expression in the sample answer?

- dramatic increases numbers...
- increasing about 1.2 million...
- returning 0.6 million...
- Turning the table of exporters...
- eighth, ninth and tenth spots.
- summarise...

Answers: 1 indicate - show / dramatic - spectacular / remained unchanged - stayed the same / contracting - reducing / prominent - significant / summarise - conclude / suggests - implies 2 Denmark - in fifth position, Thailand - the biggest, USA - the third largest, South Korea - the lowest ranked, Norway - the second largest, China - in fourth spot, 3 in / to / to / to / in / To



SAMPLE ANSWER

TEST 6

TASK 1

The graph and table indicate that Asia is the region of the world with the largest numbers of fishers in 1970, 1980 and 2000, at 9, 13 and 24 million respectively. No other region has seen such dramatic increases in numbers. Africa's fishers numbered 1.3 million in 1970, and 2 million in both 1980 and 2000. South America had steady numbers of fishers, 1.2 million, throughout the period. In North America there were 0.5 million fishers in 1970 increasing to about 1.2 million in 1980, a number that remained unchanged in 2000. Europe had the fewest fishers with 0.6 million in 1970 contracting to 0.3 million in 1980 and returning to 0.6 million in 2000.

Turning to the table of exporters, Thailand is the world's top exporter of fish, but European and North American countries are also prominent. Norway and Denmark take second and fifth places respectively, while the USA is the third largest exporter and Canada ranks sixth. China and Taiwan occupy fourth and seventh places while Russia, Indonesia and South Korea complete the table in eighth, ninth and tenth spots.

To summarise, there are more fishers in Asia than in the rest of the world combined.

(198 words)

Notes

- 'Fishers' has replaced 'fishermen' as a gender-neutral term to include women who work in the industry and catch fish for a living.
- 'Turning to' indicates transition to a new paragraph and a new topic - from the graph to the table.
- In the second paragraph, European countries are grouped together, then North American to give variety and to follow the topic sentence order.
- Use variety to avoid repetition: *top exporter / take second place / is the third largest exporter / occupy fourth place / ranks sixth / in eighth... spots.*



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WRITING

TEST 6 TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Because of the pressure of new subjects such as business studies, many schools have dropped sport or physical education (PE) from the curriculum. How important is sport or PE in a young person's education?

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

Write at least 250 words.



PLAN YOUR ANSWER

TEST 6

TASK 2

Step 1 Analyse the task

Read carefully to understand all the details.

What type of essay is it?

evaluate an argument

What are the key words...

...related to the topic?

sport / physical education

...related to the task?

How important ...

Step 2 Generate Ideas

Ask questions based on the key words.

Why is sport/ physical education being replaced on the school curriculum?

low priority compared to employment-related subjects

What is the value of PE in school?

break from mental activity,
better concentration on school work,
exercise, fitness, learn new sports

How important is it?

as important as any subject
'fitness for life'

Step 3 Think it through

Put your ideas in order before you start to write.

Introduction

Question asks 'How important?'

Answer: 'of vital importance'

Paragraph topics

1 problem of academic demands and time pressure
PE improves concentration and performance

2 problem of obesity, sedentary lifestyle of many students
PE offers exercise, new activities, fitness for life

Conclusion

summarise and re-state opinion



BUILD YOUR LANGUAGE SKILLS

TEST 6

TASK 2

Complete these activities based on the sample answer to build writing skills for Task 2 questions.

1 Connecting expressions

Could the expression in brackets () be used instead of these connecting expressions in the sample answer without making other changes? **Yes or No?**

- It is true that (Even though) (para 1) Y / N
- As a result (Nevertheless) (1) Y / N
- While (Whereas) (1) Y / N
- so that (since) (2) Y / N
- In addition (As well) (3) Y / N
- In conclusion (To summarise) (4) Y / N
- The result will be (As a consequence) (4) Y / N

2 Synonyms

Which of the expressions in each group is not a synonym of the others?

- program curriculum class
- unfortunate unavoidable inevitable
- sedentary uncooperative inactive
- overweight lazy obese fat

3 Scrambled phrases

Rewrite these scrambled word groups from the sample answer.

- true is that it... (para 1)
- education is ground physical losing... (1)
- shift inevitable see as this many... (1)
- argue I that would... (1)
- is concern growing a there ... (3)
- sport in enjoy participating ... (4)

Answers: 1 N / N / Y / N / Y / Y / N 2 class / unfortunate / uncooperative / lazy 3 see sample answer



SAMPLE ANSWER

TEST 6 TASK 2

It is true that there is increasing pressure on schools today to prepare their students for work in the twenty-first century. As a result, physical education is losing ground on the school curriculum to employment-related subjects like business. While many see this shift as inevitable, I would argue that physical education is a vital part of the school program and should be maintained. Sport and PE add variety to the curriculum, broaden the students' experience and teach essential life skills.

Within the school day, students need physical activity to balance the long hours spent sitting at desks. PE provides a break from the mental focus of academic subjects. A good PE program should include a variety of sports plus non-competitive activities like dance and aerobics so that students can experience exercise as both challenging and fun.

There is a growing concern among parents and educators about obesity in children. Many young people have a sedentary lifestyle that revolves around TV, computers and being driven in cars. Physical education ensures that all students get some form of regular exercise during the school day. In addition they learn about the importance of looking after their bodies.

In conclusion, physical education programs in schools are not only worth maintaining, they should be developed. The result will be students who are happier, healthier and more productive in class. They will grow into adults who value fitness and enjoy participating in sport. These are lessons for a lifetime, as important as any subject on the school curriculum.

(252 words)

Notes

- The 'thesis statement' acknowledges the counter argument: '*... many see this shift as inevitable.* It also indicates the position of the writer '*I would argue that*' and answers the question '*How important?*' '*...physical education is a vital part of the curriculum and should be maintained.*'
- Both paragraphs of the body of the essay begin by stating a problem and showing how physical education helps to solve that problem, thereby demonstrating its value.
- The conclusion re-states the writer's opinion and reinforces the evaluation, answering the question '*How important?*'
- The essay is concise – just over the minimum number of words, but fulfills the task requirements.



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UNIT 4 SPEAKING

WHAT'S AHEAD... IN THE SPEAKING UNIT

- **The IELTS Speaking Test**
- *Fast Track Speaking*
- **Instructions for Test Practice**
- **Speaking Test 1 (CD1)**

Questions and activities

- **Speaking Test 2 (CD2)**

Questions and activities

- **More Practice Questions**



THE IELTS SPEAKING TEST

WHAT SHOULD I KNOW ABOUT IT?

Structure of the new test

The IELTS Speaking Test was revised in 2001. The format was changed and the way instructions and questions are given was standardised.

Your Speaking Test is with one interviewer. This interviewer also assesses your performance.

The test takes from 11-14 minutes and has THREE parts.

Part 1

4-5 minutes

Your name and ID are checked and then you answer set questions on 3 familiar topics.

In more detail...

The interviewer will introduce her/himself and check your name, country and ID (passport or student card). A cassette recorder will be switched on to record your interview in case it needs to be checked. The test begins with the interviewer asking set questions on three topics. There are about 4 questions per topic, which means an average of 25 seconds per question. Try to say more than 'yes' or 'no' by extending your answers a little.

Part 2

3-4 minutes

You are given a topic, which you have to talk about for 1-2 minutes. You have 1 minute to plan your talk. The interviewer asks 1 or 2 follow-up questions.

In more detail...

The interviewer gives you a card with your topic on it. Be sure to read the 3 or 4 details on the card carefully and answer all of them in your talk. If you take longer than two minutes, the interviewer will stop you, and then will ask one or two questions to finish off this part. Just answer them briefly.



Part 3

4-5 minutes

You have a discussion with the interviewer about issues related to the topic of the talk in Part 2.

In more detail...

The questions in Part 3 are more challenging but the interaction is more natural. The interviewer will respond to what you say but is testing your ability to use more complex language and express your ideas clearly and appropriately. When the test comes to an end, the interviewer is not permitted to discuss your performance or your score, so don't ask.

WHAT IS THE EXAMINER LOOKING FOR?

Assessment Criteria

In other words...

Fluency and coherence	Can you speak without pausing or hesitating? Can you use idiomatic expressions and develop your ideas using good connecting language?
Vocabulary	Can you use a good range of appropriate expressions to keep talking about and extending different topics easily?
Grammatical range and accuracy	What range of grammar and verb forms can you use flexibly, appropriately and accurately?
Pronunciation	How clearly can you be understood and how effectively can you use English stress and intonation?

Amira's tip:



While I was waiting outside the room, I had a snack and a drink to keep my energy up. I tried to relax by breathing slowly and doing some stretches. My interview was a little late. We had been told not to knock on the door so I just stayed nearby until I was called into the room by the examiner.

Natalya's tip:



I'm quite shy so I got my identification ready to show the assessor before the test started and when I gave it to her I made eye contact and smiled. She smiled back so I felt more relaxed when I started to answer the questions.'



EXAMINERS' SUGGESTIONS

Here are some typical problems and questions that come up when students prepare for the Speaking Test, along with suggestions for improvement.

What happens if...?

Suggestions

- ... *I don't understand a question.* Don't remain silent. Ask the interviewer politely to repeat the question. It's fine to say, 'Sorry?' or 'Pardon?' or 'Could you repeat the question, please?' These are good speaking strategies.
- ... *I don't understand even after the question has been repeated.* You can just say 'I'm sorry, I still don't understand'. The interviewer will move on to another question.
- ... *I understand the question but don't know how to answer.* Don't be worried that there is a correct answer to a question. The interviewer is just asking your opinion and basically wants to hear you speak. You can talk about the situation in your country or your personal experience.
- ... *I have prepared some answers in advance and memorised them.* It will be obvious to the interviewer if you have learned answers by memory and you will lose marks. Practise lots but don't memorise. It is important to interact naturally and to be spontaneous.
- ... *I can't think of enough to say to keep talking in Part 2.* Practise recording yourself making little speeches. Start with easy, familiar topics and a short time limit. Gradually increase your time and choose topics that are more difficult.

Hiroshi's tip:



'My problem was that I spoke slowly and had too many pauses. So, to practise, I recorded my answer to one question again and again until I could do it without pausing. I also practised several times with a clock, trying to give the same answer in fewer seconds. It worked. I got a 7 for Speaking!'



SPEAKING

INSTRUCTIONS FOR TEST PRACTICE

*There are
TWO Sample
Speaking
Tests*

2

Speaking Test 1 (Zsuzso)

Before you listen, **look at the interview questions.** (p186)

Listen to the **whole interview first.**

OR

Listen and do the activities **one part at a time.** (pp187-189)

Next...

Go back to the interview questions for Test 1.

Record **your** answers.

If possible, get a friend to ask you the questions and record the whole interview.

Speaking Test 2 (Wen)

Follow the same steps.

Want more practice?

Use the additional practice questions on page 194.



SPEAKING TEST 1 - INTERVIEW QUESTIONS

Part 1

Set questions

Topic 1: FAMILY

Do you come from a large or a small family?
Do all your family live in the same town or city?
How often do you see your brothers and sisters? (or your family?)
Do you have a lot in common with them?

Topic 2: FRIENDS

Do you have lots of friends or just a few special friends?
Can you say something about one or two of them?
What kinds of things do you and your friends like to do together?
Are you a person who enjoys spending time alone?

Topic 3: TRAVEL

Which other countries have you visited?
Which other countries are you interested in visiting? Why?
What are some of the things you don't like about travelling?

Part 2

Short talk

TOPIC CARD

Describe a favourite shop or store.

You should say:

where it is and what it looks like
what it sells
what you like to buy there
and say why you like the shop so much.

Part 3

Discussion questions related to Shopping

What do you think of shopping on the Internet?
How do you think the use of the Internet will affect shopping in the future?
Why do you think that shopping has become such a popular activity for young people these days?
In what ways are your parents' shopping habits different from yours?
Can you give some examples of differences?
Do you think in wealthy countries people buy too many things they don't need?
Is that the case in your home country?




SPEAKING TEST 1: ZSUZSO

Listening Activities

First, read through the activities for Part 1 of the interview. Then listen and complete each task. Do the same for Parts 2 and 3. Finally, check your answers in the transcript. (pp213-214)

Zsuzso immigrated to Australia from Hungary 5 years ago. She is a qualified teacher, working with disabled children. She is preparing to return to university to study psychology.




Study the activities. Then answer as you listen.

Topic 1: FAMILY

- Write the missing information.

Number of people in Zsuzso's family

Where she lives

Where they live

How often they see each other

What they have in common

Topic 2: FRIENDS

- Write 4 activities that Zsuzso and her friends do together.

1..... 2..... 3..... 4.....

Topic 3: TRAVELLING TO OTHER COUNTRIES

- Which 4 of the following does Zsuzso mention? Circle the answers.

South America Asia Africa Europe America Australia

- Write the missing information.

She is interested in visiting any country that has and

Two things she doesn't like about travelling are taking and living out of



Study the activities. Then answer as you listen.

- Listen to the interviewer's instructions. Circle **True** or **False**.

The interviewer gives you a piece of paper.	T / F
You choose a topic.	T / F
You talk about the topic for 1 minute.	T / F
You can plan for 1 minute.	T / F
You can make notes.	T / F

- Here is Zsuzso's topic card. Imagine you are being interviewed. Write your notes for each part of the topic during the 1-minute planning time on CD 1.

TOPIC CARD

Describe a favourite shop or store.

You should say:

- where it is and what it looks like
- what it sells
- what you like to buy there

and say why you like the shop so much.

Your Notes

.....

.....

.....

.....

- Listen to Zsuzso's talk. Match her vocabulary with the appropriate meaning.

VOCABULARY

MEANING

shopaholic	a person who has an illness	OR	a person who loves to shop
treasure hunt	look for great things to buy	OR	look for expensive antiques
elegant	good value	OR	attractive
browse	shop for something special	OR	look, usually without buying
touches my heart	makes me feel emotional	OR	makes me feel a bit ill
transform	change something a little	OR	change something a lot



Study the activities. Then answer as you listen.

- Complete the missing information.

Zsuzso didn't like internet shopping at first because it took away the

Later she realised the advantages of internet shopping. What example does she give?

She thinks shopping has become a activity for young people.



- Circle the 3 activities Zsuzso mentions.
buy presents / try on clothes / listen to pop music / go to the mall / have coffee
 - Write the missing information
Zsuzso's parents shopped whereas she shops
 - Underline the 'filler language' Zsuzso uses in (A) while she is thinking about what to say. Then complete the shorter version (B) which makes her expression more direct.
- A 'So it wasn't a luxury to sort of shop every day it was a necessary sort of making choices I suppose was very hard but we had to.'
- B 'So it wasn't a to shop every day. It was to make choices. It was but we had to do it.'

Now check all your answers in the transcript

An IELTS teacher's comments on Zsuzso's interview

Zsuzso demonstrates a good level of speaking ability overall.

Her fluency is good. She has no difficulty understanding questions or answering them quickly. She seems comfortable with the intentions behind each question. She uses connecting expressions easily to join different parts of her answers and to make her talk flow. She uses 'filler' language to give herself time to organise her thoughts. In Part 1 of the interview, her answers were a bit short. Because there was so little hesitation in her reply, she would have had time to develop her answers a little more.

Zsuzso's pronunciation is clear, though she has slight interference from her native language (some vowel sounds). Generally speaking, she pronounces words clearly with appropriate stress and has quite good intonation.

Her grammatical range and accuracy are good but probably her weakest feature. She still has a number of slight errors in her speech and over-relies on certain forms (eg however). On the other hand, she uses a good range of grammatical forms with ease and can move between formal and less formal expression without a problem.

Her vocabulary is also generally good. She uses a wide range of expressions including idioms and colloquialisms (eg touches my heart, browsing, shopaholic, pop into, transform, festive season).

I think Zsuzso has demonstrated a level of speaking ability that is high enough for successful entry to an English-speaking university anywhere in the world. She has clearly benefited from several years living in an English-speaking community. She is stronger in speaking and listening than in writing, which is often the case with students of European background.



SPEAKING TEST 2 - INTERVIEW QUESTIONS

Part 1

Set questions

Topic 1: FAMILY

Do you come from a large or a small family?
Do all your family live in the same town or city?
How often do you see your brothers and sisters? (or your family?)
Do you have a lot in common with them?

Topic 2: WEEKENDS

Are your weekends generally busy or relaxed?
What kind of things do you usually do at the weekend?
What would you like to do in your time off if you could choose?
Do you ever go away on your days off?

Topic 3: EXERCISE

What kind of outdoor activities or exercise do you like?
Are there any sports you don't like? Why?
Do you think it's important to keep fit?
What are the best ways to keep fit?

Part 2

Short talk

TOPIC CARD

Describe an important year in your life.

You should say:

how old you were
what important things you remember from that year
where these things happened
and say why you think that year was so important.

Part 3

Discussion questions related to memory and the past

How important is it to know your family history?
What are the best ways to keep family history alive?
Do you think it is important to study and understand the history of one's country?
Why do you think studying history has become less popular these days?
How could we encourage young people to become interested in history? For example?



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SPEAKING TEST 2: WEN

Listening Activities

First, read through the activities for Part 1 of the interview. Then listen and complete each task. Do the same for Parts 2 and 3. Finally, check your answers in the transcript. (pp214-215)

Wen (Wayne) comes from Taiwan. He is on study leave from his job in banking, and is working towards a PhD in International Business.



Study the activities. Then answer as you listen.

Topic 1: FAMILY

- Write the missing information:

Number of members:

Where they live:

How often they see each other

Brother:

Sister:

What they have in common:

Topic 2: WEEKENDS

- Complete the missing information.

Wen's activities:

1

2

3

What he would like to do because

What he does on days off

- Which word has Wen left out?

'... most of time I just go to city centre or I just go to beach.'



Topic 3: EXERCISE AND FITNESS

- Circle the activities Wen mentions in answer to the first two questions.

soccer jogging swimming golf tennis cricket

The importance of keeping fit:

'...to give me and to make me

The best ways to keep fit:

- Listen to what Wen says. Then complete this more accurate version.

I think the best way is to make a specific time every day for an *ac*..... ,
for example at 6 pm you *c*..... go jogging and if you that
for a long time, then it would become a habit.'



Study the activities. Then answer as you listen.

Does Wen answer each part of the topic listed on his topic card? As you listen to **PART 2**, mark **Yes or No**.

TOPIC CARD

Describe an important year in your life

You should say:

- how old you were
- what important things you remember from that year
- where these things happened
- and say why you think that year is so important.

Does Wen answer each part of the topic?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



Study the activities. Then answer as you listen.

Importance of family history

1. In Wen's view the importance of family history is mainly to do with...
 - a) understanding the way the family has changed and its origins.
 - b) practical things connected to his occupation.
 - c) finding out more about the past and his ancestors.
 - d) passing stories on to the next generation.

Best ways to keep family history alive

2. According to Wen, it is important to...
 - a) focus on the present.
 - b) look to the future rather than the past.
 - c) know the past to understand the present.
 - d) forget the past.

Importance of studying the history of your country

3. Wen talks about...
 - a) the continuing conflict between China and Taiwan.
 - b) improved relations between China and Taiwan.
 - c) changes over the years in the relationship between China and Taiwan.
 - d) the future unification of China and Taiwan.

Why studying history has become less popular these days

- Complete the information.

4. Wen says this is because of the which so

How to encourage young people to become interested in history

5. According to Wen it is mainly the responsibility of...
 - a) parents.
 - b) the government.
 - c) teachers.
 - d) the media.

Now check all your answers in the transcript



An IELTS teacher's comments on Wen's interview

Wen demonstrates a reasonable level of speaking overall. His ideas are complex and interesting but his speaking is affected by his first language and culture.

His fluency is quite good – he responds quickly and can use filler language. But, he also hesitates occasionally and his explanations sometimes lack the development expected by an assessor (eg in Part 1, talking about his siblings, '...we are quite different because one of my brothers is businessman').

Wen's pronunciation is reasonably effective but weaknesses like final consonant sounds cause problems for the listener (eg Hull). His stress and intonation are serviceable, though affected by his first language.

Grammar is Wen's greatest weakness. Regular inaccuracy with articles and tenses reduces speaking effectiveness and causes strain for the listener. Also, he lacks range and flexibility of expression.

Wen's vocabulary is interesting. He can use complex expressions (eg culture shock, dynasty, evaluate) but sometimes struggles to find the right form of a word (eg 'makes me health' for healthy).

I think Wen has demonstrated a level of performance that is somewhat typical of students from that region. His skills at listening, reading and writing have been strong enough to compensate for a slight weakness in speaking. Given more time on his post-graduate studies, his spoken English should develop further.



MORE PRACTICE QUESTIONS

Part 1

Set questions

Topic: music

Do you like listening to music?

What kind of music do you enjoy?

When do you usually listen to music?

Have you ever learned to play a musical instrument?

What are your favourite musical instruments?

Topic: telecommunications

Do you use the telephone or mobile (cell phone) very often?

Do you send text messages?

Are phone calls expensive in your country?

Do you use the Internet? What for?

Which is the best way for you to keep in touch with friends and family?

Topic: a favourite food

What is your favourite food?

Where and when did you first eat it?

Can you prepare it yourself?

Do you usually cook your own meals?

Do you enjoy cooking? (Why / Why not?)

Topic: cars and public transport

Do you often travel by car?

Which cars are popular in your country?

Are there too many cars in your country?

Do you use public transport? When?



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**Part
2**

short talk

TOPIC CARD

CLOTHES AND FASHION

Describe your favourite clothes.

You should say:

- what your favourite clothes are now
 - how your tastes in clothing have changed
 - which kinds of clothes you dislike
- and say why clothes are important to you or not.

TOPIC CARD

CREATIVITY

Talk about something you have made or created.

You should say:

- what it was
 - why you decided to make it
 - what steps you took to complete it
- and say how you felt about making it.

TOPIC CARD

MARKETS

Describe a market that you like.

You should say:

- where it is and when it's open
 - what sort of things are sold in the market
 - what you like to look at and do there
- and say why that market is important in the town or city.

**Part
3**

discussion questions

Is chasing a fashionable image a waste of time and money?
What do you think of designer clothes for small children?
Describe the importance of traditional costume in your country.
Are school uniforms better than free choice of clothes for school?
What should people do with their old clothes to prevent waste?

Do you think creativity is encouraged enough in school?
What is more important - being original or being able to follow instructions well?
What are the best ways to develop creativity?
To what extent are artists and creative people important to society?
Will people in the future have more opportunities for creative pursuits or less?

Will markets be replaced more and more by huge shopping malls and big supermarkets?
Are markets good for preserving community spirit?
Is the trend towards huge supermarkets a bad thing for smaller towns and cities?
Are people too concerned about buying and not concerned enough about caring?
Is shopping becoming a disease?



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Website: <https://noahsnestedu.com> | Email: info@noahsnestedu.com | Talk/Message: +91 9072119598 | +91 8668910057

NOAH'S NEST EDUHUB PRIVATE LIMITED

**Part
2**

short talk

TOPIC CARD

PLANE TRAVEL

Talk about travelling by plane.

You should say:

- what journeys you have made or want to make
 - what you like about plane travel
 - how nervous you are about plane journeys
- and say why travelling by plane is so popular.

**Part
3**

discussion questions

Is plane travel helping people to be more tolerant of cultural differences? Should airline security be increased further?

How would you improve air travel in your country?

Does travel broaden the mind or is it just an excuse for buying souvenirs, sightseeing and status seeking?

When do you think there will be possibilities to travel to the Moon or Mars?

TOPIC CARD

A FAVOURITE BOOK FROM CHILDHOOD

Talk about a book that you liked when you were a child.

You should say:

- what it is and who wrote it
 - what it is about
 - when you read it
- and say why you remember that particular book.

To what extent are people's reading habits changing?

Are libraries going to become less or more popular in the future?

Do you think people read more often to learn things or to escape?

In what ways are books preferable to movies?

Have any books changed your view of life in a deep way?

KEEP PRACTISING

Find topics from newspapers.

Check EFL online discussion groups.

Make up 1-2 minute impromptu talks and record them.

Remember! USE IT OR LOSE IT!



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ANSWER KEY

LISTENING

Each question answered correctly scores 1 mark.

Note: Slash '/' indicates alternative answers. Brackets '(...)' indicate optional details

Test 1

Section 1

1. B
2. C
3. C
4. C
5. A
6. advertise
7. donate
8. quote
9. charity
10. sell

Section 2

11. corner
12. 6
13. 2
14. classes
15. swimming/swim
16. learn
17. program/programme
18. (music) videos
19. free
20. 6

Section 3

21. differences
22. Italian
23. Mexican
24. ingredients
25. Australia
26. restaurants
27. fat
28. cooking
29. 40%
30. healthy

Section 4

31. 10 or more
32. lack of practice
33. preparation
34. topic
35. eye contact
36. slower
37. record yourself
38. meaning
39. posture
40. distracts

Test 2

Section 1

1. Johnstone
2. 126
3. 0414 847 749
4. (about) 10
5. (Uncle's) shop (work)
6. C
7. B
8. C
9. A
10. E
11. C

Section 2

12. C
13. B
14. A
15. yes
16. 9:15 am
17. C
18. umbrella/backpack/
camera/snacks/drinks
(any three sing. or pl.)
19. (on) noticeboard/(in)
mail box
20. first iron bridge
21. C D H (all 3 required
for 1 mark)

Section 3

22. no change
23. Monday 12th March
24. (Wednesday)
afternoons
25. no change
26. Wednesday mornings
(21st March)
27. 9 (and) 1
28. company (first)
(then college)
29. 30%
30. diagrams (and) flow
charts

Section 4

31. T
32. F
33. T
34. F
35. A
36. C
37. C
38. boiling water
39. rub
40. excess

A score of about 22 means you are probably on track for a 6.0 in the real IELTS test.



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Test 3

Section 1

- 3
- brakes
- (owner) going overseas
- \$1500
- 6:30
- 88 Princess/Prince's St /street
- B
- C
- C
- A

Section 2

- 3 hours
- grey (gray) whales.
- hot springs
- swim (very) fast/playful/curious
- black and white
- 14m/metres/meters
- in the middle
- (bright) orange
- can't swim
- on your arm/ (at the) wrist

Section 3

- 200
- 4 week
- 8
- 10 minute video/documentary
- film-making/film making
- travel plan(s)
- C
- B
- April
- course/flights/travel/cameras/accommodation (any two)

Section 4

- A
- C
- B
- keyboard/layout
- 70%/percent
- 50 words
- accuracy (in typing)
- speed
- 12 to 20 miles
- C

Test 4

Section 1

- C
- 533 East/E 67 (th)
- 93014269
- CX/Cathay Pacific 912
- C
- B
- A
- clear customs
- passport, key, ticket,
- baggage claim number (any two for 2 marks)

Section 2

- 10 (am) to 5 (pm)
- www.ATSTIX.com (correct spelling required)
- 3
- 4
- 2
- 10th-14th
- \$35
- \$299
- 7:30
- \$2.50

Section 3

- G
- A
- C
- C
- A
- B
- B
- A
- select films
- design program

Section 4

- clay/plastic
- reeds
- underground
- tested
- compost/soil
- (healthy, natural) home/habitat
- labour/labor
- increases
- unions/manufacturers
- efficiency/winter/cold weather/mosquitoes

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ACADEMIC READING

Each question answered correctly scores 1 mark.

Note: Slash '/' indicates alternative answers. Brackets '(...)' indicate optional details

Test 1

Wings of Hope

- 18 (years old)
- biologist
- storm/lightning
- A
- D
- C
- A
- B
- C
- D
- N
- N
- Y
- NG

Spider Silk

- B
- C
- B
- A
- B
- NG
- Y
- N
- NG
- N
- pollution
- stretching, wrinkling, shrinkage
(all 3 required for 1 mark)
- 60%

Map Wars

- projection
- axis
- perspective
- compare
- M
- M
- P
- M
- A
- B
- C
- A
- C

Test 2

Please hold the line

- D
- A
- C
- D
- D
- A
- B
- Y
- Y
- N
- NG
- N
- N

Did tea and beer bring about industrialisation?

- ix
- ii
- iv
- v
- i
- tax / tax on malt / malt tax
- tea
- waterborne diseases / dysentery
- boiled
- C
- D
- B

Team based learning

- exceeds
- current
- employers
- financial
- activities
- candidates
- environment
- N
- N
- N
- Y
- NG
- D
- F
- E

Test 3

Sleeping on the Job

- D
- N
- N
- Y
- NG
- N
- F
- B
- E
- safety
- not on duty
- D
- C

Homeopathy

- v
- vii
- viii
- x
- iii
- ix
- alcohol and water
- shaken
- stronger
- heal itself
- control symptoms
- cheaper
- side effects

Hemp Revival

- F
- A
- E
- B
- D
- low quality
- (virtually) no THC
- A
- B
- A
- C
- A
- C
- B

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Test 4

Frogwatch

1. N
2. NG
3. N
4. N
5. Y
6. Y
7. B
8. A
9. A
10. B
11. B
12. A &/or C
13. B

Just Relax

14. iii
15. ii
16. vi
17. vii
18. ix
19. Bible
20. magnets and water
21. physiological/human
22. (mental)
concentration
23. (fully) aware
24. A
25. D
26. B
27. D
28. C

Kids and Sport

29. freedom
30. organised
31. sports grounds/sports
halls
32. intensive/sport(s)
33. one
34. assessments/criticism
35. fun
36. pressure
37. C
38. B
39. D
40. B

Test 5

Dogs, Wolves and Humans

1. N
2. N
3. NG
4. Y
5. Y
6. D
7. B
8. A
9. selectively breed
10. C
11. B
12. A
13. C
14. A

Crop Circles

15. N
16. NG
17. Y
18. Y
19. N
20. (southern) England
(high-pitched,
warbling)
noises/sounds
22. animals/insects/wild
creatures
23. avoid
24. C
25. B
26. A
27. B

Same Planet

28. C
29. A
30. B
31. A
32. C/A
33. B
34. G
35. E
36. C
37. A
38. D
39. C
40. A

Test 6

Lake Vostok

1. viii
2. ii
3. iv
4. iii
5. B
6. A
7. N
8. Y
9. NG
10. Y
11. Y
12. N
13. Y

Cells from Hell

14. plant
15. poisons
16. eats
17. disappears
18. pollution
19. large numbers of
20. new kinds of
21. carried by ships
22. C
23. B
24. C
25. B
26. A

Mystery of the Mummies

27. D
28. A
29. B
30. B
31. C
32. A/B
33. D
34. A
35. N
36. Y
37. NG
38. Y
39. NG
40. B

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TRANSCRIPTS

LISTENING TEST 1

Section 1

A conversation between two students, Harry and Andrea, who have just finished their final exams

- H Hi Andrea, how are you feeling now that exams are over?
- A Its fantastic to have finished isn't it, and to sleep in every morning! What about you?
- H Well I've been catching up on sleep too. But I've got a lot to do before I leave for England. Perhaps you could give me some advice? I've got a lot of things I can't possibly take back with me but I don't know what to do with them.
- A Well it depends on what sort of things they are and whether you're thinking of giving them away or selling them.
- H Well almost everything - furniture, the fridge and other kitchen stuff that I bought from the previous tenant, but the new people have already got what they need so they're not interested in buying stuff from me. I can't afford to give it away but I'm not sure how to sell it all. Oh and there are some clothes and books as well.
- A Why can't you take *them*?
- H The books are really heavy - its so expensive if you exceed the airline baggage allowance. And the clothes just won't all fit in my suitcase, its amazing how much stuff I've accumulated since I've been here. Anyway I don't think I'll need as many summer clothes in England as I have here in Australia!
- A I see. Well there are several alternatives. First of all you could put up notices around the university about the books, - you know on the noticeboards in the student union building, and in the economics department, anywhere second and third year students will see them. People are always keen to buy cheap text books.
- H OK. What should I say on the notices?
- A Just put the titles, authors and price you want...your name of course, and maybe put your phone number on those little tear off tags.
- H That's a good idea. And what about the furniture?
- A You could try doing the same thing, but usually students are away all summer so they don't want to buy furniture now. Another place to try might be a second hand shop. Someone from the shop will usually come around and give you a free quote, and then you can decide. But you don't usually get much money for that sort of stuff.
- (Pause)
- A Another alternative is to put an advertisement in the Trading Post. Do you know that paper? It comes out every week, advertising things people want to sell. You have to pay to put the advert in and then hope people phone. Give them as much information as possible and if they're interested, invite them to come and have a look. The hard part is agreeing on a price.
- H No I haven't seen the Trading Post, but I should have a look at it, and I could advertise the fridge, the microwave, and the furniture. But the kitchen stuff isn't really that good - you know, old cutlery, a few pots and pans, and some plates and things. What shall I do with them?

- A Well another option is to donate the kitchen things to a charity shop, you know like the Salvation Army or St Vincent de Paul. Why don't you get a second hand shop to give you a quote first?
- H Yes I could do that - find out how much they'll give me and then decide whether to sell them or give them away. But I've still got the clothes.
- A A charity shop will take them too, as long as they're in good condition. And even though you don't get any money at least you know that someone who really deserves some help has benefited.
- H That's a good point. I'll advertise the expensive stuff - the furniture - and donate the clothes and kitchen stuff. Let's go and buy a Trading Post and you can help me write the advert.
- A Well actually I'm interested in buying the fridge and the microwave, depending on the price of course.
- H OK. Lets see how good you are at bargaining!

Section 2

A phone conversation giving information about a health and fitness centre

- H Hello.
- C Hello Is that Ms Heidi Jones?
- H Yes.
- C Good morning Ms Jones, I'd like to take a few minutes of your time to tell you about the Sevenoaks Health and Fitness Centre which is in your suburb. Would that be convenient?
- H OK.
- C Well the centre's not far from you, it's on the corner of Marion St and Giles St, and has a large carpark. It's open every day of the week, opening on weekdays at 6am and at 9am at the weekend. It closes at 9.30 pm Monday to Friday, and on Saturday at 4pm and Sunday at 2pm. We also have childcare, Monday to Saturday from nine in the morning until midday for a small extra charge, so you can leave your children in safe hands while you attend one of our classes, or perhaps have a swim, or if you just want to relax in the spa and sauna or steam room. Talking of classes we have a very wide range which are designed to suit all different levels of fitness and individual needs. I mentioned the pool just now; well in addition to swimming laps or just relaxing we also offer aqua aerobic classes, which are 45 minute classes that use the therapeutic effects of water. This provides a very safe and effective exercise and is suitable for *all* fitness levels, as well as being a lot of fun. Many people who haven't been exercising for a while start in the aqua classes, as do people who need to take care after hospital surgery for example. These classes are very popular and are scheduled every weekday, Monday to Friday and on Saturday afternoon and Sunday morning. Another very popular activity in the pool area is learning to swim, and these swimming classes are held at 4pm every weekday and in the mornings at the weekend. By the way they're open to both adults and children of any age.

Now it would take too much of your time to tell you in detail about all our programs as we have a very wide range of activities at different times, however I'll just outline some of



them. Our super-circuit classes are extremely popular and you get a good aerobic work-out while toning your muscles. They're easy to learn, as you combine using hydraulic equipment with exercises guaranteed to give you a good cardio work-out. The teachers are very good and there's a fun atmosphere. And the classes are very effective in assisting weight loss, relieving stress, lowering blood pressure and generally increasing fitness. Oh and I haven't mentioned our range of aerobic and step classes of different types which suit all levels. Our specially designed aerobics room holds over 55 people, and our highly qualified and trained staff can advise you as to which class might suit you. We are inviting you to a free one week trial period when you can come and try any of the classes or activities before you make the decision to join. By the way there is also a large and very well equipped gym, where we offer free fitness assessments and you can have an individual program designed just for you. Also the cardiovascular room has the latest range of machines which help you burn fat, increase your fitness or just warm up. They're very popular as you can forget all about the calorie burning by watching your favourite music videos on TV while you exercise! Right now we have a very special new member joining fee offer, which allows two memberships for the price of one, a real bargain! So if you can, bring along a friend who'd like to get fit as well, in time for summer. Come along and try us out. You can meet the staff, try out some of the classes for a week, absolutely free, and then if you like us sign up for only \$110 each for six months. Thanks for taking the time to learn about the Centre and I hope we'll see you there soon, Heidi. I'll put one of our brochures in the mail for you right now. Bye for now...

Section 3

Two business studies students, Evelyn and Mark, preparing for a seminar presentation

- E Well I think the marketing of food would be a good topic. I read a very interesting article the other day about the Canadian food market.
- M Mm I suppose everybody's interested in food, even if it's trying NOT to eat. Why Canada? I know that's where you come from, but isn't it just all North America really?
- E No, that's why I thought this article was interesting. Although lots of US companies are well established in Canada, and vice versa, there are still subtle differences between the two markets. It says here 'the Canadian market is definitely not a northern clone of the US'. I like that. And it says that if you understand these differences, it can have a big impact on successful food marketing.
- M So I know that Canada has a big French-speaking population in Quebec, is this what they're referring to?
- E Not only French and English speakers, there are many different ethnic groups in Canada. It's really quite multicultural. For example Toronto has large Asian and Italian populations, and Vancouver's got a large Asian population too. And because Canada's population is small, these groups make quite an impact, introducing new styles of cooking. So you can see lots of unfamiliar vegetables and things in the markets and new restaurants are opening every day. It's great if you love trying out new foods, as many people do!
- M Which kinds of food are becoming popular?

- E Well some Asian food I'd say has been popular for quite a while like Chinese, but now South East Asian restaurants are becoming very fashionable. Then there's Mediterranean of course, such as Greek, Italian and so on, but Caribbean and Mexican food is really taking off among young people these days.
- M So are the supermarkets starting to stock the ingredients that are needed to prepare these foods at home, you know, all those unusual condiments and sauces?
- E Yes, that's right, it's quite interesting going to the supermarket isn't it, and noticing how they're introducing sections for foods of different nationalities - you can buy quite exotic products locally these days. The article mentioned that 80% of the Canadian retail market is controlled by eight major national supermarket chains, so that when they introduce changes they can happen quite rapidly.
- M OK well how are we going to organise this seminar then?
- E I made some notes on the trends in the Canadian market, about changing tastes and also patterns for *where* food is consumed. I thought maybe we could summarise it into a chart or table and maybe use the overhead projector to present it.
- M Good idea. Maybe I could have a look for similar trends and tastes in Australia and the UK, for comparison. Let's have a look at what you found.

(Pause)

- E The most significant trend it seemed to me, was that Canadians are definitely interested in healthy food. For example, did you know that salads are the third most commonly eaten food in Canadian restaurants?
- M Really! What about organic food then, is that becoming more popular?
- E Yes, it's definitely moving into the mainstream, compared to a few years ago. And, a recent survey showed that 4 out of 5 shoppers said that they check the fat and nutritional information on the packet when they are deciding what to buy.
- M What other trends did you find out?
- E There's one change I noticed straight away when I was home last year, in the meat department. You know here the meat packaging says 'rump steak' or 'forequarter chops' and so on? Well they discovered that most consumers these days didn't know what to do with these roasts, and rounds and ribs, so the government approved a new naming system for cuts of meat, which is related to the required cooking technique.
- M What a good idea. I've never really understood the difference between sirloin, rump, round and all those names. So how many new categories are there?
- E Eight. There are three kinds of steak - for grilling, for marinating and for simmering, and then there's what they call 'quick serve' beef, for stir fries I suppose, and premium oven roast, oven roast, pot roast and stewing beef. It's a great idea isn't it? I hope it catches on here.
- M I agree! Any other trends that you thought were significant?
- E Well what's really interesting is what the article called 'mobile meals'. In other words more and more Canadians are eating meals away from home, but NOT just eating more junk food. They are projecting a 40% increase in snack food sales over the next three years and the growth is coming from healthy snacks - you know the ones that have less cholesterol and fat, such as muesli bars, health food bars and those types of



products. Apparently in the food marketing jargon they are called "nutritious portable foods" which means healthy snacks! The other major trend is that young people are doing more of the food shopping these days so marketing has to be aimed more at them, as well as more conventionally at the mother.

- M Thanks Evelyn, I think we'll have an interesting discussion about these trends and the comparisons with other English speaking countries. I'll see if I can get some information about them to compare with yours, and meet you on Friday to put it together.
- E See you then, bye.

Section 4

A talk given by Doctor Miranda James and introduced by the President of Overseas Students' Association

Good afternoon everybody and welcome to the first in a series of talks we have arranged for the Overseas Students' Association this semester. Doctor James has very kindly agreed to speak to us today on the topic of public speaking, and judging from the large numbers of you here it is clearly a subject of great interest and relevance. Dr James.

Hello. It's good to see so many of you here and hopefully what I'm going to tell you will be useful to you both here at the University and in your future employment. Many people avoid speaking publicly, by which I mean in front of say 10 or more people, not because they lack the ability but mainly because they lack confidence which is really only due to lack of practice. Today, as a consequence of the influence of television, audiences expect speakers to be relatively brief and to the point, in addition to being well informed and interesting or entertaining.

Probably the most important part of public speaking is what you do beforehand, by which I mean preparation. This includes practical details such as knowing precisely what your topic is and exactly how long you are expected to talk for. You should also plan the content thoroughly. A good strategy is to write out the content as you intend to say it and then make brief notes, preferably on small cards, which you use to talk from. This way you sound more natural, you incorporate pauses while you look at your notes and you can then look at your audience while you are speaking. Never read your speech without looking at the audience. Eye contact is a very important part of communicating with an audience; so deliberately move your head and look around at your audience. Pauses are important as most people when they are nervous tend to rush through their speech.

Practise speaking slowly, this gives you more time to pronounce your words correctly. It's always easier for your audience to listen to someone whose speaking is clear and calmly paced so that they can understand the ideas being explained. And the bigger the group the more slowly you should speak. Remember to project your voice, speaking clearly to the person furthest away from you. It's a good idea to rehearse and record yourself. Pay attention to your intonation when you listen to yourself. It's even harder if you are speaking in a second language I would imagine, but there's nothing worse than listening to a flat monotonous voice, so try to vary your tone and rhythm. This will add meaning to your words. Lastly, pay attention to both your posture and your gestures. A confident person stands (or sits in a small group) with their head up, chin out and shoulders back. Try to avoid scratching or fiddling with your hair or beard, or pens, jewellery and so on. These movements can distract and irritate your audience, yet you may be unaware of

them yourself - another reason for rehearsing, preferably with feedback from a friend, or better still on video. I hope these few tips will make your experience of speaking in public a little easier - remember 'practice makes perfect'!

LISTENING TEST 2

Section 1

A conversation between two first year university students and an officer from the Student Union Employment Service

- A Hi Bill. This is my friend Charlotte. She's doing first year Science too.
- B Pleased to meet you Charlotte. Annetta told me you want some part-time work. Now I just have to complete your details on the computer...um..what's your surname?
- C Johnstone
- B with an 'e'?
- C Yes..J-O-H-N-S-T-O-N-E
- B I know that you live in the Heathfield Street student residence, but I can't remember the street number there.
- C It's 126.
- B 1-2-6... good. And the phone number?
- C Well actually I never give people that number because sometimes nobody answers or they forget to pass on the messages; so I bought a mobile phone yesterday, but I can't remember the number. I think its 0414 847 748, I'll just check, no, sorry, not 748 its 749.
- B 0-4-1-4 8-4-7 7-4-9?
- C Yes that's right, I must try and remember it.
- B And what sort of work are you looking for?
- C Well anything really I suppose, though it depends when it is. I'd rather work during the day if that's possible.
- B How many hours a week were you thinking of?
- C Oh I'm not sure, maybe about ten. But I need to keep at least two days a week free for study.
- B Do you have any work experience?
- C Not much, though I used to help in my Uncle's shop when I was at school.
- B OK Well I'll put it in, but we don't usually get shop work. What about gardening?
- C I'd rather not, everything I touch dies! What other kinds of work are there?
- B Well there's a lot of demand for house cleaning, fast food preparation and kitchen work and pizza delivery, if you've held a driving licence for twelve months.
- C I'm not sure. Can I have a look at the vacancies while you talk to Annetta?
- (Pause)
- Charlotte looks at the vacancies while Annetta talks to Bill.*
- A Bill, I'd like to change my job.
- B You're at the Hamburger Express on the High St aren't you? What's the problem?
- A Well I never know what hours I'm going to work. I start at 7pm and I'm supposed to finish at 11pm but sometimes they keep me until 2 or 3 am.
- B Yes that is a bit late if you have to make a 9am lecture the next day!
- A And the other thing is the pay. They're supposed to pay me on Thursdays, but they never pay me on the correct day, often not



until Friday or Saturday. A few weeks ago I had to wait until Sunday! They said their son was sick so they couldn't get to the bank, but they're always making excuses.

- B Yes that doesn't sound too good. Would you be interested in pizza delivery? You need to have a driving licence.
- A Yes I've got a licence, but I think I'd like to change from working in the evening. Are there any day jobs available?
- B Well as I told Charlotte there are several cleaning and gardening vacancies.....er... and this childcare job that just came in this morning. Do you like children?
- A Yes I do actually. What's the job?
- B Let's have a look. 'Collect the boy aged four from kindergarten at three pm. Pick up the other two girls, who are aged six and nine, from the primary school at three fifteen.' You take them home and look after them. The parents will be home by seven.
- A That sounds quite good. What about the pay?
- B It's the same as you're earning now, four hours a day, Monday to Friday, so twenty hours a week. You need to contact Mrs. Alicia Thompson. Her phone number is 9104 5629, and she lives in Springfield.
- A I've never been to Springfield. I hope I don't get lost.
- B Don't worry, it sounds quite straightforward. Let's have a look at the street directory. The Thompsons live here in Tulip St, number 252, so you catch the 631 bus, get off here next to the Post Office in Daisy Terrace. Walk past the Post Office to the corner, and on the opposite corner is the kindergarten. Then walk down Daffodil Place and cross over to the Primary School. Then keep going down Daffodil Place to the corner and turn right into Tulip St.

Section 2

An Overseas Student Officer talking to some new students about arrangements for an excursion to Ironbridge, in England.

Hello everyone, my name is Pamela Sutcliffe and most of you already know that I'm the Overseas Student Officer here at Salopian Technical College. Next Tuesday, the 28th September, we have arranged an excursion for all new students, to the important historical town of Ironbridge. We are hoping you'll all come because not only is the history of Ironbridge very important and interesting, but also an excursion like this is a relaxed and fun way to get to know each other.

Ironbridge is about fifty-five kilometres from here and we'll be travelling by the college bus which holds 40 people. If there are more than that we'll bring a couple of staff cars as well, though I might ask you to indicate on the list if you have a car and would be willing to take a couple of passengers. The list I'm referring to is up there on the student notice board, and if you would like to come on Tuesday would you please add your name as soon as possible. By the way could you please print your name clearly - I know some people have wonderful signatures but often I'm afraid I can't read them which can cause problems. So if we need extra transport and you could bring your car, can you tick the 'car' column next to your name? Could you also add your student number and your telephone number, just in case there are any last minute changes and we have to contact you.

The other information I need to give you is about lunch. There's a very nice little restaurant in Ironbridge, which gives a 15% discount to the college when we bring groups. That means lunch is only about £4, and they do good vegetarian meals too, so it's usually no problem for those of you on special diets. But if you

prefer to eat your own food that's fine too, either on the bus or in the park. But I'd encourage you to try the restaurant. Now talking of costs I should tell you that the bus will only cost you £10, and if you bring your car we'll pay for the petrol, so you get a free trip in return for driving there. Will you please sign up by Saturday at 6pm at the latest, the list is closed after that. We will depart at 9.30am sharp on Tuesday morning, so please make sure that you arrive at least 15 minutes before so that you can find a seat and get settled on the bus.

(Pause)

The college bus garage is behind the engineering workshop. It's quite easy to find. If you come here to the Student Union building, then walk east down the Avenue until you get to the childcare centre on your left, and then turn left and walk past the sports centre and the tennis courts, which are both on your left. Cross over Central Square and opposite you is the engineering workshop. Walk around to the back and you'll see the bus. Please wear comfortable shoes as we'll be walking around Ironbridge and be on our feet for most of the day. Wear a warm jacket and you might like to bring an umbrella and a backpack to put them in if the weather's warm and sunny, which we hope it will be, but of course we can't guarantee that! Certainly bring your cameras and any snacks or drinks for the bus journey there and back, which should take about an hour and a half each way. You should all check the notice board on Monday and we'll also put a note in your mailbox to confirm arrangements, so don't forget to check it.

Now why are we visiting Ironbridge? Well Ironbridge (as the name suggests) has got the original iron bridge - that is the first ever iron bridge in the world! It was the birthplace of the Industrial Revolution, and for 40 years it led the world - as Britain changed from an agricultural society into an industrial one. It's hard to imagine today that this pretty, sleepy little tourist town was one of the most important places in England for over a century. Just imagine, 200 years ago, people from all over Europe and even North America came to Ironbridge to learn about what was then the latest technology! Today it is listed as a World Heritage Site by the United Nations, as they consider the unique collection of industrial monuments rank it alongside the Grand Canyon, the Pyramids and the Great Barrier Reef. One place that's fun to visit is Blist Hill, which is a reconstruction of a small Victorian industrial town, where people are working and living as they did a hundred years ago. I hope you'll enjoy the day - it's been a very popular excursion in previous years, so I'm looking forward to going again next Tuesday. Now don't forget to put your name on the list as soon as possible.....

Section 3

a group of students, Henry, Jo, Nancy and Gordon, discussing changes to their work experience placement arrangements

- H Look there's the notice that Professor Jones told us he'd be putting up confirming the details of our work experience placements.
- J But I thought that was already arranged.
- H No, he said he'd have to check with the companies that the days we preferred were OK for them - let's see if any have changed. Theresa's not here today, but her name's first - it says the Uni Bookshop, Friday mornings, starting on the 23rd March, so nothing's changed. I'll let her know.



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Jo What about Manuel? He's not here either. Is he still going to the music store in the High St?

H If it's Mainly Music, yes he's still down for that, on Friday afternoons, starting on the 9th.

Jo Um.. the day's different - it's changed from Tuesday mornings, but that's OK, I'll tell him. He'll really enjoy listening to music all day!

H Now where's my name....Henry....here it is....I'm going to The Beauty Shop, and I said I preferred Thursday afternoons...oh good, that seems OK and my start date hasn't changed either. Jo, what day did you opt for?

Jo I'm going to Highway Hotels on Monday mornings.

H Yes that's OK ...and...starting on Monday 12th March?

J Oh has that been changed? OK I was scheduled to start the week before, I'll just make a note of that.

N What about me, Henry? Have I still got the Explore Travel Service on Wednesday mornings?

H Just a minute, where's your name? Uh let's seeNancy. OK here it is. Explore Travel on Wednesdays, yes ...but afternoons and starting date is Wednesday 14th March. Has the date changed?

N No not the date, just the time, which is fine - I'll get to sleep in!

H You lazy thing Nancy! Chris's name is next on the list. Gorgeous Gowns Fashions, what a name!

N Yes it sounds good, doesn't it? I'm hoping he'll bring me some free samples! So has he still got Wednesday mornings?

H Yes, Wednesday mornings, starting on the 14th March.

N OK, I'll tell him when I see him tonight that his arrangements haven't changed.

J Gordon, what about you?

G I chose that software company that makes computer games, I can't remember its name, but I asked for Tuesday afternoons.

J Oh yes, here it is Games to Go on Wednesday mornings...there's a note here saying they have their weekly staff meetings on Tuesday afternoons, so that wouldn't be much use to you. That's why they've changed it to Wednesdays, starting on 21st March, so you can see their working set up.

G OK I'm glad they've changed it. I don't think I'd want to sit through a meeting every week!

(Pause)

Can someone remind me what time we have to get to our placement in the afternoons?

J It says here "mornings start at 9am and afternoon sessions at 1pm"

G Oh that's a shame. I thought Professor Jones was going to change it to 9.30am and 1.30pm.

J Yes he did say that he'd try to make it later, but obviously that wasn't possible.

G By the way, just in case, what happens if we're ill or something and can't make it? Do we phone the college or the place we're going to?

N I think we have to phone the company first and then the college. Didn't you get the information sheet about work experience at our last seminar?

G No I missed it because I had to go to the dentist. What else did it say?

N Well we have to do a total of 24 hours altogether, so if we miss one of the arranged sessions we have to organise another time to make up the hours. And he gave us details of the presentation we have to give, about our work experience.

G Oh really, what do we have to do?

J In week 10 we each have to give a presentation to the class about the company we've been with. It's 30% of our final mark for this subject, so it's going to be a lot of work!

N Yes he's expecting us to do a lot of research while we're there, so that we can outline the history of the company, its management structure, number of employees, other branches etc.

J And he said we should use lots of visuals such as diagrams and flow charts during the presentation.

H Yes, and we should also include what we did each week, the different departments of the company or positions that we observed, and try to relate what we saw to our studies so far. He gave examples like management style, accounting systems, information technology, and so on.

G You were right. It sounds like lots of work!

Section 4

A talk from a member of the Conservation Society about 'green cleaning'

Good morning everyone. It's a pleasure to be here as a representative of the Conservation Society, to talk to you about "Green Cleaning", in other words about ways you can help to save the environment at the same time as saving money.

I'll start with saving money - as we're all interested in that, especially students who are living on a tight budget. Probably none of you has sat down and calculated how much you spend on cleaning products each year - everything from dishwashing detergent, window cleaners and so on through to shampoos and conditioners for your hair, and then those disasters - products to get stains out of carpets, or to rescue burnt saucepans. I can see some nods of agreement, even if you don't spend a lot of time on housework you'd end up spending quite a lot of money over a period of time, wouldn't you? We can save money on products and also use products which are cheap, biodegradable and harmless to the environment - these I will call 'green' products. Unfortunately most cleaning products on sale commercially are none of these, and many of our waterways and oceans are polluted with bleach, dioxins, phosphates and artificial colourings and perfumes. Also, think how many plastic bottles each household throws away over a year - they'll still be around in land-fill when you are grandparents! So we often feel there's nothing we can do to make a difference, but we can. The actual 'recipes' are on handouts you can take at the end of the talk: The sorts of ingredients I'm referring to are things like bicarbonate of soda, eucalyptus oil, ammonia, vinegar, lemons, pure soap. Lastly many people find they're allergic to modern products, so for all you asthma sufferers keep listening. Nothing in these recipes should cause you any problems, an en to itching and wheezing!

(Pause)

So lets start with spills and stains. Soda water is wonderful as an immediate stain remover; mop up the excess spill, don't rub but apply soda water immediately - its great for tea, coffee, wine, beer and milk - as is salt or bicarbonate of soda, which will absorb the stain - then vacuum when dry and shampoo if necessary.

While we are talking about disasters lets quickly look at some others that can be avoided. Bicarbonate of soda is wonderful for removing smells, especially in the fridge - an open box in the fridge will eliminate smells for up to three months. And those



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terrible burnt saucepans? Either sprinkle with our good friend bicarb again and leave it to stand, or cover with vinegar and a layer of cooking salt.

Bring it to the boil and simmer for ten minutes, then wash when cool. Much cheaper than a new saucepan! Then there are heat rings on wooden furniture. Simply rub with a mixture of salt and olive oil, or for scratched furniture use olive oil and vinegar. Now lets look at general cleaning - first the floors. If your floor covering is made of slate, cork or ceramic tiles or lino it probably only needs a mop or a scrub with vinegar in a bucket of water. Carpets can be shampooed using a combination of pure soap, washing soda, cloudy ammonia and some boiling water. You put a small amount of this mixture onto the mark on the carpet, rub with a cloth until it lathers and then wipe off the excess. A smelly carpet can be deodorized by sprinkling bicarbonate of soda on the surface, leaving overnight and vacuuming off the next day. Cleaning in the kitchen, bathroom and toilet. is the next section.....

LISTENING TEST 3

Section 1

A conversation between two students about buying a used car

- E Hello.
J Hello. Can I speak to Elena please.
E This is Elena speaking.
J Hi. My name is Jan. I'm calling about the car that was advertised on the notice board in the student union building. Is it still for sale?
E Yes it is.
J Your ad says it's a 1985 Celica, in good condition.
E It's old but it has been well looked after. My family has had the car for ten years. I'm just the third owner and my mother had it before me, so we know its history. We've got all the receipts and records. It's had regular maintenance and the brakes were done last year. It runs really well, but it looks its age.
J Why are you selling it, by the way?
E Well, I'm going overseas next month to study. I'll be away for at least 2 years so I have to sell it, unfortunately. It's been a good car.
J You want \$1500? Is that right?
E I was asking \$2000 but since I need to sell it quickly, I've reduced the price. Would you like to come and take it for a drive? I don't live far from the university.
J Yes I'd like to have a look. What time would suit you?
E Any time this evening is fine.
J Well I finish classes at 6 o'clock. How about straight after that? Say 6:30?
E Great! I'll give you directions. When you leave the main gate of the university, turn left on South Road and keep going until you get to the Grand Cinema. Take the first right. That's Princess St. I'm at number 88, on the right.
J So it's 80 Princess St.?
E No it's 88 Princess St., and the suburb is Parkwood. You'll see the car parked in front. It's the red one with the 'for sale' sign on it.
J OK. Thanks, Elena. I'll see you later.
E Bye.
(Pause)

Later that day, at the university, Jan meets up with her friend, Sam and tells him about the car.

- J Hi Sam!
S Hi Jan! What's happening?
J I'm glad I ran into you. I've decided I have to get a car.
S You're going to buy a car? Do you really need one? I'd probably still be driving except that my car broke down last year. Instead of getting another one, I just moved closer to the university and went back to riding a bike - better for the environment, better for my health and I save a lot of money.
J Did it really cost that much?
S Well when you think of registration, insurance, rising petrol costs, parking, plus maintenance and repairs, it adds up.
J I know it's going to be expensive but I really need my own transportation. It takes a half an hour by bus each way to university as it is. But now I'm working at night in the city. There's no way I want to hang around waiting for a bus late at night then walk 3 blocks home alone.
S Hey, I think you've got a point there. So what kind of car are you looking at?
J It's an 85 Celica, same kind as I used to have. The owner's asking \$1500.
S That's pretty old. How many kilometres has it done?
J You know, I forgot to ask. I'll have to check tonight when I go to see it. Would you be able to come with me to have a look? At about 6:30?
S Sure I'll come, but I don't know a lot about cars. I do know one thing, though. I wouldn't buy an old car without having a mechanic look at it first.
J That's a good idea but won't it cost a lot?
S Not really. You can get a check done through the Automobile Association for \$80 and it comes with a report on the condition of the car. It can save you a lot of money in the long run.
J I'll keep that in mind. So we have to get to Parkwood at 6:30. Do you want to take the bus? It goes straight down South Road every fifteen minutes. Or maybe we could walk. I don't think it's that far.
S Actually I could borrow my room mate's motorbike for an hour or so. He's working all evening in the library.
J Do you think he'd mind?
S No way. He owes me a favour or two.
J OK. Great! See you at six, outside the Student Centre.

Section 2

A talk by a guide giving instructions to a group of international students, in Canada preparing for a whale watching trip

Hello everyone. Glad to see so many happy faces on this wild and windy day. Are you all ready to go looking for whales? I'm Tony and our other guide today is Dale. We'll be using these two rubber boats you see here and our trip today will take 3 hours. In a few minutes, we'll be heading into part of the largest temperate rainforest of the Pacific Northwest. I'll show you our route on the map here. This is where we are now. We'll be leaving the sheltered bay and heading out across the mouth of the bay toward the open water. As you know, last night there were strong winds in the area so we can't go out into the ocean as we had planned. Near the mouth, the water will be quite rough. That's where we are most likely to spot orcas or killer whales as they are also called. After crossing the mouth of the bay we'll enter the calmer shallower waters. This is where you look for grey whales. Then we will continue up this narrow inlet close to the shore. You will have a great view of giant fir and cedar trees that have never been logged. Here is the place to



watch for wildlife. You are likely to see bears along the shore and eagles in the sky overhead. Right at the back of the inlet, here, are the hot springs where we will be stopping for an hour. You can have a soothing soak in bubbling hot water before the return trip. I'll tell you a little bit about the whales now because with the noise of the wind and the engine you won't be able to hear much out there.

As we head out in the boat, we will probably see dolphins first. They are a grey colour and quite small - 1-2 metres long. They will swim right beside the boat, racing along and sometime jumping out of the water just ahead of us. They swim very fast, and they are playful and curious. They're really fun to watch.

The next ones we'll see are orcas or killer whales, which are actually members of the dolphin family. They are 7-8 metres long, very fast and they have sharp teeth. Some stay in these waters all year round. We identify them by the distinctive black and white colour. They feed mainly on salmon in these waters, but the orca diet can include seabirds, seals, dolphins and other mammals. They can be fierce hunters and this is why they are called 'killer whales'.

We should start watching for them as soon as we get out towards open water. We're likely to spot the orcas from a considerable distance. Watch for the black and white marking and mist spouting from the blow holes on top of their heads.

Just outside the inlet is where we will probably see grey whales. The greys are migratory. They pass through here twice a year, moving from far in the north where they feed, to the warm southern waters where they breed. You're very lucky today because several have been reported in the area.

Unlike the orcas, greys are solitary, except when you see a mother with a calf. The grey whales are much longer and heavier than the orcas - 14 metres long and weighing up to 30 tonnes. The grey whales are filter feeders, gathering tiny ghost shrimp from the sand at the bottom. We recognize greys from their tail fins, because each one is different.

Once we find the whales, we'll come up as close as we can safely. We are allowed to approach the whales no closer than 50 meters but that feels pretty close when you are in the presence of animals this big. You'll see mist coming out of the blowholes when they breathe out and you'll hear a loud hiss. If we are downwind, we might even be able to smell them - a strong fishy smell.

(Pause)

Now for just a few words of caution. It will be quite bouncy out there, especially in the front of the boat. If you want a smoother ride, stay in the middle of the boat, close to the engine. Hold onto the ropes and keep an eye on any big waves. Be alert so you don't get thrown out of the boat. In case of an emergency, you are all wearing survival suits. They'll keep you warm and dry in or out of the water. They are bright orange for visibility. The water temperature is around 8 degrees. Without these suits you would only last a few minutes in this cold water. With these suits your survival time is increased dramatically. They will keep you upright in the water even if you can't swim. But we don't expect anybody to end up in the water so don't worry.

Now, are there any questions?

S I'm afraid of getting seasick.

Right, I was just coming to that. If you think you might get seasick, take one of these patches and put it on your arm, at the wrist, like this. It works on pressure points of the body and will relieve seasickness without the drowsiness you can get from pills.

Are there any other questions?

Alright then, let's start loading up the boats. We leave in 5 minutes.

Section 3

A student, Penny, talking to two friends, Ray and Louise, about a television competition Ray has entered, called *Travel Documentary*

- P Hi. Haven't seen you two in ages. What have you been up to?
- L Hi Penny. Ray is really excited. He has just been shortlisted for *Travel Documentary*. He could be off travelling around the world for 3 months.
- P *Travel Documentary*. What's that?
- L You've never heard of it? Don't you watch TV?
- P Well actually no, hardly ever. Especially since I've started working on my thesis. I don't have time to breathe, let alone watch TV. So what's this all about, Ray?
- R Well actually it's a competition run by Public TV. It involves my two great loves, travel and film making.
- P Is it that program where people are sent around the world making documentary videos? I have heard of it. Fantastic! So you've been chosen?
- R Not yet. I'm one of 34 selected for an interview next week so I've made it through the first cut.
- L Yeah, there were over 200 applicants from around the country. Pretty amazing heh?
- R Well, I've been lucky so far.
- P What's the next stage?
- R Thirteen are chosen from the interview to do a 4 week training course in documentary film-making. Then, the 8 finalists get sent off with a video camera to travel around the world.
- P Sounds incredible. What's the catch?
- R The catch is that every 2 weeks you have to send in a 10 minute video from a different part of the world. It's broadcast on TV along with the work of three of the other competitors and judged by a panel of experts and the TV audience. So you're under a lot of pressure.
- P Wow, I guess so. You mean, you're on television every two weeks?
- R Yep that's right. But first I have to be selected.
- L Do you have to have any film-making experience to apply?
- R Some background in photography or video-making helps but you're not supposed to be an expert. In fact you can't apply if you have already worked in film-making. We all get the same 4 week course so we start with the same skills.
- P Can you go anywhere in the world you want?
- R Each competitor makes up his or her own travel plans and has to get them approved.
- (Pause)
- L Have you talked with anyone else who has done it?
- R As a matter of fact just last week I met Sarah Price, a girl from here who did it last year.
- L What did she have to say about it?
- R She said it was the most amazing experience of her life but it was really tough at times.
- L I think you'd have to be really brave to take off like that alone with so much responsibility. It's not like going on a holiday, is it?
- R No. Two weeks in a country, often where you can't speak the language to find a story, film it, organise all the editing. Then you're off to a completely different part of the world to start all over again. Pretty exhausting, but exciting too!
- P What a way to see the world!
- L What about Sarah Price? Did she have any bad experiences?



- R She said the worst part was when she got some mysterious fever in Mongolia and thought she might have to be sent home. Fortunately it got better but she said it was scary to feel really ill when you're alone so far away.
- P So what made you want to apply?
- R When I saw the program on TV a while ago, I thought, this is for me. I've always wanted to travel but needed to work for a year before I could even think about it. Then, a new series started up. I thought now's my chance.
- L Don't you think you'll be lonely?
- R I don't think I'll have time to be homesick. I'm more worried about having too much to do and not enough time to get things organised.
- P So we might be watching you on television in the next few months.
- R I hope so. If I'm lucky!
- L When will you know for sure?
- R They choose the final eight in March. A month later you're on your way.
- L So do you have to pay anything?
- R Nothing. It's all paid for - course, camera, flights, accommodation and in-country travel. The budget is pretty tight though. No extras.
- P I sure hope you get it. Then I'll be finding time to watch at least one program on television every week.

Section 4

A talk given by Kate Tomlin on the history of technology.

Our talk today in this history of technology series is about a feat of anti-engineering from the late 19th and early 20th century that is still very much with us today and that is linked with the history of the typewriter. It's the QWERTY keyboard. What, you might ask is QWERTY? Well, have a look at the nearest typewriter or computer keyboard. If you look at the top row, you will see that QWERTY are the first 6 letters. Did you ever think, when you were learning to type, about why the letters on the keyboard are distributed the way they are? Here's the story. It all has to do with the history of the typewriter.

Typewriters existed since the early 1700's, but the first commercially practical system came into being in 1873. The typewriter is one of America's greatest unsung inventions. While the telephone, automobile and airplane sped up communications and transportation, the typewriter did the same thing for the written word. But few people paid much attention, possibly because they were too busy reading what the typewriter had written about all the other inventions.

The first typewriters had the keys laid out in alphabetical order, but this system had problems. Some keys that tended to be typed together were physically close. This made the typebars hit each other and get stuck. Typewriters in 1873 jammed or got stuck if the keys next to each other were hit in quick succession. To solve this problem, in 1878, the QWERTY keyboard was developed, spacing frequent letters away from each other, and therefore reducing the number of jams.

It was not specifically designed to slow down typists, as is generally believed, but the keyboard did create a built-in inefficiency for typists. The most common keys are scattered all over the keyboard rows, many on the left side. Right-handed people have to use their left hand, which is the weaker hand.

Typewriter technology improved, doing away with the original rationale for the QWERTY distribution, but the keyboard remained. In spite of its inefficiency, it is the keyboard we all use today. *(Pause)*

Already, back in 1932, there was a solution to the problem. Efficiency expert August Dvorak came up with a new keyboard layout. His home row consisted of AOEUIDHTNS- which includes all of the vowels as well as the most commonly used letters. On this keyboard, over three thousand words can be typed using only the home row. In fact, 70% of all the work can be done on the home row, 22% on the row above, and 8% on the row below. The QWERTY keyboard allows only about fifty words to be typed without reaching for other rows. In addition, on Dvorak's keyboard, the right hand handles 56% of the work load and the left handles 44%, just about the opposite of the division on the QWERTY keyboard. This is an advantage for most right handers. The Dvorak keyboard, increased accuracy in typing by almost 50 percent and speed by 15 percent to 20 percent.

How much labour did this Dvorak layout save? In one study, a group of typists was evaluated in the use of both keyboards. Those using the Dvorak keyboard moved their fingers just about one mile on an average day, while those who used the QWERTY keyboard moved their fingers an average of twelve to twenty miles!

The superiority of the Dvorak keyboard was clearly established. However, it has never been adopted as the keyboard of choice. Why? First or all, bad luck and bad timing on the part of the Dvorak team. First there was the Depression, not a good time for introducing change. But the main factor that worked against the Dvorak system was habit. People were used to the QWERTY keyboard. Computers today could easily switch the arrangement of letters to the Dvorak layout, but it seems that because of habit, the QWERTY layout remains dominant. People felt comfortable with the keyboard they learned on so it was the established patterns of hundreds of millions of typists, manufacturers, typing teachers and typewriter salespeople that have crushed all moves toward keyboard efficiency for over 70 years. It looks like QWERTY keyboard may be with us for a long time yet.

LISTENING TEST 4

Section 1

A conversation in an international airport between a newly arrived student, Jenny Lee, and an agent at the lost luggage counter

- A Ok, who's next, please?
- J I think I am.
- A How can I help you?
- J I just came in on flight 372 from Singapore at 11:30 and my luggage hasn't arrived. I've been waiting at the baggage claim for about a half an hour now and everything seems to have come off the plane. The conveyor belt has stopped and all the passengers have gone. So I came here to find out what has happened to my bag.
- A Can I see your ticket please?
- J Here it is.
- A So you came from Hong Kong today and changed planes in Singapore, right?
- J Yes the connection in Singapore was a tight one. The plane got in late and I had to rush to get to the next flight.



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A That's the problem right there. There wasn't enough time to get your bags onto the connecting flight. Normally Singapore airport is very efficient. Now, I need you to fill in these forms. Your name?

J Jenny Lee

A Address?

J I guess you want my address here. I'm staying with relatives. Just a minute, I'll have to look it up. It looks like 583, no its 533 East 67th St. in Riverside.

A Do you have the phone number there?

J Yes I do. It's um 93014269.

A So you came in on Qantas Flight 392. Do you know the number of the flight out of Hong Kong?

J Let me see. I think it was Cathay Pacific 900 or something. Oh yes, it says here CX 912.

(Pause)

A Right. Now, I need a description of the luggage. How many pieces did you check in?

J Just one.

A Can you describe it for me? Here is a picture to help you.

J OK. It's a big bag like this one. Rectangular - not hard shell but soft covered and it has a zipper around the front.

A Is it black?

J No, sort of a grey colour.

A Any identification?

J Just a tag with my name on it.

A Any other features?

J Well, it has wheels, and a retractable handle on the end so you can pull it, as well as the handle in the middle.

A OK that's fine. Now, if your bag missed the connection, I'm sure it'll be put on the next flight. I'll email Singapore as soon as I finish here. The next flight comes in at 17:50, that's ten to six this evening. You can pick it up then.

J Ten to six. That's too long to wait. Can I get my uncle to pick up the bag on his way home from work?

A Sorry. You have to be here yourself to clear customs.

J Of course. I almost forgot. Will the bag come here, to this desk?

A Yes. You pick it up here, then take it over to the customs area. By the way, don't forget to bring your passport. You will also need to have the key plus your ticket with the baggage claim number on it.

J Oh, OK. Guess I'll have to come back tomorrow then. It's lucky I packed everything I need for now in my carry on bag.

A Yes that's always a good idea. Be prepared!

Section 2

A recorded message about buying tickets from a booking agency

Thank you for calling ATS Advanced Ticketing System, the call system for all your entertainment needs.

Our automated telephone service is designed to answer your questions quickly and easily.

The ATS office in the Regency Theatre is open Monday to Thursdays from 10am-5 pm and on Friday and Saturday till 8 pm.

For online bookings and detailed program listings check our website at www.atstix.com.

That's spelled A-T-S-T-I-X.

Please listen to the choices available. You may press your choice as soon as you hear it to get more information.

For sporting events including the Weston International Tennis Classic, press 1.

For the Formula 1 Grand Prix, press 2.

For classical music including the upcoming Philharmonic Orchestra series, press 3.

For theatre and dance press 4.

For other enquiries, please hold the line.

(Pause)

Ticket prices for the Formula 1 Grand Prix on the 10th-14th March are as follows:

General Admission

Thursday \$27 Concession \$10

Friday \$37 Concession \$15

Saturday \$55 Concession \$35

Sunday \$70 Concession \$65

Concession rates apply to children under 14 and to students, seniors and pensioners on presentation of a valid card.

Grandstand seating

Four-day tickets covering the 6 main grandstands cost \$299.

However, Pit Straight tickets are \$350 and seats at the Chicane cost \$450 each.

Children under 3 are admitted free to the general admission area and children under 14 are eligible for concession prices.

Gates open at 8am Thursday and Friday and 7:30 Saturday and Sunday. Events begin at 9:00.

Alcohol, ice boxes, cans, bottles and animals are not allowed on site.

There are no refunds or exchanges.

On each ticket a \$2.50 booking fee applies.

To make a booking you must have a valid credit card.

To listen again press 1.

To make a booking or to talk to a ticket agent, press 2.

You call is in our queue.

You can expect to wait about 3 minutes.

Section 3

A discussion among three students, who are organising an international film festival at their college

C Thanks for coming to this meeting on such short notice, Anna and Veronica. It looks like we have just become the organising committee for this year's international film festival. We've all just met so perhaps we should start by an introduction with a bit of background from each of us.

A OK. I'm Anna. I finished three years of a Languages degree in Sweden, where I come from. This year I decided to study overseas to get to know a different part of the world. I'm also a big fan of European cinema, especially French and Italian. Those are the languages I majored in along with English. To me, film is a great way to learn about the rest of the world. I was in the film club at my university so when I saw the notice asking for volunteers, I thought it would be a good way to meet people and get involved in something I really enjoy.

V Thanks, Anna. My name is Veronica and I come from Italy. I'm doing graduate studies in English Literature. I went to some of the films in the festival last year and enjoyed them. I especially liked the video interviews. That was when I decided to get involved. I used to do film reviews for our student newspaper back home

C Hi I'm Chris from Scotland and I'm in 4th year Journalism. Cinema is my hobby. Last year I joined the organising committee, just like you have now, and somehow, this year I've ended up in charge. I'm actually able to use my coordinating work on the festival towards a credit for one of my courses. I



have to write up a report on the festival with recommendations so that's an extra motivation for me. So I hope this is going to be a good experience for us all. OK. Where would you like to start?

- A How about a general overview of the festival? I don't really know much about it.
- C Well, the film festival was started by International Students' Society five years ago and has grown every year. It is held over 4 nights during study break, Wednesday to Saturday. Normally we show 3 films a night. Last year we tried to choose films from different parts of the world that fit together in some way. Maybe a similar theme. Or we could feature a type of film like action films or science fiction.
- (Pause)
- A Who picks the films?
- C It's up to us, on the committee, to decide.
- V You mean we get to pick all the films ourselves? What a hard decision! There are so many to choose from.
- C Well that's the fun part. We have this catalogue of independent distributors. The films are listed by language and have a short summary. We just have to go through it to find a good combination of films that will attract an audience.
- A Veronica mentioned something about interviews. How does that fit in?
- C We set up cameras in the foyer of the theatre and did live interviews before, during intermission and after the screening. Anyone from the audience could come up and talk about the film. The broadcasting and journalism school set it up and ran the interviews. They were shown on big screens around the lobby and in the theatre. It went over really well. We had a long line up of students waiting to be interviewed on TV. Everybody wanted their minute of fame.
- A Great idea!
- C Yeah, it worked really well. We should certainly do something similar again.
- V Maybe even develop the idea further. Like a website with audience reviews and discussion so we can get as much participation and involvement as possible.
- C Hey that's a good idea!
- A Can I ask a question. None of the films are in English, right? Are they dubbed or subtitled?
- C Well, we do occasionally choose a film in English but only from unusual places where the dialect is so strong they sometimes need subtitles- like the Caribbean or even Scotland! The majority of films in the festival are foreign language, dubbed in English. We've learned from experience that students don't like reading subtitles. Maybe they read too much already. Whatever the reason the subtitled films get smaller audiences so we avoid them as much as possible.
- V So how large an audience can we expect and how much does it cost to get in?
- C It costs \$5 per film or a \$20 pass for the whole event - all 12 films for the real movie fan. We would have broken even last year except for a bad storm on the Friday night - we almost had to cancel the whole thing. But overall we had a good turnout - more than 2000 people in 4 days.
- V That's what I was wondering about - the financial part. Where does the funding come from? What kind of budget do we have?
- C The festival is subsidised by the student council. We generate money through advertising and through admission charges. We'll go over the budget in detail a little later. But we've got lots of work to do in the meantime.

- A I guess we have to start pretty soon.
- C Well, I think by the first of March at the latest, we need to select all the films. Then we have to find some advertisers to sponsor the event - that shouldn't be too hard. We'll just start with last year's list. Our deadline for that should be the middle of March. By the end of March we need to design the program. Then we can get posters made up and distributed in April.
- V Like you said, we need some clever promotion - something to generate interest and get people talking. We have 4 months to get ready. It should be enough time.
- C OK where do we start?
- A Let's start by talking about films - since that is the best part - and see what we come up with. What was the best film you saw last year?

Section 4

A talk given by a lecturer to a group of civil engineering students on the reed bed system for sewage treatment

Thank you for inviting me to speak to you today about what is now called the reed bed sewage treatment system. This system uses naturally occurring reeds to treat domestic and industrial waste. It's an environmentally friendly alternative to normal systems. You all know what reeds are like don't you? - those tall plants with hollow stems that grow in wet places... like marshes, for example.

Here's how the system works. First of all, an artificial marsh is created. To do this, holes are dug about 1 metre deep and usually rectangular in shape. They are then lined with clay or plastic and the liner is covered with gravel. After that, a system of tubing is laid, with holes in it and more gravel is added to cover that. Finally reeds are planted in the bed.

The sewage is brought to settling tanks. From there it is distributed to the roots of the reeds through the tubing. Note that the waste material enters the beds underground and remains underground. The reeds conduct oxygen very efficiently through their stems to the roots system. Here, bacteria work to reduce the waste material to basic elements. What comes out of the artificial marsh is water that has been cleaned through a natural process. The purified water leaves the reed bed through a simple outflow pipe.

The water that comes out has to be tested. Sometimes it is held in a pond until it evaporates or soaks into the ground. Sometimes, after testing, the water is discharged directly into streams and rivers.

(Pause)

The reed bed system originated in Germany in the 1970s and installations have been built in a number of countries throughout the world. To give you an idea of the size and appearance of a reed bed installation, an area of 3 by 5 metres approximately would be adequate for a single house. It would look like a pond overgrown with reeds. There are cities with 150,000 people in Germany whose entire sewage treatment requirements are served by reed bed installations which extend for 10-20 hectares.

There are two wonderful environmental advantages. First of all, reed bed systems are natural composters. As time passes high grade soil builds up in the beds. The soil can be removed and used for agricultural purposes. Soil produced from waste containing heavy metals would, of course, have to be tested and the toxic material removed by chemical processes.



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An additional advantage is that the reed bed can function exactly as a marsh, providing a healthy natural home or habitat for waterfowl and other birds, insects, reptiles and mammals. But there are practical advantages to a reed bed system over existing sewage treatment plants as well. At all levels the cost is lower than for normal systems. Labour costs are a fraction of the costs of a conventional system. Typically a large scale reed bed installation will cost 10% less than a mechanical system. They require little maintenance and unlike mechanical systems, the efficiency of reed beds increases over time. But before we go any further, you must have some questions? Maybe this sounds too good to be true.

- S1 That's exactly what I wanted to ask. If these systems have so many benefits, why aren't they more popular? Why don't we see them everywhere?
- L As I said, the technology is now almost 40 years old. Demonstration projects of all types have been built and monitored and are slowly convincing regulators of the advantages of the system. But you have to understand that regulating authorities are by nature conservative and resist change. Typically there is a lot of opposition to these systems - by manufacturers, and by everyone involved in maintaining the conventional systems. Reed bed systems require fewer staff to operate so there would be a decline in the workforce. Therefore unions would resist the change as well.
- S2 What happens to reed beds in winter? Does the efficiency decrease?
- L The above ground part of the plants die back in cold weather but the roots remain alive and active and the system continues to work just as effectively in winter. As soon as the weather warms up new reeds appear and grow quickly.
- S3 Is there a problem with mosquitoes in these ponds?
- L Well, they are not exactly ponds, with standing water. The beds look more like a field, covered with long grass. The soil is moist but not like a swamp so there would be no more mosquitoes than in any other field. Remember, the effluent enters the beds underground and remains underground. Ok let's get into some of the technical details now and I'll answer questions as they come up.

SPEAKING TEST 1 ZSUZSO

Introduction

- I: Hello. I'm Jessie, and your name is.....?
- W: Zsuzso
Zsuzso. And you're from?
From Hungary.
Hungary. And ... is this your identification?
Here it is.
OK. Thank you.

Part 1

- OK, first then, a few questions about you and your life. Let's talk about your family. Do you come from a large or a small family?
A relatively large family, five members.
Right. And do all your family live in the same town or city?
No, I live in Australia and my family live in Hungary.
Mm right. So how often do you see your brothers and sisters?
Probably once a year.
Do you have a lot in common with them?

Well we look the same, um I suppose our lives are little bit different however.

OK. Is it alright to talk about your friends?

That's OK.

Do you have lots of friends or just a few special friends?

I've got a few very special friends but er I do have lots of people I can call friends.

Uh huh and can you say something about one or two of your friends?

Well I've got a special friend called Pat er she always helps me through rough times. I've got another special friend, Gordon, who is also wonderful and we share lots of activities together.

What kinds of things do you and your friends do together?

We like hiking, going outdoors and visiting places and I suppose just even just go shopping.

Mm, are you a person who enjoys spending time alone?

Definitely not.

No?

Not at all.

OK. Let's move on to talk about travelling to other countries.

What other countries have you visited?

I have visited a few ... I came from Hungary then um I went to visit um most of the countries in Europe, America um some countries in Asia and Australia that's all.

Which other countries are you interested in visiting?

I suppose every country has got a lot to offer, um if a country has got good food and good people, I'm happy to go there.

Uh huh and what are some of the things that you don't like about travelling?

I don't like the inconvenience of the travelling itself, going, taking aeroplanes, and living out of suitcases. Probably these are the big 'no-nos' about travel.

OK.

Part 2

Now I'm going to give you a piece of paper with a topic on it. Please talk about the topic for 1-2 minutes, but before you talk you have about 1 minute to plan. You can write notes if you want to. Is that OK?

Yes that's fine.

Here's some paper for your notes and this is the topic:

Please describe a favourite shop or store.

TOPIC CARD

Describe a favourite shop or store.

You should say:

- where it is and what it looks like
- what it sells
- what you like to buy there

and say why you like the shop so much.

OK. Don't forget you only have 1 to 2 minutes for your talk so I might stop you when the time's up.

That's all right.

Ready to start?

Yes.



Yeah, I have to describe my favourite shop. It is very hard because I'm a 'shopaholic', so I've got many favourite shops. Amongst the many er favourites there is one special store, it's a department store called David Jones. I like shopping there because of the quality and variety of goods in the store. It is always an experience to shop there it's almost like a treasure hunt. I like shopping in an elegant and sophisticated environment um ... I can browse for hours in a depar...a different level, in the department store, in the food store, at the book store, at the fashion departments, er they're just all wonderful. During the Festive Season the shop transform into something magical, um which touches my heart even as an adult so I definitely have to say that I love shopping there.

OK. Thank you. Um do your friends like to shop there too?
I think so, I converted them.

OK. All right.

Part 3

Now you talked about a shop that you liked, so let's talk now about some other aspects of shopping.

First, electronic shopping. What do you think of shopping on the Internet?

Firstly I didn't like shopping on the Internet it somehow er took away the personal um touch from shopping; however I had to realise later on of the conveniences of electronic shopping um such as um if I want to buy a book which is available in America on-line, I can order it and within a week I can have it and read it and use it which is quite convenient.

Yes and how do you think that using the Internet is going to affect shopping in the future?

Um I suppose lots and lots of people nowadays working with the Internet or using Internet daily ... so it is convenient to shop on line, so probably more and more people going to use that.

However, I think that might be just sort of convenient shopping because I believe for example to buy a chocolate bar is probably easier to pop into the corner store rather than order it on the Internet and wait for it for days.

For sure, for sure. Why do you think that shopping has become so popular with young people now?

I think the meaning of shopping has changed during the past decades... rather than having a sort of a gathering experience taking the necessary goods, I think it became a social activity. It is popular and ... to go with friends, you know, to try a couple of new clothes on, pop into the mall to see what's new and in the same time have a cup of coffee.

Yes, so talking about consumer habits in general, um how are your parents' shopping habits, for example, different from your own?

I should say very different. My father used to own a little deli in Hungary. They shopped every day, that was part of their lives. And um my time is so precious for me, I have to manage my time so I don't have time for shopping every day, so I go shopping every two weeks and I suppose it's helping my wallet as well, saving some money.

Hmm. And speaking of wallets do you think in wealthy countries people buy too many things that they don't need? Definitely.

Is that the case in your country as well?

I can't really speak about what...or talk about what's happening now in Hungary, as I left the country five years ago. However, um five years ago and earlier than that we used to buy just necessary things ... we had to make our mind up whether we would like to

buy a pair of shoes or do we buy a microwave so it wasn't a luxury to sort of shop every day, it was a necessary sort of making choices. I suppose was very hard but we had to.

Right, OK. Well, that's the end of the interview. Thanks very much for talking with me and good luck.

Thank you very much.

SPEAKING TEST 2 WEN (WAYNE)

Introduction

I: Hello. I'm Claire, and your name is?

W: Wen (Wayne).

OK, fine. And you're from ...?

Taiwan.

Is that your identification?

Yes, please.

Thank you.

Part 1

OK, first then a few questions about you and your life.

Yeah.

Let's talk about your family.

Do you come from a large or a small family?

Well it's not large or ... it's not a small but it's just a medium one.

We got six members in my family.

OK and um do all your family live in the same town or city?

No, no they separate.

Right. How often do you see your brothers and sisters?

Well, usually I meet my brother three times a year and then I meet my sister once a year because of one of my sister now is living in Canada.

Oh I see. Do you have a lot in common with them?

Oh no I don't think so, especially in personality we are quite different, because one of my brothers is businessman.

Right. Is it OK to talk about your weekends?

OK.

Are your weekends generally busy or relaxed?

Oh, relaxed. Sometimes busy ... for my paper submission.

Umm. What kind of things do you usually do at the weekend?

Well, watching TV, because that will help me to improve my English, and er.. I play golf ..and er jogging.

And what would you like to do in your time off if you could choose?

I would like to play golf because here it's quite cheap to play golf.

Do you ever go away on your days off?

Sometimes, but most of time I.I just go to ci..city centre or I just go to beach.

Right. Let's continue by talking about exercise and fitness.

(OK) What kind of outdoor activities or exercise do you like?

Well I like er tennis I like play golf and er jogging.

Are there any sports you don't like?

No, I appreciate all kind of sports. For example, cricket. (yeah) then, for example, soccer.

Do you think it's important to keep fit?

Yes, of course it's very important to give me energy and to make me health.

What are the best ways to keep fit?

I think the best way is to make a specific time ...every day in ...for example in 6pm you have to go jogging and er if it's long time, that would become a habit.



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IELTS on

CD1

Track 1: (0:55) INTRODUCTION

LISTENING TEST 1

Track 2: (6:34)	Section 1
Track 3: (6:54)	Section 2
Track 4: (8:01)	Section 3
Track 5: (6:43)	Section 4

LISTENING TEST 2

Track 6: (7:35)	Section 1
Track 7: (7:54)	Section 2
Track 8: (7:41)	Section 3
Track 9: (7:08)	Section 4

SPEAKING TEST 1 ZSUZSO

Track 10: (3:10)	Part 1
Track 11: (2:55)	Part 2
Track 12: (3:47)	Part 3

CD2

Track 1: (0:50) INTRODUCTION

LISTENING TEST 3

Track 2: (7:22)	Section 1
Track 3: (8:20)	Section 2
Track 4: (7:03)	Section 3
Track 5: (7:31)	Section 4

LISTENING TEST 4

Track 6: (6:26)	Section 1
Track 7: (5:34)	Section 2
Track 8: (7:59)	Section 3
Track 9: (7:35)	Section 4

SPEAKING TEST 2 WEN

Track 10: (3:40)	Part 1
Track 11: (3:39)	Part 2
Track 12: (5:09)	Part 3