

Answer keys

PRACTICE TEST 1

LISTENING

Section 1

- 1 A
- 2 C
- 3 D
- 4 D
- 5 C
- 6 Prescott (*must be correct spelling with capital "P"*)
- 7 41
- 8 Fountain (*must have capital "F"*)
- 9 752239
- 10 J65

Section 2

- 11 E } *in*
- 12 F } *any*
- 13 H } *order*
- 14 \$250 million
- 15 roads//road system
- 16 too late
- 17 school children//boys
- 18 3
- 19 boats//pleasure crafty/boats and
pleasure craft
- 20 pilot
- 21 (musical) instruments

Section 3

- 22 A
- 23 B
- 24 C
- 25 A
- 26 talk//give a talk
- 27 write up work
- 28 can choose
- 29 open book
- 30 closed reserve
- 31 vocational (subjects)//(preparing for)
work/employment

Section 4

- 32 B
- 33 C
- 34 history and economics
- 35 (meeting) deadlines (for essays)
- 36 attendance
- 37 B
- 38 C
- 39 B
- 40 D
- 41 A

PRACTICE TEST 1

READING

READING PASSAGE 1 *A spark, a flint: How fire leapt to life*

Questions	Task	Skills tested
1-8	Gap fill summary	<ul style="list-style-type: none"> • skimming for information • detailed understanding of a section of text • ability to paraphrase/re-word original text
9-15	Matching (items to descriptions)	<ul style="list-style-type: none"> • skimming for specific information • understanding description/characteristics • understanding paraphrase

Questions 1-8

Question	Answer
1	preserve
2	unaware
3	chance
4	friction
5	rotating
6	percussion
7	Eskimos
8	despite

Questions 9-15

Suggested approach

- Read the task rubric carefully. In this task you have to decide which match is being described in each question.
- Decide what information is best to skim for in the passage: the *type of match* or the *description*. In this question it is best to skim for the types of match as these are names, some of which are in italics, they are easier for you to pick out.
- Skim through the text until you find match A, the *Ethereal Match*.
- Read that section of the text and underline any important features of this match.
- Read through the descriptions and write A next to any that fit this type of match.

If you think there is more than one possible description for the match, note A next to both. (The rubric states that you may use any match more than once.)

- Towards the top of the second page of the text it states that the *Ethereal Match* consisted of a “sealed glass tube”, so A is the answer to question 14. Note that the description is expressed differently from the text. Sometimes you have to match the meaning rather than the words.
- If you think none of the descriptions fits this type of match, go on to the next the rubric also states that there are not enough descriptions to fit all the matches.

Question	Answer	Location of answer in text
9	F	“... the red phosphorus was non toxic”
10	D	“... three years later it was copied ...”
11	E	“... since white phosphorus is a deadly poison ...”
12	C	“The first matches resembling those used today ...”
13	G	“... a brewery had the novel idea of advertising ...”
14	A	“... a sealed glass tube ...”
15	C	“... borrowed the formula from a military rocket-maker ...”

READING PASSAGE 2 Zoo conservation programmes

Questions	Task	Skills tested
16-22	Yes, No, Not Given	<ul style="list-style-type: none"> • skimming for detailed information • identifying attitude and opinion • understanding gist and paraphrase
23-25	Multiple choice	<ul style="list-style-type: none"> • skimming for factual information • identifying main and supporting points • understanding attitude
26-28	Selecting factors	<ul style="list-style-type: none"> • skimming/scanning for specific information • identifying main ideas • understanding paraphrase and inference

Questions 16-25

Question	Answer
16	YES
17	YES
18	NOT GIVEN
19	NO
20	NO
21	NOT GIVEN
22	YES
23	B
24	C
25	A

Questions 26-28

Suggested approach

- Read the task rubric carefully. Only *three* of the factors in the list are correct. The correct factors explain why the author *doubts the value* of the WZCS document.
- Scan the text and mark the section that discusses the accuracy/value of the WZCS document. This is from the third paragraph onwards.
- Read through the list of factors to familiarise yourself with it.
- Begin reading the third paragraph more carefully, looking for phrases that signal that the writer is going to discuss something that is wrong with the document. The first signal is:

'This is probably the document's *first failing ...*'
 You can infer from what the writer then states, that **A** is one of the correct factors.

- Re-read the list of factors from **B-F**.
- Continue reading the text, looking for other signals.
- Select the two other correct factors.

Remember that if you put more than one factor beside each question number on your answer sheet, you will not get any marks. However the three correct answers can be written down in any order.

Question	Answer	Location of answer in text
26	A	"... 10,000 is a serious underestimate of the total number of places masquerading as zoological establishments."
27	D	"One would assume that the calibre of these institutions would have been carefully examined but ..."
28	E	The last two paragraphs of the text but in particular: "Today approximately 16 species might be said to have been "saved" by captive breeding programmes, although a number of these can hardly be looked upon as resounding successes."

READING PASSAGE 3 Architecture

Questions	Task	Skills tested
29-35	Completing a table	<ul style="list-style-type: none"> • following a chronological account • skimming for specific information • noting main ideas
36-40	Matching (causes to effects)	<ul style="list-style-type: none"> • skimming/scanning for information • understanding cause and effect relationships • understanding paraphrase

Questions 29-35

Question	Answer
29	timber and stone
30	Modernism
31	International style
32	badly designed buildings//multi-storey housing//mass-produced, low-cost high-rises
33	preservation
34	High-Tech
35	co-existence of styles//different styles together//styles mixed

Questions 36-40

Suggested approach

- Read the task rubric carefully. You have to decide which *effect* arose from each *cause*.
- Decide which list you should work from. In this case it is better to work from List A as you must find an effect in List B for every question. The causes also come first chronologically in the cause/effect relationship: List B contains *results* of List A.
- Read through List B to familiarise yourself with it.
- Read item 36.
- Skim through the passage until you locate the information in the text.
- Read this section of the text in detail noting any *effects* of 36.
- Read through List B again.
- Select the effect of question 36. If you think there is more than one effect, mark both and come back to this item later. But remember that

only one answer is correct.

- In the third paragraph it states that the increase in urban populations “helped to turn parts of cities into slums”. So the answer to question 36 is G.
- Repeat this procedure with items 37-40.

Question	Answer	Location of answer in text
36	G	“Such rapid and uncontrolled growth helped to turn parts of cities into slums.”
37	F	“These were stripped of unnecessary decoration that would detract from their primary purpose — to be used or lived in.”
38	H	“But the economic depression prevented their ideas from being widely realised until the economic conditions improved ...”
39	C	“Many of these buildings ... have since been demolished.”
40	D	“They originated in the US ... to help meet the demand for more economical use of land.”

PRACTICE TEST 2

LISTENING KEYS

Section 1

- 1 student accommodation/hostel
- 2 awful food
- 3 not friendly//kept to themselves (*do not accept "lonely"*)
- 4 lecturers (too) busy
- 5 regular meetings//meetings with lecturers//fortnightly meetings
- 6 family//homestay
- 7 lot of noise//children made noise//difficult to study
- 8 student house
- 9 (Bachelor of) Computing
- 10 reserve computer time

Section 2

- 11 mountain
- 12 quality
- 13 \$2,000
- 14 short/casual rides
- 15 town riding//shopping
- 16 serious touring
- 17 similar//almost the same
- 18 better quality (components)
- 19 buying clothes
- 20 frame

Section 3

- 21 B
- 22 C
- 23 D
- 24 B
- 25 one bunch
- 26 15 months
- 27 uphill//on hillsides
- 28 lots of/plenty of water
- 29 plastic bags
- 30 bananas/ones (to) ripen
- 31 C } *either*
- 32 D } *way round*

Section 4

- 33 B
- 34 D
- 35 C
- 36 cooking
- 37 (regular) daily intake
- 38 (a) variety
- 39 the dark//the fridge//a cool place//a dark place
- 40 eat in moderation//not too much
- 41 eat lots//eat most

READING

READING PASSAGE 1 *Right and left-handedness in humans*

Questions	Task	Skills tested
1-7	Matching (people to opinions)	<ul style="list-style-type: none"> • skimming/scanning for information • understanding gist and paraphrase
8-10	Completing a table	<ul style="list-style-type: none"> • skimming for factual information
11-12	Multiple choice	<ul style="list-style-type: none"> • skimming/scanning for information • identifying main and supporting points • understanding paraphrase • making inferences

Questions 1-7

Suggested approach

- Read the task rubric carefully. You have to match the *opinions* with the *people* who express them in the text.
- Read through the list of opinions to familiarise yourself with it.
- In this case it is probably best to skim through the text looking for names as these are easy to identify. So skim through the text until you come to the first name: Professor Turner.
- The text states in the first paragraph that Professor Turner has studied left-handedness. It goes on to say that he noted a “distinctive asymmetry” in the human population.
- Skim through the list of opinions again Number 7 states “Asymmetry is a common feature of the human body”. So the answer to question 7 is E.
- Continue this procedure with the rest of the text. Note that the opinions in the questions are expressed differently from the text. This is known as “paraphrasing”. It means that you will have to match the *meaning* rather than the exact words

Question	Answer	Location of answer in text
1	B	“... evolution of speech went with right-handed preference.”
2	D	gist of final paragraph
3	C	“... there are more left-handed males than females.”
4	B	“... if a left handed person is brain damaged in the left hemisphere the recovery of speech is quite often better ...”
5	A	3rd and 4th sentences of paragraph 3
6	C	“... discovered that the left-right asymmetry exists before birth.”
7	E	“He noted that this distinctive asymmetry in the human population is itself systematic.”

Questions 8-12

Question	Answer
8	15-20%
9	40%
10	6%
11	D
12	B

READING PASSAGE 2 *Migratory beekeeping*

Questions	Task	Skills tested
13-19	Completing a flow chart	<ul style="list-style-type: none"> • following a sequence of events • scanning/skimming for information • understanding gist and paraphrase
20-23	Labelling a diagram	<ul style="list-style-type: none"> • skimming for factual information • understanding description and relationships
24-27	Yes, No, Not Given	<ul style="list-style-type: none"> • skimming for factual information • understanding gist and paraphrase

Questions 13-19

Suggested approach

- Read the task rubric carefully. You have to complete the flow chart of the movements of a migratory beekeeper.
- Read through the flow chart to familiarise yourself with it.
- Scan the text and note the section that discusses the beekeepers' movements. In this case, the information is scattered throughout the text, so it is important to have a good idea of what you are looking for.
- Go back to the first box in the flow chart. Note that this box focuses on the start of migration.
- Re-skim the text until you come to this information. It is cued in the fourth paragraph: "By early March ..."
- The flow chart will express the movements differently from the text. This is called "paraphrasing". The fourth paragraph is all about the beekeepers' preparations. So the answer to item 13 is "prepare".
- Go on to item 14. Remember that you will not use all the words in the box, and although some of the words in the box may seem to fit in the gaps, they have an incorrect meaning. Your summary must be an accurate reflection of what is stated in the passage.

Question	Answer	Location of answer in text
13	prepare	gist of paragraph 4
14	full	"These are not moved in the middle of the day because too many of the bees would end up homeless."
15	smoke	"... bees can be pacified with a few puffs of smoke ..."
16	charge	"... the beekeeper will pay the farmer to allow his bees to feed
17	machines	paraphrase of "uncapper" and "carousel"
18	combs	"... centrifugal force throws the honey out of the combs ."
19	split	"... a healthy double hive can be separated into two boxes."

Questions 20-27

Question	Answer
20	(hexagonal) cells//comb
21	frames (of comb)
22	screen
23	brood chamber
24	NOT GIVEN
25	YES
26	YES
27	NO

READING PASSAGE 3 Tourism

Questions	Task	Skills tested
28-32	Paragraph headings	<ul style="list-style-type: none"> • detailed reading • identifying main ideas/themes/topics • understanding gist
33-37	Yes, No, Not Given	<ul style="list-style-type: none"> • skimming for detailed information • understanding paraphrase and gist • identifying attitude and opinion
38-41	Matching phrases	<ul style="list-style-type: none"> • skimming/scanning for detail • understanding paraphrase and gist • making inferences

Questions 28-37

Question	Answer
28	iii
29	v
30	iv
31	vii
32	viii
33	NO
34	YES
35	NOT GIVEN
36	YES
37	NOT GIVEN

Questions 38-41

Suggested approach

- Read the task rubric carefully. By choosing the correct phrase A-H, you will make summary points of the information given in the passage.
- It is obviously best to work from the questions as these are the start of each sentence.
- Read through item 38.
- Read through the list of phrases to familiarise yourself with them.
- Skim through the passage looking for key words that indicate that the information in question 38 is going to be discussed. For item 38, this occurs in paragraph B. In the middle of the paragraph you read: "... the popular concept of tourism is that ...". But to

understand the entire point you will have to read the whole paragraph and take the gist. This is best summarised in the second sentence of the paragraph: "It is one manifestation of how work and leisure are organised as separate and regulated spheres of social practice in "modern" societies.' So the answer to question 38 is D.

- Go on to item 39 and repeat this procedure.

Question	Answer	Location of answer in text
38	D	"It is one manifestation of how work and leisure are organised as separate and regulated spheres ..."
39	B	"Such anticipation is constructed and sustained through a variety of non tourist practices, such as film TV ..."
40	F	"The viewing of these tourist sites often involves ... a much greater sensitivity to visual elements of landscape or townscape than is normally found in daily life ."
41	H	"... the mass tourist travels in guided groups and finds pleasure in inauthentic, contrived attractions ..."

PRACTICE TEST 3

LISTENING

Section 1

- 1 B
- 2 D
- 3 C
- 4 A
- 5 Richard Lee (*must have correct spelling of "Lee" and capitals*)
- 6 30 Enmore Road (*must have correct spelling and capitals*)
- 7 Newport (*must have correct spelling and capital "N"*)
- 8 Architecture
- 9 LJX 058K
- 10 Ford
- 11 C
- 12 (on the) (front) window/windscreen

Section 2

- 13 November 1991
- 14 (historic) ships
- 15 green arrows
- 16 information desk
- 17 stairs to climb//lots of stairs
- 18 every hour
- 19 Captain Cook
- 20 the sea
- 21 Australian artists/painters
- 22 \$70
- 23 souvenirs

Section 3

- 24 B
- 25 C
- 26 D
- 27 A
- 28 law has changed//law changes//changes in law
- 29 (powerful) computer programs
- 30 from home (computer)
- 31 hotels/hotel beds/rooms
- 32 hire cars

Section 4

- 33 displays//products//displays and products
- 34 (hidden) TV cameras
- 35 recorder//recording
- 36 "Spaceman"
- 37 position//shelf//spot//place
- 38 walk (straight/right) past // ignore//pass
- 39 at eye level//near customers' eyes
- 40 hotspots
- 41 special offers
- 42 chocolates

READING

READING PASSAGE 1 Spoken corpus comes to life

Questions	Task	Skills tested
1-6	Paragraph headings	<ul style="list-style-type: none"> detailed reading identifying main ideas/themes/topics understanding gist
7-11	Labelling a diagram	<ul style="list-style-type: none"> locating specific information understanding a process understanding paraphrase distinguishing examples from main ideas
12	Global multiple choice	<ul style="list-style-type: none"> identifying the overall intention of the writer

Questions 1-6

Question	Answer
1	vi
2	ii
3	x
4	viii
5	iv
6	ix

Questions 7-11

Suggested approach

- Read the task rubric carefully.
- Note that you must use a maximum of three words but that these do not have to be taken from the passage. Note also that you need to focus on particular paragraphs.
- Scan the diagram carefully and make sure you understand it. You have already read the passage once so you should realise that the diagram summarises most of the information in the passage.
- Look at item 7. This box describes an input into the Language Activator that is not part of the Spoken Corpus. Skim through the passage to find out what other kind of information is going into the Language Activator.
- The answer occurs at the beginning of paragraph C although it is helpful to read paragraph B too. An existing written corpus has been used.

- Repeat this procedure with the rest of the questions.

Question	Answer	Location of answer in text
7	existing	“This has been the basis — along with the company”’s existing written corpus ...”
8	(related) phrases	“... key words ... are followed by related phrases ...”
9	meanings //forms	gist of paragraph D
10	spoken// real//oral	“... written English works in a very different way to spoken English.”
11	noise// pauses// noises and pauses	“It also reveals the power of the pauses and noises we use to play for time, convey emotion doubt and irony.”
12	B	

READING PASSAGE 2 Moles happy as homes go underground

Questions	Task	Skills tested
13-20	Paragraph headings	<ul style="list-style-type: none"> • detailed reading • identifying main ideas/themes/topics • understanding gist
21-26	Sentence completion	<ul style="list-style-type: none"> • skimming for factual information • understanding description • understanding paraphrase

Question 13-20

Question	Answer
13	xi
14	ix
15	viii
16	v
17	i
18	vii
19	iii
20	iv

- Read question 21 again remembering that you have to complete the sentence using a grammatically correct form of the answer. In this case, “sell quickly” is the best answer.
- Repeat this procedure with items 22-26.

Questions 21-26

Suggested approach

- Read the task rubric carefully. Note that you must use a maximum of three words for each answer, but that these do not have to be taken from the passage.
- You can take a straightforward approach to this set of questions as the items are not dependent upon each other.
- Read question 21 and note that you need to complete the sentence with the *reason why* developers prefer mass-produced housing.
- Skim through the text for a reference to *developers* and/or *mass produced housing*.
- This information is located in paragraph F. Here you will read the sentence: “In Europe the obstacle has been conservative local authorities and *developers* who prefer to ensure quick sales with conventional *mass produced housing*.”
- From this sentence you can understand that the reason why they prefer such housing is because it sells quickly.

Question	Answer	Location of answer in text
21	sell (more) quickly	“In Europe the obstacle has been ... developers who prefer to ensure quick sales with conventional mass-produced housing.”
22	(South Limberg) planners	“... the Dutch development was greeted with undisguised relief by South Limburg planners ...”
23	(road/noise) embankments	“It was ... Hurkmans who hit on the idea of making use of noise embankments ...”
24	Olivetti employees	“... the Olivetti centre in Ivrea ... forms a house/hotel for Olivetti employees.”
25	adapt to	gist of paragraph H cued by “Not everyone adapts so well ...”
26	his bakery business//a cool room	“Their home evolved when he dug a cool room for his bakery business in a hill he had created.”

READING PASSAGE 3 *A workaholic economy*

Questions	Task	Skills tested
27-32	Yes, No, Not Given	<ul style="list-style-type: none"> • skimming for detailed information • understanding gist and paraphrase • identifying attitude and opinion
33-34	Multiple choice	<ul style="list-style-type: none"> • skimming for information • identifying opinion • understanding paraphrase • distinguishing between main and supporting points
35-38	Selecting factors	<ul style="list-style-type: none"> • skimming for specific information • making inferences • understanding paraphrase

Questions 27-32

Suggested approach

- Read the task rubric carefully. Note that you have to make a judgement about the writer’s views.
- Note, also, the difference between NO (which *contradicts* the writer’s views) and NOT GIVEN (which means that the writer doesn’t mention this at all).
- Read question 27. You have to decide whether the writer states that employees have fewer working hours today (compared with the past).
- Skim through the passage to see if you can come across this information or any contradictory information.
- The first paragraph states that working hours were reduced after the industrial revolution. However in the second paragraph, the writer states that “... working hours have increased noticeably since 1970 ...” and if you read on this fact is reiterated. So the statement (Q27) actually says the opposite of what the writer says. The answer to question 27 is therefore NO.
- Go on to item 28 and repeat this procedure.

Question	Answer	Location of answer in text
27	NO	“... working hours have increased noticeably since 1970 ...”
28	NOT GIVEN	
29	YES	“... real wages have stagnated since that year (1970).”
30	NO	“... the current economic recovery has gained a certain amount of notoriety for its «jobless» nature.”
31	YES	“She cites ... studies that show increased productivity for part time workers ...”
32	NOT GIVEN	

Questions 33-38

Question	Answer
33	C
34	A
35	B
36	D in
37	F any
38	G order

PRACTICE TEST 4

LISTENING

Section 1

- 1 C
- 2 A
- 3 B
- 4 D
- 5 D
- 6 Julia Perkins (*must be correct spelling with capital letters*)
- 7 15 Waratah Road (*must be correct spelling of Waratah with capital letter*)
- 8 Brisbane (*must have capital letter*)
- 9 to be advised//not connected//no phone//none (*blank not acceptable*)
- 10 first year Law (*must have all three words*)
- 11 C
- 12 D

Section 2

- 13 Hope Street (*must have capitals*)
- 14 evidence
- 15 passport
- 16 current/student (account)
- 17 chequebook
- 18 withdraw//draw (out)//take out
- 19 directly from//right out of
- 20 permission of/from bank
- 21 4.30 pm or/to 5 pm

Section 3

- 22 300 million
- 23 paper clips
- 24 magazine pages//pieces of paper//pages
- 25 three times
- 26 thicker
- 27 label
- 28 (a) dome
- 29 flange (*correct spelling*)
- 30 25%
- 31 scored opening

Section 4

- 32 a university lecture
- 33 Sports Studies (programme)
- 34 management
- 35 top athletes
- 36 makes winners//makes them/people win
- 37 market forces
- 38 (other) leisure activities
- 39 entertainment//to be entertained
- 40 exercise science
- 41 fitness testing//body measurements
- 42 cellular research//cellular change//body cells

READING

READING PASSAGE 1 Glass

Questions	Task	Skills tested
1-5	Paragraph headings	<ul style="list-style-type: none"> • reading for detail • identifying main ideas/themes/topics • understanding gist
6-8	Labelling a diagram	<ul style="list-style-type: none"> • following a description of a process
9-13	Classification	<ul style="list-style-type: none"> • skimming/scanning for specific information • understanding gist and paraphrase

Questions 1-5

Suggested approach

- Read the task rubric carefully. You have to decide which heading best fits each paragraph in the passage.
- Read paragraph A and look at the example.
- Skim through the list of paragraph headings to familiarise yourself with them.
- Read paragraph B and underline parts that are relevant to the main focus of the paragraph.
- Paragraph B begins “On the horizon” suggesting that it is going to discuss a future use of glass. It goes on to discuss fibre optics and how they could be used in the future to improve optical instruments. Phrases such as “could function hundreds of times faster” and “the surge in fibre optic use” all indicate that this paragraph is about “Exciting innovations in fibre optics”. So **viii** is the heading for paragraph B.
- Go on to paragraph C.
- If you think there is more than one possible heading for a paragraph, re-read the paragraph and try to decide which heading is most appropriate.
- If you cannot decide go on to the next paragraph — you can come back to any questions that you can’t do, later.

Question	Answer	Focus of paragraphs
1	viii	The future of fibre optics and the excitement felt about this.
2	i	The increase in trade for glass artists.
3	ix	The impact of a machine for glass objects made in 1920.
4	iii	Reasons why glass is so easy to shape.
5	vi	The future with glass for designers of buildings and homes.

Questions 6-13

Question	Answer
6	molten glass//ribbon of glass//molten glass ribbon
7	belt of steel//steel belt//moving belt
8	(lightbulb) moulds
9	A
10	B
11	A
12	C
13	A

READING PASSAGE 2 *Why some women cross the finish line ahead of men*

Questions	Task	Skills tested
14-19	Identifying paragraphs	<ul style="list-style-type: none"> • skimming for detailed information • understanding paraphrase and summary
20-23	Matching	<ul style="list-style-type: none"> • skimming/scanning for speakers and information • understanding gist and paraphrase
24-27	Short-answer questions	<ul style="list-style-type: none"> • skimming for specific information • identifying question focus

Questions 14-23

Question	Answer
14	E
15	G
16	A
17	C
18	F
19	D
20	A
21	S
22	M
23	S

Questions 24-27

Suggested approach

- Read the task rubric carefully. Note that you must use a maximum of three words for each answer.
- You can take a straightforward approach to this set of questions.
- Read question 24. Note that it makes reference to the annual survey.
- Skim through the text until it discusses an annual survey. This is in paragraph D.
- Look for a comment on changing numbers of female managers or directors. In the text the survey is quoted as showing a “doubling of the numbers”. Thus the *change* referred to in the question is the fact that the numbers have doubled.
- Read the question again to make sure you give a grammatically appropriate answer. In this

case, the best answer would be “it has doubled” although “double” alone would be acceptable because it is an understandable response to the question.

- Repeat this procedure with questions 25 to 27.

Question	Answer	Location of answer in text
24	(it has) double(d)// doubling	“This year the survey shows a doubling of the number of women serving as non-executive directors ...”
25	de-layering	“Sears said that this (de-layering) has halted progress for women ...”
26	demographic trends	“Demographic trends suggest that the number of women going into employment is steadily increasing.”
27	employers	“Until there is a belief among employers until they value the difference nothing will change.”

READING PASSAGE 3

Population viability analysis

Questions	Task	Skills tested
28-31	Yes, No, Not Given	<ul style="list-style-type: none"> •skimming for detailed information • understanding gist and paraphrase • identifying opinion
32-35	Matching (processes to paragraphs)	<ul style="list-style-type: none"> • detailed reading • identifying main and supporting points • understanding gist and paraphrase
36-38	Sentence completion	<ul style="list-style-type: none"> • skimming for information • understanding paraphrase
39	Global multiple choice	<ul style="list-style-type: none"> • understanding the overall theme of the passage

Questions 28-31

Question	Answer
28	YES
29	NO
30	NO
31	NOT GIVEN

Questions 32-35

Suggested approach

- Read the task rubric carefully. Note that these questions are based on Part B of the reading passage. You will have to decide which paragraphs in this part cover which processes.
- Note that there are two extra processes which are not described. The extra processes will be close to the correct answers but not correct. Read the text carefully so that you do not fall into any traps.
- Read through the list of processes to familiarise yourself with them.
- Read paragraph A carefully, noting any sections that relate to the processes described in **i - vi**.
- Paragraph A states that survival of a species is largely a “matter of chance” and that not all animals produce young at the same rate. The meaning of this paragraph can therefore be glossed as “the haphazard nature of reproduction” and **vi** is the correct answer to question 32.
- Repeat this procedure with questions 33-35.

Question	Answer	Focus of paragraph
32	vi	The fluctuation in reproduction rates.
33	iii	The problems of having a small or unequal number of one sex.
34	i	The effect on survival of an animal’s ability to adapt to changes and therefore avoid extinction.
35	ii	The fluctuating environment in Australia, e.g. fire, flood and drought.

Questions 36-39

Question	Answer
36	will/may not survive//will/may/could become extinct
37	locality//distribution
38	logging takes place/occurs
39	B

GENERAL TRAINING

READING MODULE

PART 1

Questions	Task	Skills tested
1-4	Matching (pictures to text)	<ul style="list-style-type: none"> • detailed understanding of a section of text • understanding description of parts and their uses • identifying pictorial representation of text
5-8	Short-answer questions	<ul style="list-style-type: none"> • skimming for specific information • understanding description/characteristics • understanding paraphrase
9-14	Multiple choice	<ul style="list-style-type: none"> • skimming/scanning for specific information • understanding paraphrase • distinguishing between main and supporting points

Questions 1-8

Question	Answer
1	D
2	A
3	C
4	E
5	distilled (water)
6	the (type of) fabric
7	turn up/increase temperature
8	calcium deposits//furring up

Although all the other options are possible, only C is stated in the text.

- Repeat this procedure with questions 10-14.

Question	Answer	Location of answer in text
9	C	“Requests for particular seats can be made on most coach breaks when booking ...”
10	D	“... air or boat tickets may have to be retained and your driver or courier will then issue them to you at the relevant point.”
11	C	“If you require a special diet you must inform us at the time of booking ...”
12	A	“Other coach breaks have a limited number of rooms with private facilities ... the supplementary charge shown in the price panel will be added to your account.”
13	B	“The ... entertainment ... could be withdrawn if there is a lack of demand ...”
14	B	“... a small holdall can also be taken on board the coach.”

Questions 9-14

Suggested approach

- Read the task rubric carefully. Only one option (A-D) is correct in each case.
- Read question 9 and the four options.
- Scan the headings in the text to see if any of them are about *seating* on the coach. The section entitled “Seat Allocation” refers specifically to this.
- Skim through that section of the text and find out what you have to do if you want to sit at the front of the coach.
- This paragraph focuses entirely on the importance of booking early if you want a particular seat. So the answer to question 9 is C.

PART 2

Questions	Task	Skills tested
15-21	Matching (requirements to clubs)	<ul style="list-style-type: none"> • skimming/scanning for specific information • understanding paraphrase • making inferences
22-29	True, False, Not Given	<ul style="list-style-type: none"> • skimming/scanning for specific information • distinguishing between what is clearly stated and what is not stated. • understanding paraphrase and gist

Question 15-21

Question	Answer
15	E
16	D
17	A
18	E
19	A
20	B
21	F

Question	Answer	Location of answer in text
22	T	“long and short stays welcomed”
23	F	“You can join the Club ... for up to one year at a time.”
24	NG	
25	T	Gist of last part of Membership section.
26	T	“Thanks to the support of STA travel ... International Students House now provides the services of an International Students Adviser.”
27	NG	
28	NG	
29	F	“... the club will be offering reduced accommodation rates for students wishing to spend a few days in London over Christmas.”

Questions 22-29

Suggested approach

- Read the task rubric carefully. Note that you have to make a judgement about the list of statements.
- Note the difference between information that is false (i.e. the passage says the opposite) and information that is not given (i.e. not stated in the passage at all).
- Read question 22. This statement is about overnight accommodation.
- Scan the paragraph headings for a reference to accommodation. The first heading is “Accommodation”
- Skim through this section of the text to see if there is any information about how long you can stay at the club for. At the end of the section it states: “long and short stays welcomed”. So the answer to question 22 is True.
- Repeat this procedure with questions 23-29.

PART 3

Questions	Task	Skills tested
30-36	Summary completion	<ul style="list-style-type: none"> • skimming for information • understanding paraphrase • rewording text
37-41	Flow chart completion	<ul style="list-style-type: none"> • skimming for specific information • following a process • summarising ideas

Questions 30-36

Suggested approach

- Read the task rubric carefully.. You have to complete the summary by filling in the spaces with *words from the passage*. The words must fit in meaning and also be grammatically correct.
- Read the summary to familiarise yourself with it. It may be possible to find words without reading the original text, but if you do this you may pick words which are not in the text, in which case your answer will be *incorrect*. So you must look for a word within the passage which has the right meaning and which is the correct part of speech for the space.
- Read the first item in the summary.
- Look at the text and see if you can find the same information there. For item 30, the first sentence discusses the qualities of paper that make it different from other waste products. The text states that paper comes from a “sustainable resource”. So “sustainable” is a correct answer.
- Sometimes there are alternative answers that are correct in this type of question. For item 30, “replaceable” is also a possible answer because it says a little further on in the text, “trees are replaceable”.
- Note however that “renewable” is not an acceptable answer because although it is a synonym and makes sense, it is not in the original text.

Question	Answer	Location of answer in text
30	sustainable//replaceable	“Paper ... comes from a sustainable resource ...”
31	biodegradable	“Paper is also biodegradable, so it does not pose as much threat to the environment when it is discarded.”
32	virgin fibre//pulp	“... the rest comes directly from virgin fibre ...”
33	governments //the government	“Governments have encouraged waste paper collection and sorting schemes ...”
34	advances	“... advances in the technology required to remove ink ...”
35	quality	“We need to accept a change in the quality of paper products”
36	contaminants	“... it also needs to be sorted from contaminants

Questions 37-41

Question	Answer
37	offices
38	sorted
39	(re)pulped
40	de-ink/remove ink//make white
41	refined

WRITING: MODEL ANSWERS**ACADEMIC WRITING MODULE***Practice Test 3, Writing Task 1*

You should spend about 20 minutes on this task.

The chart below shows the amount of money per week spent on fast foods in Britain. The graph shows the trends in consumption of fast-foods.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.

Model answer 165 words

The chart shows that high income earners consumed considerably more fast foods than the other income groups, spending more than twice as much on hamburgers (43 pence per person per week) than on fish and chips or pizza (both under 20 pence). Average income earners also favoured hamburgers, spending 33 pence per person per week, followed by fish and chips at 24 pence, then pizza at 11 pence. Low income earners appear to spend less than other income groups on fast foods, though fish and chips remains their most popular fast food, followed by hamburgers and then pizza.

From the graph we can see that in 1970, fish and chips were twice as popular as burgers, pizza being at that time the least popular fast food. The consumption of hamburgers and pizza has risen steadily over the 20 year period to 1990 while the consumption of fish and chips has been in decline over that same period with a slight increase in popularity since 1985.

Practice Test 3, Writing Task 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

News editors decide what to broadcast on television and what to print in newspapers. What factors do you think influence these decisions? Do we become used to bad news? Would it be better if more good news was reported?

You should write at least 250 words.

Use your own ideas knowledge and experience and support your arguments with examples and relevant evidence.

Model answer: 300 words

It has often been said that “Good news is bad news” because it does not sell newspapers. A radio station that once decided to present only good news soon found that it had gone out of business for lack of listeners. Bad news on the other hand is so common that in order to cope with it, we often simply ignore it. We have become immune to bad news and the newspapers and radio stations are aware of this.

While newspapers and TV stations may aim to report world events accurately, be they natural or human disasters, political events or the horrors of war, it is also true that their main objective is to sell newspapers and attract listeners and viewers to their stations. For this reason TV and radio stations attempt to reflect the flavour of their station by providing news broadcasts tailor-made to suit their listeners’ preferences. Programmes specialising in pop music or TV soap operas focus more on local news, home issues and up-to-date traffic reports. The more serious stations and newspapers like to provide “so called” objective news reports with editorial comment aimed at analysing the situation.

If it is true, then, that newspapers and TV stations are tailoring their news to their readers’ and viewers’ requirements, how can they possibly be reporting real world events in an honest and objective light? Many radio and TV stations do, in fact, report items of good news but they no longer call this news. They refer to these as human interest stories and package them in programmes specialising, for instance, in consumer affairs or local issues. Good news now comes to us in the form of documentaries the fight against children’s cancer or AIDS, or the latest developments in the fight to save the planet from environmental pollution.

GENERAL TRAINING WRITING MODULE*Writing Task 1*

You should spend about 20 minutes on this task.

You have had a bank account for a few years. Recently you received a letter from the bank stating that your account is \$240 overdrawn and that you will be charged \$70 which will be taken directly from your account. You know that this information is incorrect.

Write a letter to the bank. Explain what has happened and say what you would like them to do about it.

You should write at least 150 words.

You do **NOT** need to write your own address.

Begin your letter as follows:

Model answer 186 words

Dear Sir,

I am writing in reply to a letter I received from you a few days ago. In your letter you state that I am \$240 overdrawn and that you will be charging me \$70.

I would like to point out that the reason I am overdrawn is because of a mistake made by your bank. If you look through your records you will see that I wrote several weeks ago explaining the situation. For the last twelve months, I have been paying \$300 a month for a car I bought last summer. The monthly payments were taken directly from my bank account. However, two months ago I sold the car and I wrote to you instructing you to stop paying the monthly instalments. I received a letter from you acknowledging my request, but, for some reason, nothing was done about it. Another \$300 instalment has been paid this month and this is the reason why I am overdrawn.

I would like you to contact the garage where I bought the car explaining your error. I would also like you to ask them to return the money.

Yours faithfully,

P Stoft

Writing Task 2

You should spend about 40 minutes on this task.

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

We are becoming increasingly dependent on computers. They are used in businesses, hospitals, crime detection and even to fly planes. What things will they be used for in the future? Is this dependence on computers a good thing or should we be more suspicious of their benefits?

You should write at least 250 words.

Model answer 287 words

Computers are a relatively new invention. The first computers were built fifty years ago and it is only in the last thirty or so years that their influence has affected our everyday life. Personal computers were introduced as recently as the early eighties. In this short time they have made a tremendous impact on our lives. We are now so dependent on computers that it is hard to imagine what things would be like today without them. You have only got to go into a bank when their main computer is broken to appreciate the chaos that would occur if computers were suddenly removed world-wide.

In the future computers will be used to create bigger and even more sophisticated computers. The prospects for this are quite alarming. They will be so complex that no individual could hope to understand how they work. They will bring a lot of benefits but they will also increase the potential for unimaginable chaos. They will, for example, be able to fly planes and they will be able to co ordinate the movements of several planes in the vicinity of an airport. Providing all the computers are working correctly nothing can go wrong. If one small program fails — disaster.

There is a certain inevitability that technology will progress and become increasingly complex. We should, however, ensure that we are still in a position where we are able to control technology. It will be all too easy to suddenly discover that technology is controlling us. By then it might be too late I believe that it is very important to be suspicious of the benefits that computers will bring and to make sure that we never become totally dependent on a completely technological world.