

IELTS Study Contract

You must make a commitment to study English. Sign a contract with yourself. A contract is a promise. You should not break a contract, especially a contract with yourself.

- Print your name on the blank on the first line of the contract.
- On lines 5–9, write the amount of time you will spend each week studying English. Think about how much time you can study English every day and every week. Make your schedule realistic.

IELTS STUDY CONTRACT

I, _____, promise to study for the IELTS. I will begin my study with *Barron's Practice Tests for the IELTS*, and I will also study English on my own.

I understand that to improve my English I need to spend time on English.

I promise to study English _____ hours a week.

I will spend _____ hours a week listening to English.

I will spend _____ hours a week writing English.

I will spend _____ hours a week speaking English.

I will spend _____ hours a week reading English.

This is a contract with myself. I promise to fulfill the terms of this contract.

Signed _____

Date _____

- Sign your name and date the contract on the last line.
- At the end of each week, add up your hours. Did you meet the requirements of your contract?

Self-Study Activities

Here are some ways you can study English on your own. Check the ones you plan to try. Add some of your own ideas.

INTERNET-BASED SELF-STUDY ACTIVITIES

Listening

- _____ Podcasts on the Internet
- _____ News websites: ABC, BBC, CBS, CNN, NBC
- _____ Movies and TV shows in English
- _____ YouTube

Speaking

- _____ Use Skype to talk to English speakers

Writing

- _____ Write e-mails to website contacts
- _____ Write a blog
- _____ Leave comments on blogs
- _____ Post messages in a chat room
- _____ Use Facebook and MySpace

Reading

- _____ Read news and magazine articles online
- _____ Do web research on topics that interest you
- _____ Follow blogs that interest you

OTHER SELF-STUDY ACTIVITIES

Listening

- _____ Listen to CNN and BBC on the radio or on TV
- _____ Watch movies and TV shows in English
- _____ Listen to music in English

Speaking

- Describe what you see and what you do out loud
- Practice speaking with a conversation buddy

Writing

- Write a daily journal
- Write letters to an English speaker
- Make lists of the things you see every day
- Write descriptions of your family and friends

Reading

- Read newspapers and magazines in English
- Read books in English

EXAMPLES OF SELF-STUDY ACTIVITIES

Whether you read an article in a newspaper or a website, you can use that article in a variety of ways to practice reading, writing, speaking, and listening in English.

- Read about it.
- Make notes about it.
- Paraphrase, summarize, or write comments about it.
- Give a talk or presentation about it.
- Record or make a video of your presentation.
- Listen to or watch what you recorded. Write down your presentation.
- Find and correct your mistakes.
- Do it all again.

Plan a Trip

Go to www.concierge.com

Choose a city, choose a hotel, go to that hotel's website, and choose a room. Then choose some sites to visit (*reading*). Write a report about the city (*writing*). Tell why you want to go there. Describe the hotel and the room you will reserve. Tell what sites you plan to visit and when. Where will you eat? How will you get around?

Now write a letter to someone recommending this place (*writing*). Imagine you have to give a lecture on your planned trip. Make a video of yourself talking about this place (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another city, and do this again.

Shop for an Electronic Product

Go to www.cnet.com

Choose an electronic product and read about it (*reading*). Write a report about the product (*writing*). Tell why you want to buy one. Describe its features.

Now write a letter to someone recommending this product (*writing*). Imagine you have to give a talk about this product. Make a video of yourself talking about this product (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another product and do this again.

Discuss a Book or CD

Go to www.amazon.com

Choose a book or CD or any product. Read the product description and review (*reading*). Write a report about the product (*writing*). Tell why you want to buy one or why it is interesting to you. Describe its features.

Now write a letter to someone recommending this product (*writing*). Pretend you have to give a talk about this product. Make a video of yourself talking about this product (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another product and do this again.

Discuss Any Subject

Go to http://simple.wikipedia.org/wiki/Main_Page

This website is written in simple English. Pick any subject and read the entry (*reading*).

Write a short essay about the topic (*writing*). Give a presentation about it. Record the presentation (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another topic and do this again.

Discuss Any Event

Go to <http://news.google.com>

Google News has a variety of links. Pick one event and read the articles about it (*reading*).

Write a short essay about the event (*writing*). Give a presentation about it. Record the presentation (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another event and do this again.

Report the News

Listen to an English language news report on the radio or watch a news program on TV (*listening*). Take notes as you listen. Write a summary of what you heard (*writing*).

Pretend you are a news reporter. Use the information from your notes to report the news. Record the presentation (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then listen to another news program and do this again.

Express an Opinion

Read a letter to the editor in the newspaper (*reading*). Write a letter in response in which you say whether you agree with the opinion expressed in the first letter. Explain why (*writing*).

Pretend you have to give a talk explaining your opinion. Record yourself giving the talk (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then read another letter to the editor and do this again.

Review a Book or Movie

Read a book (*reading*). Think about your opinion of the book. What did you like about it? What didn't you like about it? Who would you recommend it to and why? Pretend you are a book reviewer for a newspaper. Write a review of the book with your opinion and recommendations (*writing*).

Give an oral presentation about the book. Explain what the book is about and what your opinion is. Record yourself giving the presentation (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then read another book and do this again.

You can do this same activity after watching a movie (*listening*).

Summarize a TV Show

Watch a TV show in English (*listening*). Take notes as you listen. After watching, write a summary of the show (*writing*).

Use your notes to give an oral summary of the show. Explain the characters, setting, and plot. Record yourself speaking (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then watch another TV show and do this again.

PART 1

ACADEMIC MODULE

PRACTICE TEST 1

PRACTICE TEST 2

PRACTICE TEST 3

PRACTICE TEST 4

PRACTICE TEST 5

PRACTICE TEST 6

NOTE TO GENERAL TRAINING MODULE TEST-TAKERS

If you are studying for the General Training Module Test, you will take the Listening and Speaking sections in the Academic Module Practice Tests. The Listening and Speaking sections are the same for all test takers. See the charts on page v for page numbers.

Academic Module Practice Test 1

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

LISTENING

TIME APPROX. 30 MINUTES

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the test pages.

At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet. (The answer sheet can be found on page 25.)

Do not remove the booklet from the examination room.

Information for Candidates

There are 40 questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–10
Section 2	Questions 11–20
Section 3	Questions 21–30
Section 4	Questions 31–40

ACADEMIC MODULE PRACTICE TEST 1

SECTION 1 QUESTIONS 1–10

CD 1
Track 2

Note

If you do not have access to an audio CD player, please refer to the audio-scripts starting on page 401 when prompted to listen to an audio passage.

Questions 1–4
Complete the schedule below.
Write **NO MORE THAN THREE WORDS** for each answer.

Example: <i>Subscribers</i>	Language School
Class Schedule	
Chinese	
Level: Advanced	
Days: 1 _____ evenings	
Japanese	
Level: 2 _____	
Days: Tuesday and Thursday mornings	
Level: 3 _____	
Days: Monday, Wednesday, and Friday mornings	
French	
Level: Intermediate	
Days: Friday 4 _____	

Questions 5–8
Complete the information below.
Write **NO MORE THAN ONE NUMBER** for each answer.

Tuition Information	
One week	5 \$ _____
Four weeks	6 \$ _____
Six weeks	7 \$ _____
Twelve weeks	8 \$ _____

Questions 9 and 10

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

- 9 Students can register for a class by visiting _____.
- 10 _____ is in charge of student registration.

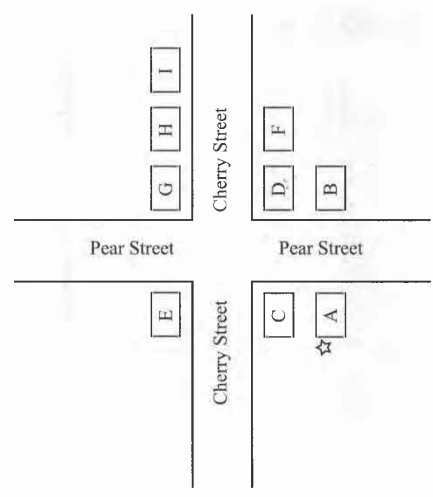
CD 1
Track 3

SECTION 2 QUESTIONS 11–20

Questions 11–15

Label the map below.
Write the correct letter, **A–J**, next to questions 11–15.

City Shopping District



- 11 Harbor¹ View Bookstore
12 Pear Café
13 Souvenir Store
14 Art Gallery
15 Harbor Park

¹ British: harbour

Questions 16–20

Complete the sentences below.
Write **ONE WORD ONLY** for each answer.

Harbor Park

- 16 The park was built in _____.
- 17 A _____ stands in the center² of the park.
- 18 Take the path through the _____.
- 19 In the middle of the garden is a _____.
- 20 A _____ takes you down to the harbor and a view of the boats.



SECTION 3 QUESTIONS 21–30

Questions 21–24

Complete the information about the archives.
Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Welcome to City Archives

The following people may use the archives:

- University students with a valid 21 _____
- City residents with payment of 22 _____
- All others: Special permission from the director is required.

Hours: _____

Days: 23 _____ through _____

Hours: 24 9:30 A.M. until _____ P.M.

Questions 25–30

What can be found on each floor¹ of the archives building?
Write the correct letter, A–G next to questions 25–30.

CITY ARCHIVES

- A nineteenth-century documents
- B maps
- C personal papers
- D photographs
- E books about the city
- F newspapers
- G information about the woolen² mill

Floor of the building

- 25 basement _____
- 26 ground floor _____
- 27 second floor _____
- 28 third floor _____
- 29 fourth floor _____
- 30 fifth floor _____



SECTION 4 QUESTIONS 31–40

Questions 31–33

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

Historical Uses of Wind Power	
Ancient China	Windmills were used to 31 _____
Ancient Persia	Farmers used wind power to 32 _____
The Netherlands	People used windmills to 33 _____

² British: centre

¹ In the United States, the ground floor is considered the first floor; the next floor up is the second floor, and so on.
² British: woollen

Questions 34–40

Complete the chart below.
Write **NO MORE THAN TWO WORDS** for each answer.

Wind Power

Advantages

Unlike oil and coal, wind power does not cause **34** _____.

There are limited supplies of oil and coal, but wind is a **35** _____.

It **36** _____ to generate electricity with the wind.

Wind turbines do not take up much land.

Disadvantages

The cost of the initial investment is high.

The **37** _____ of the wind is not constant.

Wind turbines are usually located far from **38** _____.

Wind turbines may spoil **39** _____.

Wind turbines are as **40** _____ as a high-speed car.

Take ten minutes to transfer your answers onto the Answer Sheet on page 25.

¹ British table

Academic Module Practice Test 1

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet. (The answer sheet can be found on page 26.)

Do not remove the booklet from the examination room.

Information for Candidates

There are **40** questions on this question paper.
The test is divided as follows:

Reading Passage 1	Questions 1–13
Reading Passage 2	Questions 14–26
Reading Passage 3	Questions 27–40

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

Odonata

Odonata is the order of insects that includes dragonflies and damselflies. To the human eye, their shining colors¹ and delicate-looking wings make them beautiful creatures to behold. In the natural world, however, they are fearsome predators. Dragonflies and damselflies get their name from the powerful serrated jaws they use to tear apart their prey. The word *odonata* means “toothed jaw.”

Dragonflies and damselflies are often confused with each other because they are very similar. Close observation reveals the differences between them. The most obvious difference is the way they hold their wings while at rest. Dragonflies hold their wings out to the side while damselflies fold their wings back. Dragonflies have very large eyes that seem to cover the entire face because they are so close together that they touch each other. Damselflies’ eyes are smaller, and there is a space between them. Dragonflies are larger and stronger animals than damselflies and fly longer distances. Thus, they can be found in woods and fields away from the water. Damselflies are not such strong fliers and are most often seen around the edges of ponds and streams since they do not normally fly far from the water.

The largest odonata living today are the Hawaiian endemic dragonfly and the Central American damselfly, each of these species having a wingspan of 19 centimeters. The smallest is the libellulid dragonfly, native to east Asia, with a wingspan of just 20 millimeters. Fossils have been discovered that prove that dragonflies have been in existence for over 300 million years. The largest dragonfly fossil ever found belongs to the now-extinct *meganaura monyi*, which lived 300 million years ago and had a wingspan of 75 centimeters. This giant was a fearsome predator indeed, which feasted on small amphibians as well as on other insects.

Dragonflies and damselflies both lay their eggs on or just below the surface of the water in a pond or stream. Some species lay their eggs on the stem of an aquatic plant. The babies emerge from the eggs in the form of nymphs. They live underwater, breathing through gills and preying upon water insects, tadpoles, small fish, and even other nymphs. They hunt by hiding in the shadows at the bottom of a pond or stream, waiting for prey animals to swim by. They have a special lip that they can extend far forward in order to grab their prey when it comes close. Depending on the species, they live this way for several months or even several years. As the nymph grows, it sheds its skin several times. Finally, it leaves the water and sheds its skin one last time. The adult emerges, ready to live the next few weeks or months on land and in the air. The adults do not live for more than four months, and many species live as adults for only a few weeks.

¹ British: colours

Academic Module—Practice Test 1

The exceptional visual abilities and flying skills of dragonflies and damselflies make them very adept hunters. Their special eyes give them a nearly 360-degree field of vision, and they can detect even the smallest movement or flash of light caused by other flying insects. They have two sets of wings that can move independently of each other. This gives them great maneuverability¹ in the air, which is important to these creatures because they catch their prey while flying. They can hover, make sharp turns, and fly backward. Some species of dragonflies can fly 60 kilometers an hour or more. Their prey consists of flying insects such as mosquitoes, deerflies, smaller dragonflies, and butterflies and moths. One species of dragonfly takes spiders out of their webs.

Bloodthirsty predators that they are, dragonflies and damselflies are prey for other animals in their turn. The nymphs are eaten by fish, frogs, toads, and other aquatic creatures. In the adult stage, they are hunted by birds, frogs, and larger dragonflies and damselflies. They might also be caught in a spider’s web. What goes around comes around.

Questions 1–6

Which of the facts below are true of dragonflies, and which are true of damselflies, according to the information in the passage? On lines 1–6 on your answer sheet, write:

- A if it is a fact about dragonflies only
- B if it is a fact about damselflies only
- C if it is a fact about both dragonflies and damselflies

- 1 They have sawlike jaws.
- 2 They hold their wings on their backs while resting.
- 3 Their eyes have a gap between them.
- 4 They can be seen in fields at a distance from ponds and streams.
- 5 The largest species has a wingspan of 19 centimeters.
- 6 The largest fossil has a wingspan of 75 centimeters.

¹ British: maneuverability

Questions 7–13

Complete the notes about the life cycle of *odonata* below. Choose your answers from the box below and write the correct letters, A–K, on lines 7–13 on your answer sheet.

- The eggs are laid 7 _____ . The young dragonflies and damselflies, called 8 _____ , live underwater for a few 9 _____ . They eat small water animals, catching their food 10 _____ . When they are almost fully grown, they leave the water. The adults live for only a few 11 _____ . They are skillful! 12 _____ and catch their prey 13 _____ .

- A in the air
 B with their lips
 C tadpoles
 D fliers
 E near the water's surface
 F nymphs
 G at the bottom of a pond
 H months or years
 I weeks or months
 J swimmers
 K with their wings

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

History of Fire Fighting and Prevention

More than two thousand years ago, Roman emperor Augustus organized² a group of watchmen whose job was mainly to look out for fires and sound an alarm in the event of one. For many centuries that followed, fire equipment was limited to buckets of water that got passed from person to person. The ax³ was

¹ British: skilful

² British: organised

³ British: axe

Academic Module—Practice Test 1

later found to be a useful tool both for removing fuel in large fires and for opening holes to allow smoke and flames to escape from burning buildings. Watchmen also learned to create firebreaks with long hooked poles and ropes in order to pull down structures that provided fuel for a fire. In 1066, in order to reduce the risk of fire in thatched-roof houses, King William the Conqueror made a ruling: Citizens had to extinguish their cooking fires at night. His term *couvre-feu*, meaning “cover fire,” is the origin of the modern day term *curfew*, which no longer carries a literal translation.

The event that had the largest influence in the history of fire fighting was the Great Fire of London in 1666. The devastating blaze originated at the King's Bakery near the London Bridge. At the onset, Lord Mayor Bludworth showed little concern for the fire, assuming it would extinguish itself before he could organize a group of men to attend to it. However, the summer of 1666 had been uncharacteristically hot and dry, and the wooden houses nearby caught fire quickly. Within a short time, the wind had carried the fire across the city, burning down over 300 houses in its path. Although the procedure of pulling down buildings to prevent a fire from spreading was standard in Britain, the mayor grew concerned over the cost it would involve to rebuild the city and ordered that the surrounding structures be left intact. By the time the king ordered the destruction of buildings in the fire's path, the fire was too large to control. It was not until the Duke of York ordered the Paper House to be destroyed in order to create a crucial firebreak that the London fire finally began to lose its fuel.

When it became clear that four-fifths of the city had been destroyed by the fire, drastic measures were taken in London to create a system of organized fire prevention. At the hands of architects such as Christopher Wren, most of London was rebuilt using stone and brick, materials that were far less flammable than wood and straw. Because of the long history of fires in London, those who could afford to build new homes and businesses began to seek insurance for their properties. As insurance became a profitable business, companies soon realized¹ the monetary benefits of hiring men to extinguish fires. In the early years of insurance companies, all insured properties were marked with an insurance company's name or logo. If a fire broke out and a building did not contain the insurance mark, the fire brigades were called away and the building was left to burn.

The British insurance companies were largely responsible for employing people to develop new technology for extinguishing fires. The first fire engines were simple tubs on wheels that were pulled to the location of the fire, with water being supplied by a bucket brigade. Eventually, a hand pump was designed to push the water out of the tub into a hose with a nozzle. The pump allowed for a steady stream of water to shoot through a hose directly at the fire source. Before long, companies began to utilize water pipes made from hollowed tree trunks that were built under the roadway. By digging down into the road, firemen could insert a hole into the tree-trunk pipe and access the water to feed into the pump.

¹ British: realised

Fire fighting became a competitive business, as companies fought to be the first to arrive at a scene to access the water pipes. After a series of fires destroyed parts of London, fire-fighting companies were forced to reconsider their intentions. By the eighteenth century, fire brigades began to join forces, and in 1833 the Sun Insurance Company along with ten other London companies created the London Fire Engine Establishment. In 1865, the government became involved, bringing standards to both fire prevention and fire fighting and establishing London's Metropolitan Fire Brigade. Though the firemen were well paid, they were constantly on duty and thus obliged to call their fire station home for both themselves and their families.

New technology for fighting fires continued to develop in both Europe and the New World. Leather hoses with couplings that joined the lengths together were hand-sewn in the Netherlands and used until the late 1800s, when rubber hoses became available. The technology for steam engine fire trucks was available in Britain and America in 1829, but most brigades were hesitant to use them until the 1850s. It was the public that eventually forced the brigades into putting the more efficient equipment to use. In the early 1900s, when the internal-combustion engine was developed, the trucks became motorized.¹ This was a timely advancement in fire-fighting history, as World War I put added pressure on brigades throughout the world.

Questions 14–20

Complete the chart below.

Use **NO MORE THAN THREE WORDS** from the text for each answer. Write your answers on lines 14–20 on your answer sheet.

Cause	Effect
Men used poles and ropes to pull down buildings near a fire.	The fire did not have 14 _____
Thatched-roof houses burn down easily.	The King ordered people to 15 _____ their fires nightly.
At the time of the Great Fire of London, the weather was 16 _____.	The fire spread quickly.
The Mayor of London thought it would be too expensive to 17 _____.	He told people not to pull down buildings in the fire's path.
The Great Fire destroyed most of London.	People built new buildings out of 18 _____.
There had been many 19 _____ in London over time.	People started to buy insurance to protect their homes.
Insurance companies did not want to pay for rebuilding clients' houses destroyed by fire.	Insurance companies hired men to 20 _____.

¹ British: motorised

Questions 21–23

Choose the correct letters, A–C, and write them on lines 21–23 on your answer sheet.

- 21 The first fire engines
- A carried water to the site of the fire.
 - B used hand pumps.
 - C had very long hoses.
- 22 In 1865,
- A London was destroyed by a series of fires.
 - B fire brigades began to join forces.
 - C the Metropolitan Fire Brigade was established.
- 23 Firemen who worked for the Metropolitan Fire Brigade
- A earned low salaries.
 - B lived at the fire station.
 - C were not allowed to marry.

Questions 24–26

Do the following statements agree with the information in the reading passage? On lines 24–26 on your answer sheet, write:

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

- 24 Leather hoses for fire fighting were made by machine.
- 25 Steam engine fire trucks were used until the early 1900s.
- 26 Fires caused a great deal of damage in London during World War I.

READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

The Luddites

The term *Luddite* is used to refer to a person who is opposed to new technology. The word derives from the name Ned Ludd, a man who may or may not have actually existed. The original Luddites were textile workers in early nineteenth-century England who protested changes brought on by the industrial revolution. These weavers made lace and stockings by hand, carrying out their craft independently in their homes according to traditional methods. In the 1800s, automated power looms and stocking frames were introduced, radically changing the traditional work system. Weavers' work was moved from individual homes to factories; individuals could not afford to buy the new machines for themselves. The new machines were not difficult to run. They could be operated by unskilled workers and turned out an inferior product, but they produced large quantities cheaply, which was the aim of the new factory owners. The makers of finely crafted, handmade textiles could not compete with the new machines. Instead of continuing their tradition as skilled, independent workers, they would have to go to work in factories for low wages.

The industrial revolution was happening everywhere. In the textile-producing towns of England, workers focused on the new weaving machines as the source of their troubles. The height of Luddite activity occurred in the years 1811–1812. Groups of men, often in disguise, would arrive at a factory and make demands for higher wages and better working conditions. If these demands were not met, the group retaliated by smashing the factory machines. These groups often claimed that they were working under the command of General Ned Ludd, and thus came to be called Luddites.

Who was Ned Ludd? Rumors¹ about this mysterious person abounded. He came to be associated with that traditional champion of the poor, Robin Hood. The original Luddite activity was centered² around Nottingham, and many said that Ned Ludd hid out in nearby Sherwood Forest, just as the legendary Robin Hood had. According to another tradition, Ned Ludd was a weaver who had accidentally broken two stocking frames, and from that, came to be the one blamed any time an expensive piece of weaving equipment was damaged. Whoever Ned Ludd may or may not have been, riots protesting the new factories were carried out in his name throughout England's textile-producing region.

Workers' families suffered as wages fell and food prices rose. There were food riots in several towns, and Luddite activity spread. In the winter of 1812, the

Frame-Breaking Act was passed, making the destruction of factory equipment a crime punishable by death. The government sent thousands of troops into areas affected by the riots. In the spring of that year, several factory owners were killed during Luddite riots, and a number of textile workers died as well. Following one of the largest incidents, when rioters set fire to a mill in Westhoughton, four rioters, including a young boy, were executed. In another incident that spring, a group of over a thousand workers attacked a mill in Lancashire with sticks and rocks. When they were beaten back by armed guards protecting the mill, they moved to the mill owner's house and burned it down. The wave of violence resulted in a crack down by the government. Suspected Luddites were arrested and imprisoned, and many of them were hanged.

By the summer of 1812, Luddite activity had begun to die down, although there continued to be sporadic incidents over the next several years. In 1816, a bad harvest and economic downturn led to a small revival of rioting. In June of that year, workers attacked two mills, smashing equipment and causing thousands of dollars worth of damage. Government troops were brought in to stop the violence. In the end, six of the rioters were executed for their participation. However, rioting never again reached the levels it had in 1811 and 1812.

The Luddites were short-lived, but they left an impressive mark. They were responsible for destroying close to one thousand weaving machines during the height of their activity in 1811–1812, as well as burning down several factories. Beyond the physical damage, however, they left their mark in people's minds. The famed English novelist Charlotte Brontë set her novel *Sirley* in Yorkshire at the time of the riots. This novel is still widely read today. In our present time of rapid technological change, people who are concerned about the pace of technological advance often call themselves Neo-Luddites. Although the responses to it may differ, concern about the changes brought on by technology continues.

Questions 27–32

Match each cause in List A with its effect in List B. Write the correct letter, A–H, on lines 27–32 on your answer sheet. There are more effects in List B than you will need, so you will not use them all.

List A Causes

- 27 The new weaving machines were expensive to buy.
- 28 The new weaving machines were easy to operate.
- 29 Workers' demands for better pay and conditions were not met.
- 30 Rioting spread to many towns.
- 31 A law was passed against destroying factory equipment.
- 32 Economic conditions worsened in 1816.

¹ British: rumours

² British: centred

List B Effects

- A Troops were sent into the area.
- B Weavers stopped working at home and went to work in factories.
- C Rioters often wore disguises.
- D Workers destroyed factory equipment.
- E Many rioters were hanged.
- F Charlotte Brontë wrote a novel about the Luddites.
- G Prices went up, and salaries went down.
- H Factory owners did not need to hire skilled weavers.
- I Luddite rioting resumed for a short while.
- J People compared Ned Ludd to Robin Hood.

Questions 33–40

Do the following statements agree with the information given in the passage? On lines 33–40 on your answer sheet, write:

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

- 33 A Luddite is a person who resists new technology.
- 34 Before the nineteenth century, weavers made lace by hand.
- 35 Factory owners as well as workers died as a result of Luddite rioting.
- 36 The Luddite movement did not spread beyond England.
- 37 Nobody knows for certain who Ned Ludd was.
- 38 Worker protests during the economic downturn of 1816 were nonviolent.
- 39 Luddite activity lasted for many years.
- 40 Neo-Luddites do not use computers.

Academic Module
Practice Test 1

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM

ACADEMIC WRITING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

All answers must be written on the separate answer booklet provided. (Answer sheets can be found beginning on page 27.)

Do not remove the booklet from the examination room.

Information for Candidates

There are 2 tasks on this question paper.

You must do **both** tasks.

Under-length answers will be penalized.¹

¹British: penalised

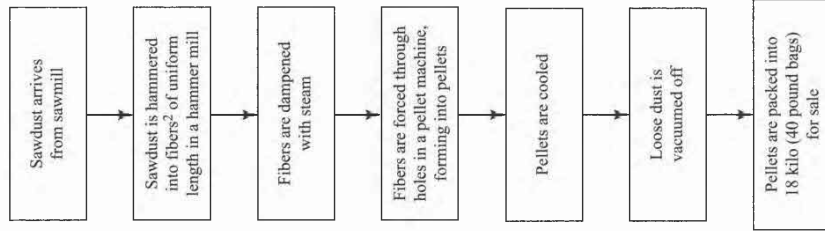
WRITING TASK 1

You should spend about 20 minutes on this task. Write at least 150 words.

The diagram below explains the process of making wood pellets, used to heat buildings.

Summarize¹ the information by selecting and reporting the main features, and make comparisons where relevant.

How Wood Pellets Are Made



Wood pellets manufactured by this process are suitable for use in both pellet stoves and pellet furnaces.

¹ British: Summarise

² British: fibres

WRITING TASK 2

You should spend about 40 minutes on this task. Write at least 250 words.

Write about the following topic:

Everybody should be allowed admission to university study programs' regardless of their level of academic ability.

To what extent do you agree or disagree with this statement? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

¹ British: programmes

SPEAKING

Examiner questions:

Part 1

- Describe the neighborhood¹ where you live.
 What do you like about living there?
 What do you dislike about your neighborhood?
 What kind of neighborhood would you like to live in?
 Do you like walking? Why or why not?
 Are there places you can walk near your house?
 Do people in your country like walking? Why or why not?
 What other kinds of exercise do you enjoy?

Part 2

Describe a friend who is important to you.

You should say:

The name of your friend

When and where you met this friend

What kinds of things you and this friend like to do together and explain why this friend is important to you

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

Part 3

- Generally, friendships are important to people?
 How can friends help each other?
 Do people spend more time with friends or with relatives?
 How do our friendships change as we grow older?

¹ British: neighbourhood**Answer Key****PRACTICE TEST 1—ACADEMIC MODULE****Listening**

- | | | | |
|-------------------------|---------------|----------------------------|------------------------|
| 1. Wednesday and Friday | 11. A | 21. identification card/ID | 31. pump water |
| 2. intermediate | 12. C | 22. an annual fee | 32. grind grain |
| 3. beginnings | 13. F | 23. Tuesday; Sunday | 33. drain lakes |
| 4. mornings | 14. H | 24. 8:30 | 34. pollution |
| 5. \$125 | 15. I | 25. D | 35. renewable resource |
| 6. \$410 | 16. 1876 | 26. A | 36. costs less |
| 7. \$575 | 17. statue | 27. F | 37. strength |
| 8. \$1,050 | 18. woods | 28. B | 38. cities |
| 9. the school office | 19. fountain | 29. G | 39. the scenery |
| 10. Mr. Lindsay | 20. staircase | 30. C | 40. noisy |

Reading

- | | | | |
|-------|----------------------|---------------|---------------|
| 1. C | 11. I | 21. A | 31. E |
| 2. B | 12. D | 22. C | 32. I |
| 3. B | 13. A | 23. B | 33. True |
| 4. A | 14. fuel | 24. No | 34. True |
| 5. C | 15. put out | 25. Yes | 35. True |
| 6. A | 16. hot and dry | 26. Not Given | 36. Not Given |
| 7. E | 17. rebuild the city | 27. B | 37. True |
| 8. F | 18. stone and brick | 28. H | 38. False |
| 9. H | 19. fires | 29. D | 39. False |
| 10. B | 20. extinguish fires | 30. A | 40. Not Given |

Answer Explanations

ACADEMIC MODULE—PRACTICE TEST 1

Listening

1. *Wednesday and Friday* evenings is when the advanced Chinese class meets, and the man can't take that class because he works evenings.
2. *intermediate*. This is the level of the Japanese class that meets Tuesday and Thursday mornings.
3. *beginning*. This is the level of the Japanese class that meets Monday, Wednesday, and Friday mornings.
4. *mornings*. The intermediate French class meets on Friday mornings.
5. \$125 is the cost if the student pays one week at a time.
6. \$410 is the cost of four weeks of classes.
7. \$575 is the cost for a six-week class.
8. \$1,050 is the cost of twelve weeks of classes.
9. *the school office*. "What you'll need to do is to visit the school office today or tomorrow."
10. *Mr. Lindsay*. "When you arrive, ask for Mr. Lindsay. He is in charge of student registration."
11. (A) The tour begins at the bookstore, marked with a star.
12. (C) The café is the next building up from the bookstore.
13. (F) On the corner is the clothing store, and the souvenir store is next to that.
14. (H) The art gallery is one building down from the corner and across the street from the souvenir store.
15. (I) Harbor Park is next to the art gallery.
16. 1876. The speaker says, "Captain Jones designed the park himself, and it was built in 1876."
17. *statue*. The speaker says, "Exactly in the center of the park a statue of Captain Jones was erected, and it's still standing there today."

18. *woods*. The speaker says, "you can follow the path that goes through the woods just behind."
19. *fountain*. The speaker says, "It will lead you to a lovely garden, in the middle of which is a fountain."
20. *staircase*. The speaker says, "There, you'll find a wooden staircase, which will take you down to the harbor."
21. *identification card/I.D.* The librarian says, "All you need to do is show your university identification card . . ."
22. *an annual fee*. The librarian says, "City residents pay an annual fee . . ."
23. *Tuesday; Sunday*. The librarian says, "So you can come any day, Tuesday through Sunday . . ."
24. 8:30. The librarian says, we're open from nine thirty in the morning until eight thirty in the evening.
25. (D) The librarian says, "Yes, we store all the photographs in the basement."
26. (A) The librarian says, "Now, if you're interested in seeing documents from the nineteenth century, those are here on the ground floor."
27. (F) The librarian says, "No, all the newspapers from the earliest ones, in the eighteenth century, up to the current time, are on the second floor."
28. (B) The student mentions the room devoted to maps, and the librarian remarks that the room is on the third floor.
29. (G) The student asks, "What's this on the fourth floor—Ogden's Woolen Mill?"
30. (C) The librarian says, "The personal papers would be on the fifth floor, where we keep all the personal papers of famous residents of our city."
31. *pump water*. The speaker says, "In ancient China, farmers used a rudimentary sort of windmill to pump water."
32. *grind grain*. The speaker says, "In Persia, for example, farmers used wind-powered mills to grind their grain."
33. *drain lakes*. The speaker says, "During the Middle Ages in the Netherlands, people . . . used windmills to drain lakes, thereby creating more land for farming."

34. *pollution*. The speaker says, “Wind power, on the other hand, is clean. It causes no pollution”
35. *renewable resource*. The speaker says, “Another great advantage of wind power is that it’s a renewable resource. Oil and coal reserves are limited, but we’ll never run out of wind.”
36. *costs less*. The speaker says, “Using the wind to generate electricity costs less, much less, than running other types of generators.”
37. *strength*. The speaker says, “Wind doesn’t blow at a constant strength.”
38. *cities*. The speaker says, “Wind turbines usually have to be located in rural areas Their distance from cities, where the most electricity is needed, is another issue.”
39. *the scenery*. The speaker says, “Rural residents often feel that the beautiful local scenery is spoiled by the sight of the wind turbines.”
40. *noisy*. The speaker says, “In fact, one wind turbine can produce as much noise as a car traveling at highway speeds.”

Reading

PASSAGE 1

1. (C) Paragraph 1: “Dragonflies and damselflies get their name from the powerful serrated jaws they use to tear apart their prey.”
2. (B) Paragraph 2: “Dragonflies hold their wings out to the side while damselflies fold their wings back.”
3. (B) Paragraph 2: “Damselflies’ eyes are smaller, and there is a space between them.”
4. (A) Paragraph 2: “Dragonflies are larger and stronger animals than damselflies and fly longer distances. Thus, they can be found in woods and fields away from the water.”
5. (C) Paragraph 3: “The largest odonata living today are the Hawaiian endemic dragonfly and the Central American damselfly, each of these species having a wingspan of 19 centimeters.”
6. (A) Paragraph 3: “The largest dragonfly fossil ever found belongs to the now-extinct *meganura moyji*, which lived 300 million years ago and had a wingspan of 75 centimeters.”

7. (F) Paragraph 4: “Dragonflies and damselflies both lay their eggs on or just below the surface of the water in a pond or stream.”
8. (F) Paragraph 4: “The babies emerge from the eggs in the form of nymphs.”
9. (H) Paragraph 4: “Depending on the species, they live this way for several months or even several years.”
10. (B) Paragraph 4: “They have a special lip that they can extend far forward in order to grab their prey when it comes close.”
11. (I) Paragraph 4: “The adults do not live for more than four months, and many species live as adults for only a few weeks.”
12. (D) Paragraph 5: “They have two sets of wings that can move independently of each other. This gives them great maneuverability in the air They can hover, make sharp turns, and fly backward.”
13. (A) Paragraph 5: “they catch their prey while flying.”

PASSAGE 2

14. *fuel*. Paragraph 1: “Watchmen also learned to create firebreaks with long hooked poles and ropes in order to pull down structures that provided fuel for a fire.”
15. *put out*. Paragraph 1: “In 1066, in order to reduce the risk of fire in thatched-roof houses, King William the Conqueror made a ruling: Citizens had to extinguish their cooking fires at night.”
16. *hot and dry*. Paragraph 2: “However, the summer of 1666 had been uncharacteristically hot and dry”
17. *rebuild the city*. Paragraph 2: “the mayor grew concerned over the cost it would involve to rebuild the city and ordered that the surrounding structures be left intact.”
18. *stone and brick*. Paragraph 3: “most of London was rebuilt using stone and brick, materials that were far less flammable than wood and straw.”
19. *fires*. Paragraph 3: “Because of the long history of fires in London, those who could afford to build new homes and businesses began to seek insurance for their properties.”
20. *extinguish fires*. Paragraph 3: “As insurance became a profitable business, companies soon realized the monetary benefits of hiring men to extinguish fires.”

21. **(A)** Paragraph 4: “The first fire engines were simple tubs on wheels that were pulled to the location of the fire” Choice (B) is incorrect because hand pumps were added “eventually,” that is, later. Choice (C) is incorrect because water was “supplied by a bucket brigade.”
22. **(C)** Paragraph 5: “In 1865, the government became involved, establishing London’s Metropolitan Fire Brigade. Choice (A) is mentioned in the same paragraph but not as something that occurred in 1865. Choice (B) is mentioned as something that happened in the eighteenth century or earlier.
23. **(B)** Paragraph 5: “Though the firemen were well paid, they were constantly on duty and thus obliged to call their fire station home” Choice (A) is incorrect because the paragraph mentions that firemen were well paid. Choice (C) is incorrect because the paragraph mentions firemen’s families.
24. **No.** Paragraph 6: “Leather hoses with couplings that joined the lengths together were hand-sewn in the Netherlands”
25. **Yes.** Paragraph 6 explains that steam engine fire trucks were used from about the 1850s until the early 1900s, when the trucks became motorized.
26. **Not Given.** World War I is mentioned, but its particular effect on London is not.

PASSAGE 3

27. **(B)** Paragraph 1: “Weavers’ work was moved from individual homes to factories; individuals could not afford to buy the new machines for themselves.”
28. **(H)** Paragraph 1: “The new machines were not difficult to run. They could be operated by unskilled workers”
29. **(D)** Paragraph 2: “If these demands were not met, the group retaliated by smashing the factory machines.”
30. **(A)** Paragraph 4: “Luddite activity spread The government sent thousands of troops into areas affected by the riots.”
31. **(E)** Paragraph 4: “the Frame-Breaking Act was passed, making the destruction of factory equipment a crime punishable by death.” Paragraphs 4 and 5 mention several incidents where rioters were imprisoned or executed.
32. **(I)** Paragraph 5: “In 1816, a bad harvest and economic downturn led to a small revival of rioting.”
33. **True.** Opening sentence: “The term *Luddite* is used to refer to a person who is opposed to new technology.”

34. **True.** Paragraph 1: “These weavers made lace and stockings by hand In the 1800s, automated power looms and stocking frames were introduced”
35. **True.** Paragraph 4: “In the spring of that year, several factory owners were killed during Luddite riots, and a number of textile workers died as well.”
36. **Not Given.** The article describes Luddite activity in England but does not mention whether it occurred in other countries.
37. **True.** Paragraph 3 discusses possible explanations of who Ned Ludd was and implies that none of them is accepted as fact.
38. **False.** Paragraph 5: “In 1816, a bad harvest and economic downturn led to a small revival of rioting.”
39. **False.** According to Paragraphs 2 and 5, most Luddite activity occurred in the years 1811 and 1812.
40. **Not Given.** Paragraph 6 describes Neo-Luddites as people concerned about technological advances but does not give any specifics about their activities.

Writing

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

WRITING TASK 1

Wood pellets are a type of fuel used for heating buildings. They are made from sawdust. The manufacturing process takes several steps and uses several different types of machines.

The first machine that is used is the hammer mill. When the sawdust arrives from the sawmill, it is put into the hammer mill. There, the sawdust is hammered into fibers. The fibers are all the same length. The fibers are then dampened with steam, and they are ready for the next machine. It is called the pellet machine. This machine forms the damp fibers into pellets by forcing them through holes.

After the pellets come out of the machine, they are cooled. The cool pellets are vacuumed to remove the loose dust. Finally, the finished pellets are packed into 18-kilo (40-pound) bags. They are then ready for sale. They can be burned in either a pellet stove or a pellet furnace to heat any kind of building.

WRITING TASK 2

I agree that everybody, no matter what his or her level of academic ability, should be admitted to university programs. In the first place, everyone has the right to an education and no one can take this away. Also, people are generally attracted to educational programs that fit their interests and abilities. Finally, there are different university programs designed to fit different kinds of students.

Everybody has the right to an education, and this includes education beyond high school. Some people choose to go to a university while others choose some other form of training. No matter what form of education a person chooses, no one else has the right to make that choice for him or her.

People tend to choose educational programs that fit their interests and abilities. They do not need someone else to tell them what they can and cannot do. If a person is interested in studying law, for example, it is probably because he or she feels it is something he or she likes and will do well at. Also, when students are interested in their program of study, they are motivated to work hard, even when some of the assignments are difficult for them.

There are all different kinds of university programs. There are programs that suit different interests, goals, and abilities. Because of this, there is no reason to deny a university education to anyone. There is something for everyone who wants it at the university level.

Everyone has the right to an education, including a university education if that is what he or she chooses. It should not be denied to anyone.

Speaking

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

PART 1

Describe the neighborhood where you live.

The neighborhood I live in is right outside of the city. It's almost like living in the city, except that it has houses instead of apartment buildings. The houses are small with small yards. People in the neighborhood really like to garden, so there are a lot of flowers and nice plants. It's very pretty. We are near a bus stop, so it's easy to get to the city. There are a few small stores that sell food and newspapers and things like that.

What do you like about living there?

What I like about my neighborhood is that it's close to the city. It's very easy to get to work. Also, it's not very expensive. I can afford to live there and not spend all my money on rent.

What do you dislike about your neighborhood?

My neighborhood is in a boring area. If I want to do something interesting like go to a movie or a concert or if I want to shop at good stores, I have to go to the city. It's quiet, so it's a good place to relax, but it's not a good place to have fun.

What kind of neighborhood would you like to live in?

When I start making more money, I'm going to move into the city. I would like to live in a city neighborhood that's full of activity. I'd like to live near restaurants and stores and clubs. I'd like to live in a place where I can walk out my front door and be right in the middle of everything.

Do you like walking? Why or why not?

I don't dislike walking, but I can't say that I particularly like it. I walk to the bus stop every day, and I often walk to the store because it's nearby. I walk to get places, but I never walk for fun. I don't think it's an interesting thing to do.

Are there places you can walk near your house?

There's a nice park not far from my house. It has pretty gardens and some walking trails through the woods. A lot of my neighbors go there to take walks. It's also easy to walk around my neighborhood because there are sidewalks everywhere.

Do people in your country like walking? Why or why not?

Walking is popular in my country. A lot of people walk for their health. In fact, there are walking clubs. Often, early in the mornings you can see groups of people walking around the neighborhood together. These are the walking clubs. They walk together every morning. I think.

What other kinds of exercise do you enjoy?

I never walk for exercise, but I enjoy bike riding. I often ride my bike on weekends. I go wherever I can find bike trails. There are a lot of them near where I live. When the weather is bad, I go to the gym and use the exercise machines there. I really like doing that. I like to play soccer, too. I play it with my friends every week.

PART 2

My friend's name is Bob. We've known each other most of our lives. We met in preschool when we were around four or five years old, and we've been friends ever since. We like to do a lot of things together. When we were little kids, we played a lot of different kinds of games together. In high school, we used to study together, but we don't do that anymore because Bob isn't studying business administration like I am. He's studying law. We're both busy with school and work, but we still get together often. It's easy because we're still living in the same city. We play soccer with some other friends at least once a week, and we go to soccer games together. When the weather's nice, we go to the beach or hang out in the park. We talk about things we're doing now, and these days we also talk a lot about the future, the things we hope to do after we finish school. Bob is an important friend because we've known each other all our lives. We grew up together. I guess you could say we know just about everything about each other. I know if I ever needed serious help or if I needed money or any kind of support, Bob would help me. And I would help him if he needed it. He's the kind of friend you can always count on. I think we'll always be friends, all our lives. I hope so.

PART 3

Generally, are friendships important to people?

I think friendships are important to most people. Nobody likes to be alone. Friends like to do the same things you like to do. Usually, they have ideas similar

to yours. Friends understand how you feel. Of course, friends don't always think alike or feel alike, but generally, they're similar to you in many ways.

How can friends help each other?

Friends can help each other at work and school. Close friends can help each other with personal problems, and they can be company for each other. That way you don't have to be alone.

Do people spend more time with friends or with relatives?

I think this depends on the time of life. Children and teenagers spend a lot of time with their friends. But when they get a little older and start their own families, then they spend more time with relatives. They spend time with their children because they have to take care of them, and they spend time with other relatives because they need their support. When the children are older and spending more time with their friends, then the parents might have time again for their own friendships.

How do our friendships change as we grow older?

As we grow older, our lives change, so our friendships change too. Children have a lot of time to play with their friends. When you get older and study or work, you don't have so much free time, so you might have fewer friends, maybe even just one or two close friends. When you start a family, then your family becomes more important than your friends. Your friends might be other parents and you help each other out with your children.

ACADEMIC MODULE

PRACTICE TEST 2

Academic Module Practice Test 2

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

LISTENING

TIME APPROX. 30 MINUTES

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the test pages.

At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet. (The answer sheet can be found on page 63.)

Do not remove the booklet from the examination room.

Information for Candidates

There are 40 questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–10
Section 2	Questions 11–20
Section 3	Questions 21–30
Section 4	Questions 31–40

SECTION 1 QUESTIONS 1–10

CD 1
Track
6

Questions 1–5

Complete the chart¹ below.
Write **NO MORE THAN TWO WORDS** for each answer.

Example	Plainfield Community Center ²	
	Classes and Activities	
Days	Class/Activity	Age Group
Wednesday, Saturday	1 _____	children, teens
2 _____	Tennis	3 _____
Tuesday, Thursday	4 _____	children, teens, adults
Friday	Book club	5 _____

Note

If you do not have access to an audio CD player, refer to the audioscripts starting on page 408 when prompted to listen to an audio passage.

Questions 6–10

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

Membership fees 6 \$ _____ (individual)

7 \$ _____ (family)

Located at 107 8 _____ Street

Parking is located 9 _____

The Center is closed on 10 _____

SECTION 2 QUESTIONS 11–20

CD 1
Track
7

Questions 11–15

Choose **FIVE** letters, **A–J**.
Which **FIVE** things should hikers take on the hiking trip?

- | | | | |
|---|--------------|---|---------------|
| A | sleeping bag | F | backpack |
| B | tent | G | walking poles |
| C | food | H | maps |
| D | dishes | I | jacket |
| E | hiking boots | J | first-aid kit |

¹ British: table

² British: Centre

Questions 16–20

Complete the sentences below.
Write **NO MORE THAN TWO WORDS** for each answer.

Safety Rules for Hiking

Always stay ahead of the 16 _____.
Stop and wait at any 17 _____.
Don't try to climb 18 _____.
Don't 19 _____ wild animals.
Always carry 20 _____ with you.

SECTION 3 QUESTIONS 21–30CD 1
Track 8**Questions 21–24**

Choose **FOUR** letters **A–G**.
Which **FOUR** of the following are required of student teachers?

- A weekly journal.
- B sample lesson plans.
- C meetings with other student teachers.
- D observing other teachers.
- E evaluation from supervising teacher.
- F portfolio.
- G final exam.

Question 25

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

- 25 Who has to sign the agreement form?
- A the student teacher
 - B the supervising teacher
 - C the advisor

Questions 26–30

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

First week	26 _____	due
Fourth week	27 _____	meeting
Seventh week	28 _____	
Fourteenth week	29 _____	due
Fifteenth week	30 _____	

SECTION 4 QUESTIONS 31–40CD 1
Track 9**Questions 31–35**

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

- 31 Retailers place popular items
- A in the back of the store.
 - B near the front entrance.
 - C at the end of the aisle.
- 32 Carpet patterns are used to
- A help shoppers feel comfortable.
 - B appeal to shoppers' decorative sense.
 - C encourage shoppers to walk in certain directions.
- 33 Retailers can keep customers in the store longer by
- A providing places to sit.
 - B keeping the doors closed.
 - C lowering the prices.
- 34 Music is used in stores to
- A entertain customers.
 - B slow customers down.
 - C make customers shop faster.
- 35 The scent of vanilla has been used in
- A ice cream shops.
 - B bakeries.
 - C clothing stores.

Questions 36–40

Complete the chart about the effects of color.¹
Write **NO MORE THAN TWO WORDS** for each answer.

Color	Effect
Purple	encourages people to 36 _____
Orange	makes restaurant customers 37 _____
Blue	conveys a sense of 38 _____
Bright colors	appeal to 39 _____
Soft colors	appeal to 40 _____

Take ten minutes to transfer your answers onto the Answer Sheet on page 63.

¹ British: colour

Academic Module Practice Test 2

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet. (The answer sheet can be found on page 64.)

Do not remove the booklet from the examination room.

Information for Candidates

There are **40** questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1–13
Reading Passage 2	Questions 14–26
Reading Passage 3	Questions 27–40

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

The Vikings' Wayfaring Ways

Perhaps best known as fierce warriors, the Vikings were also the most far-ranging of peoples. In fact, the term *Viking*, in Old Norse, means “to go on an expedition.” From the late 700s until the eleventh century, Viking explorers journeyed from their native Norway, Denmark, and Sweden to many distant lands. They traveled¹ as far west as Newfoundland in present-day Canada, and as far east as Baghdad.

Those from Norway sailed west to the British Isles, and eventually across the Atlantic Ocean. During their first expedition, in 793, a force of Viking warriors sacked the famed abbey at Lindisfarne, on England's northeast coast. In the 800s, groups of raiders went on to occupy the Shetland Islands, north of the British Isles and west of Norway, and the Orkney Islands off northern Scotland.

By 870, the Vikings were settling Iceland. In 980, an Icelandic assembly found a man named Eric “the Red” Ericson guilty of murder and sent him into exile. Eric the Red responded by sailing to a large island to the west, which he called “Greenland.” An Icelandic saga mentions that people would be attracted to go to Greenland if it had a favorable² name. Around 998, Eric the Red's son, Leif “the Lucky” Ericson, and a small Viking fleet sailed west to North America. There they established the first European settlement in the New World, called “Vinland.”

Vikings from Denmark, meanwhile, ravaged large swaths of England and France. In 866, a Viking “Great Army” landed in England, occupying much of the country's north and east. They forced the English king to acknowledge their control of much of England under the so-called Danelaw. To the west, they conquered coastal portions of Ireland, and in 841 founded Dublin, today a major Irish city, but originally a Viking fort. The Vikings remained a major power in Ireland until the early eleventh century.

To the south, the Vikings conquered France, moving swiftly up rivers in long boats, powered by oar and sail. From 845 to 886, they surged up the Seine to attack Paris three times. To stop the raids, French King Charles III the Simple in 911 offered the Viking chief Rollo territories in northwest France, called Normandy, after the Normans or “Northmen.” There they set up a powerful kingdom and, in 1066, under William, Duke of Normandy, defeated King Harold at the battle of Hastings in England.

Farther south, in 844, the Vikings had raided Portugal and Spain, then largely controlled by Arab Moors. A fleet of 100 Viking ships seized Lisbon and boldly

¹ British: travelled

² British: favourable

sailed up the Guadalquivir River to occupy Seville. However, the Moors dealt them a rare defeat. The Moors catapulted flaming projectiles onto the Viking vessels, forcing a retreat.

Still other Vikings sailed much farther, to raid Morocco, then to the eastern Mediterranean and beyond. Many of these Vikings enlisted with the military forces of the Byzantine Empire, the Greek-speaking successors to the Roman Empire. Vikings made up the Byzantine Emperor's elite Varangian Guard. In 902, hundreds of Varangians served as marines during a Byzantine naval assault on the island of Crete. Varangians battled Arab forces in Syria in 955, and even fought in Jerusalem. So many men left Scandinavia for the Byzantine Empire that, to stem the outflow, Sweden passed a law denying inherited property to anyone serving under the Byzantines.

The Vikings of Sweden, meanwhile, were moving out of Scandinavia to the east and south. They journeyed through the Baltic Sea, then built inland trading posts in Germany and Poland. In time, they struck out across Central and Eastern Europe, down the Vistula River in Poland, and the Dnieper, Volga, and Don Rivers in Russia. Their vessel of choice was the “knar,” a cargo ship with a deep draft and wide hull. Viking merchants on horseback penetrated far into the Asian heartland, trading with towns on the Caspian and Black seas.

The most significant settlements were in Russia and Ukraine. In 862, Vikings settled in the town of Novgorod, in northwestern Russia. It became the capital of a country called Rus, after the Finnish name for the Swedes. Rus came from the word *Ruotsi*, meaning “rowers.” Rus formed the foundation of Russia, as the Russian and Viking leaders of Rus intermarried, converted to Christianity, and steadily expanded their territory. And after lucrative trade relations were established with the Byzantines and with Muslim lands, the Rus moved their capital southward to Kiev, later the capital of Ukraine.

Another important Viking market town was Bulgar, on the Volga River. There, merchants peddled honey, wax, amber, and steel swords. The Viking's most common commodity may have been skins: they dealt in horse, beaver, rabbit, mink, ermine, and sable skins. They also traded hazelnuts, fish, cattle, and falcons. Another commodity was slaves, many of them Slavs from Eastern Europe. The merchants eagerly exchanged their goods for Arab silver coins. In Sweden, archeologists¹ have excavated about 100,000 such coins, minted in such distant cities as Cairo and Tashkent.

Like their Danish and Norwegian relatives, the Swedish Vikings traveled to the most exotic realms. They took part in the Silk Road trade with India and China. Archeological evidence shows that Viking traders even traveled by camel caravan to Baghdad.

Given the wide-ranging travel of the Vikings, it is fitting the Anglo-Saxons gave them the nickname “Færgenga” —“Far Going.”

¹ British: archaeologists

Questions 1–5

Answer the questions below.
Choose **ONE NUMBER ONLY** from the text for each answer.
Write your answers on lines 1–5 on your answer sheet.

- When did Viking warriors raid an abbey on the coast of England?
- When was Eric the Red convicted of a crime?
- When did Vikings establish a fort in Ireland?
- When was a Viking chief granted lands by a king of France?
- When did Viking warriors defeat an English king?

Questions 6–13

Complete the summary using the list of words, **A–O**, below. Write the correct letter, **A–O**, on lines 6–13 on your answer sheet.

The people known as Vikings were given this name because they were **6** _____ . Groups of Vikings from Norway traveled west to Britain, Iceland, and beyond. They were the first Europeans who **7** _____ large areas of North America. Groups from Denmark **8** _____ England and France. Other groups of Vikings raided areas of Portugal and Spain. The people of Seville, Spain, drove the Vikings away by throwing **9** _____ at them. Large numbers of Vikings left Scandinavia for the Byzantine Empire, and many of these joined the Byzantine military. At one point, they took part in **10** _____ on the Greek island of Crete. Groups of Swedish Vikings crossed the Baltic Sea to explore the lands beyond. They traveled down Russian rivers, then journeyed deep into Asia by **11** _____ . After settling in northwest Russia, they expanded their territories toward the south. Kiev, Ukraine, eventually became the Vikings' territorial **12** _____. The Vikings also had an important **13** _____ in the town of Bulgar on the Volga River.

A warriors	B an attack	C capital	D explorers
E trade with	F conquered	G burning objects	H settled in
I ship	J oars	K market	L a parade
M archeologists	N silver coins	O horse	

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

Dyslexia

Dyslexia, also referred to as “specific reading disability,” predominantly affects a person’s ability to read and write. Dyslexics have difficulty connecting visual symbols (i.e., letters) with their corresponding sounds. Many people who suffer from dyslexia also have trouble with enunciation, organization,¹ and short-term memory. Dyslexia is the most common learning disability in children. It is not related to intellectual ability, vision, or access to education. Approximately 5–10 percent of school-age children in North America suffer from the condition, with each case varying in severity. Children are generally diagnosed with dyslexia during the elementary school years when they are learning how to read and spell.

Determining the definite cause of dyslexia is a difficult task since studies of the morphology of the brain are generally conducted in an autopsy. One hypothesis suggests that dyslexic children suffer from “strabismus,” the tendency of the eyes to focus on two different points. When reading, for example, one eye focuses on the beginning of the word and the other focuses on the end. This theory could explain why dyslexics have difficulty reading. Many dyslexic children read letters and words backwards, often mistaking a *b* for a *d* or reading *was* instead of *saw*. These reversals are normal for children under the age of six, but indicate a problem if they persist beyond the early elementary grades. Neurological research points to tiny flaws in the dyslexic brain called ectopias and microgyria. These flaws alter the structure of the cortex, the area of the brain that is responsible for connecting visual and audio processing. Genetic research, often in the form of twins studies, shows that dyslexia may be passed on in families.

Though most children are not diagnosed with dyslexia until they enter the school system, there are some early signs of the disability. Toddlers who talk much later than average, have difficulty learning new words, or do not understand the concept of rhyming may develop other dyslexic symptoms. As children begin school, teachers are trained to look for warning signs, such as an inability to recognize² letters or spaces between words on a page or difficulty following instructions given with more than one command at a time. Properly screening children for dyslexia is important since other factors can limit reading abilities, including vision or hearing impairment, anxiety, or other neurological problems.

¹ British: organisation

² British: recognise

Dyslexia is a type of learning disorder that can often be compensated for with therapy and motivational techniques. Phonological training, which involves identifying and separating sound patterns, is the most common form of therapy used in the school system. Depending on the severity of the disorder, dyslexic children are pulled from regular classroom activities in order to work one-on-one with a language specialist. Studies have shown that activity in the right temporoparietal cortex tends to increase after sufficient phonological training. Improvements in visual focus can sometimes be achieved when students are given an eye patch to wear while they learn to read. Encouraging children to use many senses while reading also has proven benefits. Some teachers find that having students listen to a book on tape before reading the text can help with information processing as well.

Though it is properly classified as a learning disability, dyslexia is commonly mistaken for a behavioral¹ disorder. Dyslexic children often exhibit behavior that seems abnormal but is caused by frustration at their own inability to perform at the same level as their peers. Some studies show that attention deficit disorder co-occurs with dyslexia in up to 50 percent of cases. In general, behavioral problems decline as dyslexic students are diagnosed and begin to receive treatment.

Other learning disabilities are neurologically linked to dyslexia, including dyscalculia, dysgraphia, and dyspraxia. People who suffer from dyscalculia can usually perform difficult mathematical tasks, but have trouble with formulas or basic addition and subtraction. Dysgraphia prevents people from writing in an organized manner. Dyspraxia impedes the performance of routine tasks that involve balance and fine motor skills.

The earlier children are diagnosed with dyslexia, the more likely they are to overcome their disabilities and progress to adult reading levels. Many studies show that children who are diagnosed after grade three have a much lower chance of eliminating the symptoms of dyslexia. Some dyslexics, especially those who are not diagnosed as children, naturally develop their own coping mechanisms such as an increased visual memory. In some instances, dyslexics develop keen spatial and visual abilities that prepare them for very specialized² careers.

¹British: behavioral
²British: specialised

Questions 14–20

Do the following statements agree with the information in the reading passage? On lines 14–20 on your answer sheet write:

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

- 14 Dyslexia is a disorder related to intelligence.
- 15 Dyslexia is usually diagnosed during a child's first years of school.
- 16 People with dyslexia often read in reverse.
- 17 There is a tendency for dyslexia between twins.
- 18 Scientists are looking for a drug treatment for dyslexia.
- 19 Dyslexia in children is often accompanied by behavioral problems.
- 20 People with dysgraphia have difficulty with math.

Questions 21–23

Which of the following are signs of dyslexia mentioned in the passage? Choose THREE answers from the list below and write the correct letters, A–F, on lines 21–23 on your answer sheet.

- A learning to talk at a later than normal age
- B trouble with new vocabulary
- C leaving big spaces between words
- D problems following directions
- E difficulty turning the pages of a book
- F inability to give commands

Questions 24–26

Which of the following are treatments for dyslexia mentioned in the passage? Choose THREE answers from the list below and write the correct letter, A–F, on lines 24–26 on your answer sheet.

- A using special computers
- B learning to identify sounds
- C wearing eyeglasses
- D attending a special school
- E covering one eye while reading
- F listening to tapes

READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

Catastrophe Theory

A In the late eighteenth and early nineteenth centuries, the popular theory among Earth scientists was that a number of major catastrophes had taken place over a relatively short period of time to give Earth its shape. French geologist Baron Georges Cuvier introduced this idea, which was later coined the “catastrophe theory.” Proponents of the catastrophe theory used fossilized¹ creatures and the faunal changes in rock strata to support their beliefs that major events such as volcanoes had occurred on a worldwide scale. The catastrophe theory was used to support the notion that Earth’s history was not a relatively long one.

B In response to the catastrophe theory, a handful of Earth scientists searched for explanations that would provide a better scientific basis for Earth’s geology. James Hutton, the father of geology, is best known for his gradualist theory, a paradigm that became known as “uniformitarianism.” Hutton published *Theory of the Earth* in 1795, after which many other geologists including Charles Lyell, adopted the idea that small changes on Earth occurred over a large expanse of time. Uniformitarians rejected the idea that cataclysmic events could shape the Earth so quickly, and instead proposed the theory that the key to the present is the past. The term *deep time* was used to describe the span in which gradual geological processes occurred, especially the formation of sedimentary rock. Charles Darwin later based his work on the idea, by developing his theory of evolution.

C The majority of paleontologists² and geologists adopted the gradualist theory of Earth’s history for more than 100 years. In 1980, a discovery in Italy gave scientists a reason to reconsider the discarded theories of catastrophism. Geologist Walter Alvarez discovered a clay layer in the K-T boundary that intrigued him. The K-T boundary refers to the layer of Earth between the Cretaceous and Tertiary periods. The geologist with the help of his father Luis Alvarez, a prominent physicist, analyzed the clay for heavy metals. After careful examination, the clay was found to contain high levels of iridium. Samples taken from the K-T boundary in other parts of the world were examined, with the same findings.

¹fossilized

²British: palaeontologists

D

The Alvarez group wrote a historic paper that applied the catastrophe theory to their discovery. According to their hypothesis, the iridium in the K-T boundary was caused by an asteroid or a comet that hit Earth near the end of the Cretaceous period, over 65 million years ago. They also proposed that the impact would have raised enough dust to block the sun and cool Earth, which in turn would have prevented photosynthesis. This chain reaction would have led to the extinction of plants and animals. The main reason that the Alvarez theory took hold so quickly in both the world of science and the public realm, was that it could account for the extinction of the dinosaurs at the end of the Cretaceous period. The acceptance of this theory was widespread, even before the discovery in 1990 of a 180-kilometer¹ crater in Mexico’s Yucatan Peninsula, a potential piece of evidence of the asteroid impact.

E

Events that have occurred on Earth in the last 100 years or more have proved to geologists that not all processes are gradual. Major rivers have flooded areas in a matter of days, and volcanoes have erupted, causing mass devastation. The eruption of Mount St. Helens was proof of how a catastrophe could easily change the Earth’s landscape. Modern research on fossils even supports the theory of a marine catastrophe, not unlike the legends and stories among many peoples of great floods. Some scientists believe that animal remains found within the layers of sedimentary rock may have been casualties of such a flood. Sedimentary rock is made up of layers such as sandstone and limestone and is created by water movement. In addition, some scientists propose that the glacial ice sheet that once spread out across North America melted catastrophically rather than having a slow glacial retreat. Deep erosion up to 100 meters wide was discovered along the bottom of some of the Great Lakes. Within the gullies, layers of periodic sediment point to catastrophic melting.

F

Though there is little debate that catastrophic events caused the mass extinction of several of Earth’s species, namely the dinosaurs, geologists still question whether asteroids, volcanoes, or other natural disasters were the cause. The idea that the moon was formed as a result of catastrophic events is a related field of study and one that has been debated for decades.

¹British: kilometre

Questions 27–32

Complete the notes using the list of words, **A–K**, below. Write the correct letter, **A–K**, on lines 27–32 on your answer sheet.

Catastrophe Theory

- First introduced by 27 _____
 Proposes that major 28 _____ have given Earth its shape.
 Supports the idea that the Earth has a 29 _____ history.

Gradualist Theory

- First introduced by 30 _____
 Proposes that many 31 _____ changes in the shape of the Earth happened over a 32 _____ period of time.

- | | |
|----------|----------------|
| A | short |
| B | small |
| C | Charles Darwin |
| D | long |
| E | definite |
| F | disasters |
| G | James Hutton |
| H | mysterious |
| I | Walter Alvarez |
| J | evolution |
| K | Georges Cuvier |

Questions 33–39

The passage has six paragraphs, **A–F**. Which paragraph mentions the following information? Write the correct letter, **A–F**, on lines 33–39 on your answer sheet. You may use any paragraph more than once.

- 33 proof that not all changes on Earth have occurred gradually
 34 a theory explaining the presence of iridium beneath Earth's surface
 35 publication of a book about the gradualist theory
 36 discovery of a large crater that could have been caused by an asteroid
 37 evidence of the occurrence of a large flood in Earth's past
 38 recurrence of interest in the catastrophe theory
 39 ideas about how quickly ice age glaciers disappeared

Question 40

Choose the correct letter, **A–C**, and write it on line 40 on your answer sheet.

- 40 Most scientists now agree that
A the gradualist theory is correct.
B catastrophic events occur regularly on the moon.
C a major catastrophe caused the dinosaurs to disappear.

Academic Module Practice Test 2

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC WRITING

TIME: 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

All answers must be written on the separate answer booklet provided. (Answer sheets can be found beginning on page 65.)

Do not remove the booklet from the examination room.

Information for Candidates

There are **2** tasks on this question paper.

You must do **both** tasks.

Under-length answers will be penalized.¹

¹ British; penalised

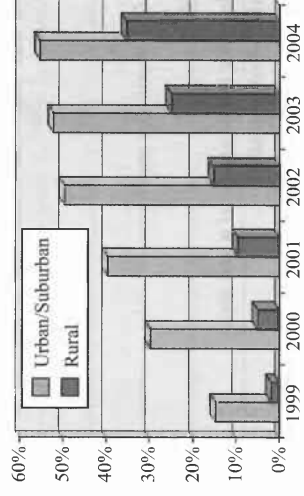
WRITING TASK 1

You should spend about 20 minutes on this task. Write at least 150 words.

The graph below shows the percentage of urban/suburban and rural households in a European country that had Internet access between 1999 and 2004.

Summarize¹ the information by selecting and reporting the main features, and make comparisons where relevant.

Household Internet Access



WRITING TASK 2

You should spend about 40 minutes on this task. Write at least 250 words.

Write about the following topic:

Because of the busy pace of modern life, many children spend most of their time indoors and have little exposure to the natural world.

How important is it for children to learn to understand and appreciate nature? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

¹ British; Summarise

SPEAKING

Examiner questions:

Part 1

- When and how much leisure time do you generally have in a week?
 Who do you generally spend your leisure time with?
 What are some activities you enjoy in your leisure time?
 What do you like about these activities?
 What kinds of music do you like listening to?
 Have you learned to play a musical instrument? Why or why not?
 Tell me about any traditional music in your country.
 Do you think that traditional music will be popular in the future? Why or why not?

Part 2

Describe a movie that you saw recently.

You should say:

The title of the movie and what it was about

When and where you saw it

Who you saw it with and explain why you enjoyed/didn't enjoy seeing this movie

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

Part 3

- What kinds of movies are popular these days? Why do you think they are popular?
 What can we learn from watching movies?
 How are movies different from live theater?
 How do you think movies will be different in the future?

British theatre

Practice Test 2—Academic Module

IELTS LISTENING ANSWER SHEET

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

Answer Key

PRACTICE TEST 2—ACADEMIC MODULE

Listening

- | | | | |
|----------------------------------|-----------------------|----------------------|--------------------|
| 1. tutoring sessions | 11. A | 22. B | 32. C |
| 2. Sunday | 12. D | 23. D | 33. A |
| 3. teens, adults | 13. E | 24. F | 34. B |
| 4. Yoga | 14. F | 25. B | 35. C |
| 5. adults | 15. I | 26. term paper topic | 36. spend money |
| 6. 75 | 16. sweep/rear leader | 27. first evaluation | 37. leave faster |
| 7. 225 | 17. intersection | 28. student teacher | 38. security |
| 8. Eliot | 18. rocks | 29. conference | 39. younger people |
| 9. across the street/in a garage | 19. feed | 29. term paper | 40. older people |
| 10. Monday | 20. water | 30. semester review | |
| | 21. A | 31. A | |

Reading

- | | | | |
|---------|---------------|-------|-------|
| 1. 793 | 11. O | 21. A | 31. B |
| 2. 980 | 12. C | 22. B | 32. D |
| 3. 841 | 13. K | 23. D | 33. E |
| 4. 911 | 14. No | 24. B | 34. D |
| 5. 1066 | 15. Yes | 25. E | 35. B |
| 6. D | 16. Yes | 26. F | 36. D |
| 7. H | 17. Not Given | 27. K | 37. E |
| 8. F | 18. Not Given | 28. F | 38. C |
| 9. G | 19. Yes | 29. A | 39. E |
| 10. B | 20. No | 30. G | 40. C |

Answer Explanations

ACADEMIC MODULE—PRACTICE TEST 2

Listening

- tutoring sessions.** The man says, “during the school year, we have tutoring sessions for children and teens, in all subjects.”
- Sunday.** The man says, “We have tennis lessons on Sunday mornings for teens and Sunday afternoons for adults.”
- teens, adults.** The man says, “We have tennis lessons on Sunday mornings for teens and Sunday afternoons for adults.”
- Yoga.** The man says, “Our yoga classes take place on Tuesday and Thursday evenings . . . there’s one class for younger children, one for teens, and one for adults.”
- adults.** The man says, “actually, that book club is for adults only.”
- 75.** The man says, “The yearly fee is seventy-five dollars for individuals and two hundred twenty-five dollars for families.”
- 225.** The man says, “The yearly fee is seventy-five dollars for individuals and two hundred twenty-five dollars for families.”
- Eliot.** The man says, “It’s at 107 Eliot Street.”
- across the street/in a garage.** The man says, “You can park just across the street. There’s a garage there.”
- Monday.** The man says, “but don’t come on Monday because we’re closed . . .”
- (A)** The speaker says, “First, you’ll need a warm and comfortable sleeping bag.”
- (D)** The speaker says, “We’ve found, though, that it’s more efficient for each person to bring his or her own dishes . . .”
- (E)** The speaker says, “Perhaps the most important item to put on your list is a comfortable pair of hiking boots.”
- (F)** The speaker says, “a backpack is necessary for carrying your equipment.”
- (I)** The speaker says, “And don’t forget to bring a warm jacket.”
- sweep/rear leader.** The speakers says, “At the end of the line will be the rear leader, or sweep. It’s important to always stay ahead of this person while we’re on the trail.”

17. *intersection*. The speaker says, “When you come to any intersection of trails, stop and wait for the rest of the group to catch up.”
18. *rocks*. The speaker says, “Don’t be tempted to go off on your own and try to climb some rocks.”
19. *feed*. The speaker says, “we’ll encounter some large wild animals along the way. The last thing you want to do is try to feed any of them.”
20. *water*. The speaker says, “you must always be sure to carry an adequate supply of water with you.”
21. (A) The advisor says, “I require all my students to keep a journal about their teaching experience.”
22. (B) The advisor says, “Another thing I’ll want from you is a few sample lesson plans.”
23. (D) The advisor says, “You will, however, have to observe some of the other teachers in the school, besides the teacher you’ll be working with.”
24. (F) The advisor says, “I’ll base it on several things. One is your required portfolio”
25. (B) The student teacher asks about the person who will sign the agreement form, and the advisor explains that it is the supervising teacher. Choices (A) and (C) are the speakers.
26. *term paper topic*. The advisor says, “You should let me know your term paper topic by the end of the first week of the semester.”
27. *first evaluation*. The advisor explains, “during the fourth week of the semester, we’ll have our first evaluation meeting to discuss my observations.”
28. *student teacher conference*. The student mentions the student teacher conference, and the advisor says, “The conference takes place, let me check, yes, the seventh week of the semester.”
29. *term paper*. The advisor says, “The term paper is due by the end of the fourteenth week of the semester.”
30. *semester review*. The advisor explains, “Then during the fifteenth and final week, we’ll get together one last time for a semester review.”
31. (A) The speaker says, “For example, a common practice among retailers is to place the store’s best-selling merchandise near the back of the store.” Choices (B) and (C) are mentioned in the talk but not as places where popular items are placed.

Practice Test 2—Answer Explanations

Practice Test 2—Answer Explanations

32. (C) The speaker says, “Carpets are also used to direct customers through particular areas of the store.” Choices (A) and (B) are mentioned as reasons for having carpets, but not as reasons for the patterns on carpets.
33. (A) The speaker says, “One way to do this is to provide comfortable seating throughout the store, but not too close to the doors.” Choice (B) is confused with the suggestion of putting seating “not too close to the doors.” Choice (C) is plausible but is not mentioned.
34. (B) The speaker says, “Music . . . can slow the customers’ pace through the store” Choice (A) is wrong because the speaker says it is not the reason for music. Choice (C) is the opposite of what the speaker says.
35. (C) The speaker says, “For example, the scent of vanilla has been used to increase sales in clothing stores.” Choice (A) is associated with the scent of vanilla but is not mentioned. Choice (B) is mentioned with the scent of baking bread, not vanilla.
36. *spend money*. The speaker says, “People shopping in an environment where light purple is the predominating color seem to spend money more”
37. *leave faster*. The speaker says, “Orange . . . encourages customers to leave faster.”
38. *security*. The speaker says, “Blue . . . gives customers a sense of security”
39. *younger people*. The speaker says, “Stores that cater to a younger clientele should use bold, bright colors, which tend to be attractive to younger people.”
40. *older people*. The speaker says, “Stores that are interested in attracting an older clientele will have more success with soft, subtle colors”

Reading

PASSAGE 1

1. 793. Paragraph 2: “During their first expedition, in 793, a force of Viking warriors sacked the famed abbey at Lindisfarne, on England’s northeast coast.”
2. 980. Paragraph 3: “In 980, an Icelandic assembly found a man named Eric ‘the Red’ Ericson guilty of murder and sent him into exile.”
3. 841. Paragraph 4: “To the west, they conquered coastal portions of Ireland, and in 841 founded Dublin, today a major Irish city, but originally a Viking fort.”
4. 911. Paragraph 5: “French King Charles III the Simple in 911 offered the Viking chief Rollo territories in northwest France, called Normandy, after the Normans or ‘Northmen’”

5. *1066*. Paragraph 5: “in 1066, under William, Duke of Normandy [they], defeated King Harold at the battle of Hastings in England.”
6. **(D)** Paragraph 1: “In fact, the term *Viking*, in Old Norse, means ‘to go on an expedition.’”
7. **(H)** Paragraph 3: “There they established the first European settlement in the New World, called ‘Vinland.’”
8. **(F)** Paragraph 4: “Vikings from Denmark, meanwhile, ravaged large swaths of England and France.”
9. **(G)** Paragraph 6: “The Moors catapulted flaming projectiles onto the Viking vessels, forcing a retreat.”
10. **(B)** Paragraph 7: “In 902, hundreds of Varangians served as marines during a Byzantine naval assault on the island of Crete.”
11. **(O)** Paragraph 8: “Viking merchants on horseback penetrated far into the Asian heartland, trading with towns on the Caspian and Black seas.”
12. **(C)** Paragraph 9: “the Rus moved their capital southward to Kiev, later the capital of Ukraine.”
13. **(K)** Paragraph 10: “Another important Viking market town was Bulgar, on the Volga River.”

PASSAGE 2

14. *No*. Paragraph 1: “It is not related to intellectual ability”
15. *Yes*. Paragraph 1: “Children are generally diagnosed with dyslexia during the elementary school years when they are learning how to read and spell.”
16. *Yes*. Paragraph 2: “Many dyslexic children read letters and words backwards”
17. *Not Given*. Genetic research with twins is mentioned, but a tendency for dyslexia between twins is not.
18. *Not Given*. There is no mention of drug treatment for dyslexia.
19. *Yes*. Paragraph 5: “Dyslexic children often exhibit behavior that seems abnormal but is caused by frustration at their own inability to perform at the same level as their peers.”
20. *No*. Paragraph 6 explains that dysgraphia describes difficulty with writings; difficulty with math is called dyscalculia.

Practice Test 2—Answer Explanations

Practice Test 2—Answer Explanations

21. **(A)** Paragraph 3: “Toddlers who talk much later than average . . . may develop other dyslexic symptoms.”
22. **(B)** Paragraph 3: “have difficulty learning new words”
23. **(D)** Paragraph 3: “As children begin school, teachers are trained to look for warning signs, such as an inability to recognize letters or spaces between words on a page or difficulty following instructions given with more than one command at a time.”
24. **(B)** Paragraph 4: “Phonological training, which involves identifying and separating sound patterns, is the most common form of therapy”
25. **(E)** Paragraph 4: “Improvements in visual focus can sometimes be achieved when students are given an eye patch to wear while they learn to read.”
26. **(F)** Paragraph 4: “Some teachers find that having students listen to a book on tape before reading the text can help with information processing as well.”

PASSAGE 3

27. **(K)** Paragraph A: “French geologist Baron Georges Cuvier introduced this idea”
28. **(F)** Paragraph A: “the popular theory among Earth scientists was that a number of major catastrophes had taken place over a relatively short period of time to give Earth its shape.”
29. **(A)** Paragraph A: “The catastrophe theory was used to support the notion that the Earth’s history was not a relatively long one.”
30. **(G)** Paragraph B: “James Hutton, the father of geology, is best known for his gradualist theory,”
31. **(B)** Paragraph B: “the idea that small changes on Earth occurred over a large expanse of time.”
32. **(D)** Paragraph B: “the idea that small changes on Earth occurred over a large expanse of time.”
33. **(E)** The topic sentence for paragraph E is “Events that have occurred on Earth in the last 100 years or more have proved to geologists that not all processes are gradual.”
34. **(D)** “According to their hypothesis, the iridium in the K-T boundary was caused by an asteroid or a comet that hit Earth”
35. **(B)** “Hutton published *Theory of the Earth* in 1795”

36. (D) “the discovery in 1990 of a 180-kilometer crater in Mexico’s Yucatan Peninsula, a potential piece of evidence of the asteroid impact.”
37. (E) “Some scientists believe that animal remains found within the layers of sedimentary rock may have been casualties of the flood.”
38. (C) “In 1980, a discovery in Italy gave scientists a reason to reconsider the discarded theories of catastrophism.”
39. (E) “In addition, some scientists propose that the glacial sheet that once spread out across North America melted catastrophically rather than having a slow glacial retreat.”
40. (C) Paragraph F: “Though there is little debate that catastrophic events caused the mass extinction of several of Earth’s species, namely the dinosaurs” Choice (A) is incorrect because paragraph E discusses evidence that this theory is not correct. Choice (B) is confused with the debate over whether the moon was formed through a series of catastrophic events.

Writing

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

WRITING TASK 1

The bar graph shows that in a certain country, Internet access in the home increased dramatically between the years 1999 and 2004. By the end of that time, over one half of urban and suburban households and one third of rural households had Internet access.

In 1999, relatively few households in the region had Internet access. Only 15 percent of homes in urban and suburban areas had access to the Internet, while less than 5 percent of rural homes had it. The following year, Internet access in urban and suburban households had doubled, and 30 percent of households had it. During that same time, Internet access in rural households increased only slightly, to around 5 percent.

Over the next few years, Internet access continued to increase in both urban and suburban and in rural households. Then, between 2002 and 2004, the percentage of households with Internet access remained more or less steady at close to 50 percent. Meanwhile, the percentage of rural households with Internet access continued to grow steadily and reached 35 percent by 2004.

While the percentage of households with Internet access increased in both urban and suburban as well as rural areas during the years shown on the graph, the percentage in urban and suburban areas continued to remain higher than the percentage in rural areas.

Practice Test 2—Answer Explanations

Practice Test 2—Answer Explanations

WRITING TASK 2

In my opinion, it is extremely important for children to learn to understand and appreciate nature. Without balance in the natural world, we would not survive. When people understand this, they are less likely to cause harm to our natural environment. If children have opportunities to enjoy and learn about the natural environment, they will grow up to appreciate and care for it.

We depend on nature for the food we eat, the air we breathe, and the materials we use to build our houses and make our clothing. Everything in the natural world is interdependent. If something goes wrong with one thing, it affects everything else in the environment. When nature is out of balance, animals start losing their food sources and habitat. This eventually affects our food sources and other natural resources that we depend on.

When we understand that air and water pollution destroy parts of the natural environment, we may be more careful about our actions. We may look for ways to drive cars less frequently. We may try to create less garbage. We might support laws that require industries to reduce the amount of pollution they create.

Parents and schools have the important task of helping children learn to understand and appreciate nature. Parents should encourage their children to play outside. They should encourage them to notice the wild plants and animals around them. Schools should devote part of the curriculum to environmental studies, starting with the earliest grades.

Adults need to show children that caring for our natural environment is important. Our future survival depends on it.

Speaking

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

PART 1

When and how much leisure time do you generally have in a week?

I have a normal work schedule, nine to five, Monday through Friday, so my leisure time is in the evenings and on the weekends.

Who do you generally spend your leisure time with?

I spend my evenings at home with my family. I rarely see other people during the week. On weekends we might get together as a family with other families that have children the same age as ours. Sometimes on weekends I have the chance to spend time with my own friends, without my family.

What are some activities you enjoy in your leisure time?

Sometimes I just like to sit and relax because I'm so tired after work. I also enjoy talking with my family and playing games with my children. On weekends we often enjoy going to the movies together. We also spend time at the park if the weather is nice.

What do you like about these activities?

For me, leisure time is important because it's my time to relax and be with my family. I like playing games with my children because it gives me the chance to know

them better and also to teach or guide them. Also, it's fun. I enjoy my children. After we've seen a movie together, we always talk about it. It's nice to share things like this with my family. It's interesting to hear what my children think about and how they understand things.

What kinds of music do you like listening to?

I listen to music to relax, so I generally like slow, quiet music. I often listen to classical music, and I like romantic music, too.

Have you learned to play a musical instrument? Why or why not?

When I was a child, I took piano lessons for about a year. I wasn't very good at it, though, so I wasn't motivated to continue or to try another instrument. I just don't think I have musical talent. But I like listening to other people play music.

Tell me about any traditional music in your country.

We mostly hear traditional music on holidays or at special festivals. It's played with guitar and some other string instruments. Some of the songs are very pretty. I like it, but I don't get the chance to hear it much since it's just for special occasions. There are some traditional dances that go with the music, but hardly anyone knows them anymore.

Do you think that traditional music will be popular in the future? Why or why not?

These days our traditional music is played only by certain musicians who specialize in it. Not many people know how to play it or know the songs. Children learn a few of the songs in school, but that's all. It's very nice music, but it isn't commonly played or listened to now, so I think in the future it will be even less common. Unfortunately, it may soon die out. I think in the near future there won't be anyone left who knows how to play our traditional music.

PART 2

I recently saw a movie called *The Secret Garden*. It takes place more than 100 years ago. It's about a lonely little girl who is an orphan. She goes to live with an elderly relative in a big house in the country. There she discovers a garden that no one is allowed to enter. The movie is about how she discovers the secret history of the garden, and how she makes some friends in the process and isn't lonely anymore. I saw the movie with my husband and children a few weeks ago. We saw it at the movie theater that's near our house, where we often go to see movies. I really enjoyed this movie. It's a nice story for children. It shows them some sad things in life—loneliness and loss, and some good things as well—friendship and gardens. It's a little bit scary but not too scary, and the ending is very happy. The characters seem very real, and the actors are very good. The movie didn't rely on special effects or fast action or loud music to hold children's attention. Rather, it was a well-done movie with a good story. My children enjoyed it too and it gave us a lot to talk about afterward.

Practice Test 2—Answer Explanations

PART 3

What kinds of movies are popular these days? Why do you think they are popular?

Romantic movies seem to be popular, and I think they always have been. Everybody dreams of romance, but since we often don't have it in real life, we enjoy seeing it in the movies. Action movies are popular, too, and I think for the same reason—we don't have much action in our lives, so we get it from watching movies.

What can we learn from watching movies?

From some movies we can learn about life in other places and other times, but we have to be careful about that because not all movies are factual. We can also learn about the same things we can learn from literature, themes like love, loss, overcoming difficulties, heroism, things like that.

How are movies different from live theater?

In the theater, everything takes place on the stage, so I think theater relies a lot more on the acting to convey the sense of place, the mood, things like that. A movie is filmed in a real setting and can use real scenery not only to tell the story but also to convey mood, foreshadow events, and other things. Watching live theater is quite different from watching a movie, but I enjoy them both.

How do you think movies will be different in the future?

I think in the future movies will make much more use of computers. There will probably be more animated films. Special effects will be more elaborate and will probably be used a lot more. However, I think that the types of movies made isn't going to change much. There will still be romance movies, action movies, sad movies, spy thrillers, all the same kinds of movies we enjoy now.

Practice Test 2—Answer Explanations

Academic Module Practice Test 3

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

LISTENING

TIME APPROX. 30 MINUTES

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the test pages.

At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet. (The answer sheet can be found on page 103.)

Do not remove the booklet from the examination room.

Information for Candidates

There are **40** questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–10
Section 2	Questions 11–20
Section 3	Questions 21–30
Section 4	Questions 31–40

ACADEMIC MODULE PRACTICE TEST 3

SECTION 1 QUESTIONS 1–10



Questions 1–4

Complete the form below.

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

Example: <u>Grandview</u> Hotel Reservation Form Arrival date: <u>1</u> _____ 13th. Number of nights: <u>2</u> _____ Number of guests: <u>2</u> _____ Guest name: <u>Roxanne</u> <u>3</u> _____ Credit card number <u>4</u> _____
--

Questions 5–7

Choose **THREE** letters, **A–G**.

Which **THREE** places will the caller visit?

- A art museum
- B science museum
- C shopping mall
- D monument
- E post office
- F restaurant
- G park

Questions 8–10

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

- 8 When will the caller arrive at the airport?
- A In the morning
 - B In the afternoon
 - C At night
- 9 How will the caller get to the hotel?
- A Subway
 - B Bus
 - C Taxi
- 10 What time does the hotel front desk close?
- A 10:00
 - B 12:00
 - C 2:00



SECTION 2 QUESTIONS 11–20

Questions 11 and 12

Complete the information below.

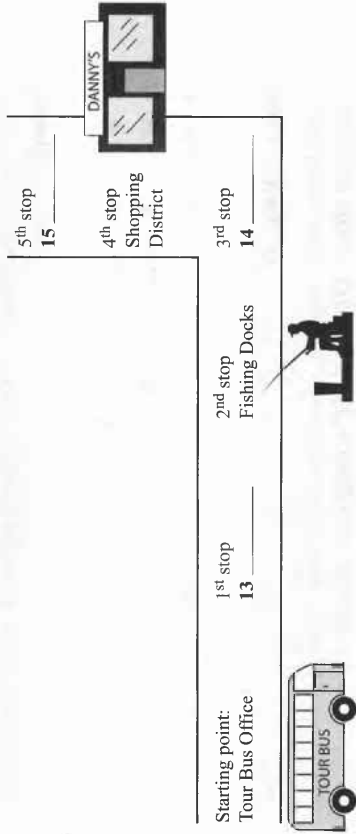
Write **ONE NUMBER** for each answer.

City Tours Fare Information Adult All-Day Pass: 11 \$ _____ Children ages 5–12 All-Day Pass: 12 \$ _____ Children under age 5: Free

Questions 13–15

Label the map below.

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



Questions 16–20

Complete the chart below.

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

Place	Activity
First stop	Enjoy the 16 _____ of the bay
Second stop	Look at the 17 _____
Third stop	18 _____ fish.
Fourth stop	Purchase 19 _____
Fifth stop	Visit the 20 _____

¹ British: table



SECTION 3 QUESTIONS 21–30

Questions 21–23

Answer the questions below.

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

- 21 When is the research project due? _____
- 22 Where will the students conduct the interviews? _____
- 23 How many interviews will they complete all together? _____

Questions 24–30

Complete the outline showing the steps the students will take to complete their projects. Write **NO MORE THAN THREE WORDS** for each answer.

- A. Read **24** _____
- B. **25** _____
- C. Get **26** _____
- D. **27** _____
- E. Get together to **28** _____
- F. Prepare **29** _____
- G. Give **30** _____

SECTION 4 QUESTIONS 31–40



Questions 31–40

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

- 1832 **31** _____
 In her teens Alcott worked to **32** _____
 At age 17 Alcott wrote **33** _____
34 _____ Alcott enlisted as an army nurse.
35 _____ Alcott published her letters in a book called *Hospital Sketches*.
36 _____ Alcott returned from her trip to Europe.
37 _____ Alcott published *Little Women*.
 1879 **38** _____ died.
39 _____ Alcott set up a home for her family in Boston.
 1888 **40** _____

Take ten minutes to transfer your answers onto the Answer Sheet on page 103.

**Academic Module
Practice Test 3**

Candidate Name and Number: _____

**INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM**

ACADEMIC READING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet. (The answer sheet can be found on page 104.)

Do not remove the booklet from the examination room.

Information for Candidates

There are 40 questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1–13
Reading Passage 2	Questions 14–27
Reading Passage 3	Questions 28–40

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

Questions 1–7

The following reading passage has seven sections, A–G. Choose the correct heading for each section from the list of headings below. Write the correct number, 1–8, on lines 1–7 on your answer sheet. There are more headings than sections, so you will not use them all.

LIST OF HEADINGS

- i Scanning the Brain and Chest
- ii The Role of Computers
- iii The CT Scan Is Invented
- iv The High Cost of CT Scans
- v Risks Associated with CT Scans
- vi Emergency Room Care
- vii Faster and More Comfortable
- viii How Doctors Use CT Scans
- ix The Patient Is Photographed
- x Enhancing Scan Images with Dyes

- 1 Section A
- 2 Section B
- 3 Section C
- 4 Section D
- 5 Section E
- 6 Section F
- 7 Section G

The CT Scanner

A The computed tomography scanner, better known as the CT scanner, was originally designed to provide cross-sectional images of the brain. The word *tomography* comes from the Greek word *tomos*, meaning “section,” and *graphia*, meaning “picture.” Godfrey Hounsfield developed the technique in 1972 and was later knighted and awarded the Nobel Peace Prize for his contribution to the medical field. Within four years of this development, CT scans, also called CAT scans (computed axial tomography), were restructured, allowing technicians to

scan the entire body for evidence of tumors, injuries, and other abnormalities. Rather than taking a single picture as in an X ray, a CT scanner sends several beams into an area and takes photographs from many different angles.

B While the original CT scans took Hounsfield several hours to reconstruct into a useful image, today’s machines can produce an in-depth image in a fraction of a second. Creating a scanner that could produce images at a faster rate was crucial in the development of tomography, as it reduced the degree of distortion in an image caused when patients breathed and moved. As well as providing images with better resolution, today’s scanners also provide more comfort for the patient.

C During a CT scan, a patient must lie still on a special table while the radiology technician locates the specific area that needs to be photographed. The table slides into a round tunnel (gantry), where it can be rotated or moved forward and backward in order to obtain the necessary view. Inside the donut-shaped machine, a number of X rays are taken, each producing a small slice of the image that doctors require. When passing through dense tissue such as a bone, the X-ray beams are weak and appear white in the CT images. Tissues such as those found in the brain are less dense and appear gray. Images that appear black denote organs such as lungs or others that can fill with air.

D The CT scanner is made up of several computer systems, including the host computer, which organizes¹ the entire process. One of the computers converts the raw data into an image, while another allows the technician to control the rotation of the gantry. After the information is processed, it is displayed on a monitor for radiologists and physicians to analyze.² The information is also saved and printed to keep in a doctor’s records and to share and discuss with patients and their family members.

E Physicians order CT scans for a number of different reasons, including searching for and assessing tumors, cysts, kidney stones, and bone injuries. Without this technology, surgeons would have to perform many needless and costly operations. Brain, chest, and abdominal CT scans are the most common, though physicians also rely on the CT scanner to guide their needles while draining an abscess or performing a biopsy. Most emergency or shock-treatment centers contain a CT scanner in order to assess trauma victims. CT scans can pinpoint internal bleeding both in the brain and throughout the body.

F In many cases, a patient must be given a contrast material before undergoing a CT scan. During “dynamic CT scanning,” iodine dye is either injected into the blood or added to a drink that the patient must ingest approximately forty-five minutes

¹ British: doughnut-shaped

² British: organises

³ British: analyse

before entering the scanner. The liquid X-ray dye makes it easier to see the organs and blood vessels when the pictures are developed. The intravenous contrast material is typically used for chest or pelvic scans, while oral-contrast material is used for abdominal scans. In some cases, physicians request that pictures be taken both before and after the contrast material enters the patient's body. Patients who receive contrast material in the arm often report feeling a warm sensation, and in rare cases an allergic reaction occurs. Contrast material causes water loss and is avoided when scanning patients who suffer from kidney failure.

G The danger of radiation exposure caused by X-ray beams is generally considered minimal compared to the benefits that a CT scan can provide. In many cases, especially in the detection of tumors and internal bleeding, CT scans provide information that can save a person's life. Full-body scanning, which is saved for serious conditions such as coronary artery disease, remains a controversial procedure as prolonged exposure to radiation is linked to cancer. Pregnant women are excluded from receiving CT scans, as the X rays can be harmful to the fetus. When pregnant women require an evaluation, most physicians favor using other procedures such as an ultrasound or an MRI.

Questions 8–10

Which of the following are facts about the original CT scanner mentioned in the passage? Choose **THREE** answers from the list below and write the correct letters, **A–F**, on lines 8–10 on your answer sheet.

- A** It made it difficult for patients to breathe.
- B** It was created to take pictures of the brain.
- C** It was much bigger than current CT scanners.
- D** It was developed in 1972.
- E** It took several hours to produce a completed image.
- F** It produced images in color.

Questions 11–13

Which of the following are facts about contrast materials used for CT scans mentioned in the passage? Choose **THREE** answers from the list below and write the correct letters, **A–F**, on lines 11–13 on your answer sheet.

- A** They are bright in color.
- B** They can be given by injection.
- C** They have a bitter taste.
- D** They might cause a feeling of warmth in the arm.
- E** They are administered only by a specially trained technician.
- F** They may cause allergies in a few patients.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–27, which are based on Reading Passage 2 below.

Nineteenth-Century Paperback Literature

A publishing craze that hit both America and England from the mid- to late nineteenth century attracted the readership of the semiliterate working class. In America, dime novels typically centered on tales of the American Revolution and the Wild West, while British penny bloods (later called penny dreadfuls) told serial tales of horror or fictionalized¹ versions of true crimes. These paperback novels were sold at newsstands and dry goods stores and succeeded in opening up the publishing market for both writers and readers. The industrial revolution facilitated the growth of literacy, making it easier to print and transport publications in large quantities, thus providing inexpensive entertainment for the masses.

Though Johann Gutenberg's printing press was designed in the fifteenth century, it was not until after the first newspapers began circulating in the eighteenth century that it became a profitable invention. Throughout the nineteenth century, commoners in England were becoming educated through normal schools, church schools, and mutual instruction classes, and by the 1830s, approximately 75 percent of the working class had learned to read. In 1870, the Forster Education Act made elementary education mandatory for all children. Though few children's books were available, penny dreadfuls were highly accessible, especially to male youths who created clubs in order to pool their money and start their own libraries. Similar to reading a newspaper, dime novels and penny dreadfuls were meant to be read quickly and discarded, unlike the hard-bound high literature that was written in volumes and published for the elite. Struggling authors, many of whom had limited writing and storytelling skills, suddenly found an audience desperate to read their work. When the first type-writer became available in the 1870s, authors were able to maximize² their output. Successful authors, some of whom wrote over 50,000 words a month, were able to earn a decent living at a penny per word.

From the 1830s to 1850s, penny bloods featured tales of gore that often depicted the upper class as corrupt. One of the most beloved characters from the penny blood serials was Sweeney Todd. In the original story, *String of Pearls: A Romance*, published in 1846, Sweeney Todd was a demon barber who used his razor to torture his victims before turning them into meat pies. In 1847, hack-playwright George Dibdin Pitt adapted Thomas Prest's story for the stage,

¹ British: fictionalised

² British: maximise

renaming it *The String of Pearls: The Fiend of Fleet Street*. With no copyright laws, authors were always at risk of having their ideas pilfered. Pitt's play was released again one year later at one of London's "bloodbath" theaters¹ under the name *Founded on Fact*. The Sweeney Todd story also made its way into musicals and comedies. Controversy still exists over whether Thomas Prest's character was based on a real person. No records of a barber shop on Fleet Street, or a barber named Sweeney Todd have been found, though Thomas Prest was known for getting his inspiration from "The Old Bailey" of the *London Times*, a section devoted to real-life horror stories.

Despite the warning from Lord Shaftsbury that the paperback literature was seducing middle-class society into an unproductive life of evil, the penny bloods grew in popularity. They provided a literary voice for commoners at an affordable price. Eventually, penny bloods became known as penny dreadfuls and began to focus more on adventure than horror.

In 1860, Beadle and Adams was the first firm in the United States to publish a title that would be categorized² as a dime novel. *Malaeska: The Indian Wife of the White Hunter*, by Anne Stephens, had originally been published twenty years earlier as a series in a magazine. In novel form, approximately 300,000 copies of the story were sold in the first year, paving the way for the new fad in America. Many dime novels were written as serials with recurring characters, such as Deadwood Dick, Commander Cody, and Wild Bill. Originally, the paperbacks were intended for railroad travelers; however, during the Civil War, soldiers quickly became the most avid dime novel readers. Beadle dime novels became so popular that the company had to build a factory of hack writers to mass produce them. As urbanization³ spread, stories of the Wild West were in less demand, and tales of urban outlaws became popular. At that time, dime novels were chosen for their illustrated covers rather than their sensational stories and characters. Despite their popularity, by the late 1880s dry goods stores were so full of unsold books that prices dropped to less than five cents per copy. Many titles that could still not sell were given away or destroyed. The International Copyright Law, passed by Congress in 1890, required publishers to pay royalties to foreign authors. Selling at less than five cents a copy, the paperback industry was doomed until the arrival of pulp paper.

¹ British: theatres

² British: categorised

³ British: urbanisation

Questions 14–19

Which of the characteristics below belongs to which type of literature? On lines 14–19 on your answer sheet write:

- A** if it is characteristic of penny bloods
B if it is characteristic of dime novels
C if it is characteristic of both penny bloods and dime novels

- 14 They were popular in America.
 15 They were popular in Britain.
 16 They showed members of the upper class as corrupt.
 17 They were inexpensive.
 18 They featured tales of the Wild West.
 19 They were popular among members of the working class.

Questions 20–23

Match each year with the event that occurred during that year. Choose the correct event, A–F, from the box below and write the correct letter on lines 20–23 on your answer sheet. There are more events than years, so you will not use them all.

- 20 1870
 21 1846
 22 1860
 23 1890

EVENTS

- A** The first dime novel was published in the United States.
B Lord Shaftsbury warned people about the dangers of penny bloods.
C if it is characteristic of both penny bloods and dime novels
D A law was passed requiring children to attend school.
E A law about copyrights was passed.
F The first Sweeney Todd story was published.

Questions 24–27

Do the following statements agree with the information in the reading passage? On lines 24–27 on your answer sheet write:

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

- 24 The literacy rate in England rose in the nineteenth century.
 25 Children's books were popular in the nineteenth century.
 26 Most people agree that Sweeney Todd was based on a real person.
 27 Dime novels were popular among Civil War soldiers.

READING PASSAGE 3

You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.

Cosmic Black Holes

In 1687, the English scientist Isaac Newton published his monumental work, *Philosophiæ Naturalis Principia Mathematica* (*Mathematical Principles of Natural Philosophy*), containing his theory of gravitation and the mathematics to support it. In essence, Newton's law of gravitation stated that the gravitational force between two objects, for example, two astronomical bodies, is directly proportional to their masses. Astronomers found that it accurately predicted all the observable data that science at that time was able to collect, with one exception—a very slight variation in the orbit of the planet Mercury around the sun.

It was 228 years before anyone was able to offer a refinement of Newton's law that accounted for the shape of Mercury's orbit. In 1915, Albert Einstein's general theory of relativity was published. Using the equations of general relativity, he calculated the shape of Mercury's orbit. The results predicted astronomical observations exactly and provided the first proof of his theory. Expressing it very simplistically, the general theory of relativity presumes that both matter and energy can distort space–time and cause it to curve. What we commonly call gravity is in fact the effect of that curvature.

Among other phenomena, Einstein's theory predicted the existence of black holes, although initially he had doubts about their existence. Black holes are areas

in space where the gravitational field is so strong that nothing can escape them. Because of the immense gravitational pull, they consume all the light that comes near them, and thus they are “black.” In fact, neither emitting nor reflecting light, they are invisible. Due to this, they can be studied only by inference based on observations of their effect on the matter—both stars and gases¹—around them and by computer simulation. In particular, when gases are being pulled into a black hole, they can reach temperatures up to 1,000 times the heat of the sun and become an intensely glowing source of X rays.

Surrounding each black hole is an “event horizon,” which defines the area over which the gravitational force of the black hole operates. Anything passing over the lip of the event horizon is pulled into the black hole. Because observations of event horizons are difficult due to their relatively small size, even less is known about them than about black holes themselves.

Black holes exist in three sizes. Compact ones, called star-mass black holes and which have been known to exist for some time, are believed to be the result of the death of a single star. When a star has consumed itself to the point that it no longer has the energy to support its mass, the core collapses and forms a black hole. Shock waves then bounce out, causing the shell of the star to explode. In a way that is not yet understood, the black hole may then reenergize² and create multiple explosions within the first few minutes of its existence. So-called super-massive black holes, also well documented, contain the mass of millions or even billions of stars. And just recently one intermediate black hole, with about 500 times the mass of the sun, has been discovered. Scientists have postulated that the intermediate black hole may provide a “missing link” in understanding the evolution of black holes.

Current scientific data suggest that black holes are fairly common and lie at the center of most galaxies. Based on indirect evidence gained using X-ray telescopes, thousands of black holes have been located in our galaxy and beyond. The black hole at the center of the Milky Way, known as Sagittarius A* (pronounced “A-star”), is a supermassive one, containing roughly four million times the mass of our sun. Astronomers suggest that orbiting around Sagittarius A*, 26,000 light years from Earth, may be as many as tens of thousands of smaller black holes. One possible theory to explain this is that a process called “dynamical friction” is causing stellar black holes to sink toward the center of the galaxy.

It is thought that the first black holes came into existence not long after the big bang. Newly created clouds of gases slowly coalesced into the first stars. As these early stars collapsed, they gave rise to the first black holes. A number of theories proposed that the first black holes were essentially “seeds,” which then gravitationally attracted and consumed enormous quantities of matter found in adjacent gas clouds and dust. This allowed them to grow into the super-massive black holes that now sit in the centers of galaxies. However, a new computer

¹British: gasses
²British: reenergise

simulation proposes that such growth was minimal. When the simulated star collapsed and formed a black hole, there was very little matter anywhere near the black hole's event horizon. Being in essence "starved," it grew by less than 1 percent over the course of its first hundred million years. The new simulations do not definitively invalidate the seed theory, but they make it far less likely. On the other hand, it is known that black holes a billion times more massive than our sun did exist in the early universe. Researchers have yet to discover how these super-massive black holes were formed in such a short time, and the origin of these giants poses one of the most fundamental questions in astrophysics.

It has become practically a hallmark of the research on black holes that with each new study, more is known, more theories are generated, and yet more questions are raised than answered.

Questions 28–34

Complete each sentence with the correct ending, **A–N**, below.
Write the correct letter, **A–N**, on lines 28–34 on your answer sheet.

- 28 Newton's law of gravitation
- 29 Einstein's theory of relativity
- 30 We define black holes as areas that have
- 31 Scientists study black holes
- 32 Gases that are pulled into a black hole
- 33 Event horizons are
- 34 Compact black holes occur

- | | |
|----------|---|
| A | by observing the matter around them. |
| B | suggested the presence of black holes in outer space. |
| C | when a single star collapses. |
| D | difficult to study. |
| E | barely visible light. |
| F | an inescapable gravitational pull. |
| G | did not apply to most astronomical bodies. |
| H | by direct observation. |
| I | could not explain Mercury's path around the sun. |
| J | caused doubt about the existence of black holes. |
| K | lose visibility. |
| L | become very hot. |
| M | with large event horizons. |
| N | at the center of each black hole. |

Questions 35 and 36

Choose the correct letter, **A, B**, or **C**, in boxes 35 and 36 on your answer sheet.

- 35 Black holes can be found
 - A** only in the Milky Way.
 - B** in most galaxies.
 - C** close to the sun.
- 36 Sagittarius A* is
 - A** a black hole located 26,000 light years from Earth.
 - B** one of thousands of black holes orbiting Earth.
 - C** a well-known compact black hole.

Questions 37–40

Do the following statements agree with the information given in the passage? On lines 37–40 on your answer sheet, write:

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

- 37 It is not certain when the big bang occurred.
- 38 According to the "seed" theory, the first black holes eventually became super-massive black holes.
- 39 The "seed" theory has been proven true by computer simulation.
- 40 The black holes that existed in the early universe were all compact black holes.

Academic Module Practice Test 3

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC WRITING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

All answers must be written on the separate answer booklet provided. Answer sheets can be found beginning on page 105.

Do not remove the booklet from the examination room.

Information for Candidates

There are 2 tasks on this question paper.

You must do **both** tasks.

Under-length answers will be penalized.¹

¹ British: penalised

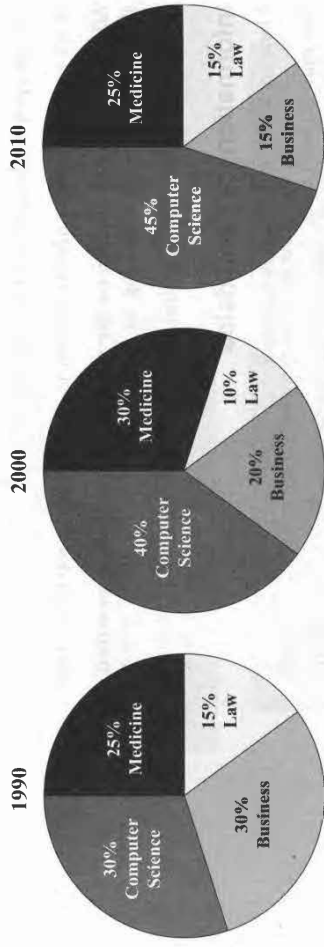
WRITING TASK 1

You should spend about 20 minutes on this task. Write at least 150 words.

The charts below show degrees granted in different fields at the National University in the years 1990, 2000, and 2010.

Summarize¹ the information by selecting and reporting the main features, and make comparisons where relevant.

Degrees Granted at the National University



WRITING TASK 2

You should spend about 40 minutes on this task. Write at least 250 words.

Write about the following topic:

All children should study a foreign language in school, starting in the earliest grades.

To what extent do you agree or disagree with this statement? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

¹ British: Summarise

SPEAKING

Examiner questions:

Part 1

Describe a place in your city or town where you like to go in your free time.

Why do you like to go there?

Is there anything you don't like about it?

Is it a popular place for people in your city? Why or why not?

Describe a park in your neighborhood or city.

What are some things people can do there?

Do you enjoy spending time there? Why or why not?

Are parks important? Why or why not?

Part 2

Describe a hobby you enjoy doing.

You should say:

What the hobby is

What materials or tools you need for it

How you learned to do it and explain why you enjoy it

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

Part 3

Why do people have hobbies?

Are there any hobbies you think are not worthwhile?

What can we learn from hobbies?

Is it important to teach hobbies to children? Why or why not?

Answer Key
PRACTICE TEST 3 - ACADEMIC MODULE**Listening**

- | | | | |
|---------------|---------------------|------------------------------|-------------------------|
| 1. February | 12. 9 | 23. thirty | 31. Alcott was born. |
| 2. one | 13. Hill Park | 24. a government study | 32. support her family. |
| 3. Wilson | 14. Bay Bridge | 25. design the | 33. her first novel/The |
| 4. 2336189872 | 15. Green Street | questionnaire | Inheritance |
| 5. C | 16. view | 26. professor's | 34. 1862 |
| 6. F | 17. boats | approval/approval for | 35. after the war |
| 7. G | 18. eat | questionnaire | 36. 1866 |
| 8. C | 19. baskets | 27. conduct interviews | 37. 1868 |
| 9. A | 20. theater | 28. analyze the results | 38. May died. |
| 10. C | 21. in three weeks | 29. charts (showing results) | 39. 1882 |
| 11. 18 | 22. a shopping mall | 30. class presentation | 40. Alcott died. |

Reading

- | | | | |
|---------|-------|---------|---------------|
| 1. iii | 11. B | 21. F | 31. A |
| 2. vii | 12. D | 22. A | 32. L |
| 3. ix | 13. F | 23. E | 33. D |
| 4. ii | 14. B | 24. Yes | 34. C |
| 5. viii | 15. A | 25. No | 35. B |
| 6. x | 16. A | 26. No | 36. A |
| 7. v | 17. C | 27. Yes | 37. Not Given |
| 8. B | 18. B | 28. I | 38. True |
| 9. D | 19. C | 29. B | 39. False |
| 10. E | 20. C | 30. F | 40. False |

Answer Explanations

ACADEMIC MODULE—PRACTICE TEST 3

Listening

1. *February*. The man says, “So, that’s February 13th and 14th,” and the woman confirms this.
2. *one*. The man asks, “And how many guests will there be?” and the woman replies, “Just me,” meaning she will be the only guest.
3. *Wilson*. The woman spells her last name.
4. *2336189872*. The woman gives her credit card number, and the man repeats the last four digits.
5. **(C)** The woman says she loves shopping, and the man directs her to a shopping mall.
6. **(F)** The woman asks about a place to eat lunch, and the man tells her about a nearby restaurant.
7. **(G)** The woman says that she will walk in the park after having lunch at the restaurant.
8. **(C)** The woman says that she will be arriving after 10:00 P.M. Choice (A) is confused with when she will have free time, “Friday morning.” Choice (B) is not mentioned.
9. **(A)** The man says the subway runs late, and the woman then says, “Then I’ll do that,” meaning that she will take the subway.
10. **(C)** The man says, “The front desk stays open until two.” Choice (A) is the time that the woman will arrive. Choice (B) is how late the subways run.
11. *18*. The speaker says, “The all-day bus pass costs eighteen dollars for adults.”
12. *9*. The speaker says, “Children between the ages of five and twelve pay half the adult fare. . . .”
13. *Hill Park*. The speaker says, “the bus goes to the first stop, Hill Park.”
14. *Bay Bridge*. The speaker says, “the bus goes on to the third stop, Bay Bridge. . . .”

15. *Green Street*. The speaker says, “then the fifth and last stop is at Green Street.”
16. *view*. The speaker says, “At the first stop, you can enjoy a spectacular view of the bay. . . .”
17. *boats*. The speaker says, “At the second stop, you can walk around and look at the boats.”
18. *eat*. The speaker says, “You can eat fresh fish here prepared in the traditional local way.”
19. *baskets*. The speaker says, “Don’t miss the opportunity to purchase some of our city’s famous handmade baskets.”
20. *theater*. The speaker says, “Finally, at the last stop on the tour, you can visit one of the oldest buildings in our city, the theater.”
21. *in three weeks*. The two students start out by discussing when the project is due, and Student 2 says it’s due in “only three more weeks.”
22. *a shopping mall*. Student 1 suggests the shopping mall, and Student 2 agrees.
23. *thirty*. They will conduct fifteen interviews each to meet the required total of thirty.
24. *a government study*. The students discuss reading a government study so that they can compare their results to the government study results.
25. *design the questionnaire*. Student 2 says, “Yes, so we’d better read that first and then design our questionnaire.”
26. *professor’s approval/approval for questionnaire*. Student 1 says, “The professor said she had to approve our questionnaire first, before we actually conducted the interviews.”
27. *conduct interviews*. Student 2 says, “So we’ll get her approval and then conduct the interviews.”
28. *analyze the results*. Student 2 says, “And let’s also plan to get together the next day to analyze the results.”
29. *charts (showing results)*. Student 1 says, “Well, I think the obvious thing is to prepare some charts showing our results. . . .”
30. *class presentation*. Student 1 says, “All that will be left to do is give the class presentation.”

31. *Alcott was born.* The speaker says, “She was born in 1832. . . .”
32. *support her family.* The speaker says, “As a teenager, she worked to support her family. . . .”
33. *her first novel/The Inheritance.* The speaker says, “She wrote her first novel when she was just seventeen years old. . . . It was called *The Inheritance*.”
34. *1862.* The speaker says, “In 1861, the Civil War broke out. . . . The following year, she enlisted as an army nurse.”
35. *after the war.* The speaker says, “After the war, she turned the letters into a book which was published under the title *Hospital Sketches*.”
36. *1866.* The speaker says, “When she returned home from Europe in 1866. . . .”
37. *1868.* The speaker says, “Her big break came in 1868 with the publication of her first novel for girls, *Little Women*.”
38. *May died.* The speaker says, “In 1878, her youngest sister, May, got married. A year later, May died. . . .”
39. *1882.* The speaker says, “In 1882, Bronson Alcott suffered a stroke. Soon after that, Louisa Alcott set up a house for him, her niece, her sister Anna, and Anna’s two sons in Boston.”
40. *Alcott died.* The speaker says, “She died in March of 1888 at the age of 55.”

Reading

PASSAGE 1

1. *iii.* Section A explains the origin and development of the CT scanner.
2. *viii.* Section B talks about how CT scanners were developed to work faster so that images were less distorted and patients were more comfortable.
3. *ix.* Section C explains the process of getting X-ray images of the patient.
4. *ii.* Section D explains the computer systems used for CT scans.
5. *viii.* Section E talks about the different circumstances for which CT scans are used.
6. *x.* Section F explains the use of dyes to make CT scan images easier to analyze.
7. *v.* Section G talks about possible dangers to patients receiving CT scans.

8. **(B)** Section A: “The computed tomography scanner, better known as the CT scanner, was originally designed to provide cross-sectional images of the brain.”
9. **(D)** Section A: “Godfrey Hounsfield developed the technique in 1972. . . .”
10. **(E)** Section B: “While the original CT scans took Hounsfield several hours to reconstruct into a useful image. . . .”
11. **(B)** Section F: “During ‘dynamic CT scanning,’ iodine dye is either injected into the blood. . . .”
12. **(D)** Section F: “Patients who receive contrast material in the arm often report feeling a warm sensation. . . .”
13. **(F)** Section F: “in rare cases an allergic reaction occurs.”

PASSAGE 2

14. **(B)** Paragraph 1: “In America, dime novels. . . .”
15. **(A)** Paragraph 1: “while British penny bloods (later called penny dreadfuls) told serial tales of horror or fictionalized versions of true crimes.”
16. **(A)** Paragraph 3: “penny bloods featured tales of gore that often depicted the upper class as corrupt.”
17. **(C)** Paragraph 1: “thus providing inexpensive entertainment for the masses.”
18. **(B)** Paragraph 1: “dime novels typically centered on tales of the American Revolution and the Wild West. . . .”
19. **(C)** Paragraph 1: “A publishing craze that hit both America and England from the mid- to late nineteenth century attracted the readership of the semiliterate working class.”
20. **(C)** Paragraph 2: “In 1870, the Forster Education Act made elementary education mandatory for all children.”
21. **(F)** Paragraph 3: “In the original story, *String of Pearls: A Romance*, published in 1846, Sweeney Todd. . . .”
22. **(A)** Paragraph 5: “In 1860, Beadle and Adams was the first firm in the United States to publish a title that would be categorized as a dime novel.”
23. **(E)** Paragraph 5: “The International Copyright Law, passed by Congress in 1890, required publishers to pay royalties to foreign authors.”

24. *Yes.* Paragraph 2: “by the 1830s, approximately 75 percent of the working class had learned to read.”
25. *No.* Paragraph 2: “Though few children’s books were available. . . .”
26. *No.* Paragraph 3: “Controversy still exists over whether Thomas Prest’s character was based on a real person.”
27. *Yes.* Paragraph 5: “during the Civil War, soldiers quickly became the most avid dime novel readers.”

PASSAGE 3

28. (I) Paragraph 1: “Astronomers found that it accurately predicted all the observable data . . . with one exception—a very slight variation in the orbit of the planet Mercury around the sun.”
29. (B) Paragraph 3: “Among other phenomena, Einstein’s theory predicted the existence of black holes.”
30. (F) Paragraph 3: “Black holes are areas in space where the gravitational field is so strong that nothing can escape them.”
31. (A) Paragraph 3: “they can be studied only by inference based on observations of their effect on the matter—both stars and gases—around them and by computer simulation.”
32. (L) Paragraph 3: “when gases are being pulled into a black hole, they can reach temperatures up to 1,000 times the heat of the sun. . . .”
33. (D) Paragraph 4: “Because observations of event horizons are difficult due to their relatively small size, even less is known about them than about black holes themselves.”
34. (C) Paragraph 5: “Compact ones . . . are believed to be the result of the death of a single star.”
35. (B) Paragraph 6: “Current scientific data suggest that black holes are fairly common and lie at the center of most galaxies.” Choice (A) is contradicted by the information in paragraph 6. Choice (C) is confused with the mention of the sun, but it is used to describe the size, not the location, of a black hole.
36. (A) Paragraph 6 explains that Sagittarius A* is a black hole in the center of the Milky Way and 26,000 light years from Earth. Choice (B) uses words from the paragraph, but black holes do not orbit Earth. Choice (C) is incorrect because the paragraph tells us that Sagittarius A* is a super-massive, not a compact, black hole.

37. *Not Given.* The big bang is mentioned, but the time of its occurrence is not.
38. *True.* Paragraph 7: “A number of theories proposed that the first black holes were essentially “seeds,” which then gravitationally attracted . . . matter . . . This allowed them to grow into the super-massive black holes.”
39. *False.* Paragraph 7: “The new simulations do not definitively invalidate the seed theory, but they make it far less likely.”
40. *False.* Paragraph 7: “it is known that black holes a billion times more massive than our sun did exist in the early universe.”

Writing

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

WRITING TASK 1

The three pie charts show the different kinds of degrees granted by the National University in three different years. The fields of study shown are Medicine, Law, Business, and Computer Science. The percentage of the total degrees granted for each field changes over the three years shown.

In 1990, Business and Computer Science were the most popular fields of study. Thirty percent of the degrees granted were in Business, and another 30 percent were in Computer Science. Medicine accounted for 25 percent of the degrees, and Law accounted for only 15 percent.

The figures changed somewhat in 2000. Computer Science had gained popularity, with 40 percent of the degrees granted in this field. Business had dropped to 20 percent, and Law had dropped to 10 percent. Medicine accounted for 30 percent of the degrees.

In 2010, an even greater percentage of students had earned Computer Science degrees, with 45 percent of the total degrees in this field. Business and Medicine had both lost popularity, dropping to 15 percent and 25 percent of the total degrees granted, respectively. Law, on the other hand, had gone back up to 15 percent of the total degrees granted. The only field that consistently grew in popularity in the time period shown was Computer Science.

WRITING TASK 2

I strongly agree that all children should study a foreign language in school, starting from their first day of school. Learning how to communicate with people in other countries is very important in the modern world, and we need to speak different languages in order to do this. Childhood is the best time to learn foreign languages.

Modern technology has made the world smaller. By airplane, we can travel to faraway countries in just a few hours. With the Internet, we can communicate instantly with people on the other side of the world. People do business with people in other countries, buy products from other countries, and, unfortun-

nately, have wars with foreign countries. None of these activities are new, but they have become easier to do and more common because of modern technology. Therefore, it is now more important than ever to know how to speak one, two, or more foreign languages.

To learn a foreign language well, it is best to start in childhood. Children's brains are made for learning. Children are eager to absorb new information. Children can learn to speak foreign languages as well as their native language. It is difficult to learn a foreign language quite as well if you start studying it at a later age. Therefore, the best way to learn a foreign language is to start studying it during the first years of school.

The healthy future of our planet depends on people everywhere being able to communicate well. Teaching children to speak foreign languages from the first years of school will go a long way toward achieving this goal.

Speaking

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

PART 1

Describe a place in your city or town where you like to go in your free time.

There's a huge shopping mall just outside my city. It's one of the biggest in the country, and people come from all over, even from faraway places, to shop there. It has hundreds of stores of all different kinds. It also has restaurants, clubs, and movie theaters. It also has a couple of areas kind of like indoor parks where you can sit on benches and watch a water fountain. There's a lot you can do there.

Why do you like to go there?

I like to go there because there are so many different things to do. Whatever I may need to buy, I can buy it there. If I want to get together with my friends, it's a good place for us to meet. We have our choice of restaurants, movies, and clubs. It's kind of like a little city all under one roof. I especially like to go there in the winter when it's too cold to be outside.

Is there anything you don't like about it?

I can only think of one thing I don't like about it, and that's the parking situation. The parking garage is very crowded and sometimes I spend a long time driving around looking for an empty spot. That really annoys me. They should have a system to let people know where the empty spaces are so we can go right to them without driving around and around.

Is it a popular place for people in your city? Why or why not?

It's a very popular place for people in my city. The main reason is because there are so many different things to do and buy there. There's something for everyone. Another reason people like it is because it's all indoors. We live in a cold climate, and the winters can be very, very cold. No one likes to walk around outside then. If you go to the shopping mall, you don't have to go outside to get from place to place.

Describe a park in your neighborhood or city.

There's a small park at the end of my street. It has a fountain in the middle and a few benches where you can sit and relax. It also has a small garden. Some of the local neighbors plant flowers there every year.

What are some things people can do there?

It's a small park, so there's not much to do there. It's mostly there for looking pretty. You can sit on the benches and watch the water in the fountain. That's relaxing. You can enjoy the flowers. It's right next to the bus stop, so you can wait for the bus there, too.

Do you enjoy spending time there? Why or why not?

Yes, I like to go there when the weather is nice. After being inside all day at work, I like to go to the park on my way home. It's a way to be outside for a little while. Sometimes I run into friends there. I've gotten to know some of my neighbors by spending time in the park, so that's an advantage.

Are parks important? Why or why not?

Parks are very important in the city. Without parks, there wouldn't be any nice outdoor places to spend time in. Parks add beauty to the city because they're places where we can see trees and flowers. Larger parks also provide places for outdoor sports. Without parks, it would be difficult to do any outdoor activities in a city.

PART 2

A hobby I enjoy is painting. I can't say I'm very artistic, but I like painting. I do watercolor paintings, so the materials I need are paint and brushes, water, and special watercolor paper. I learned to paint by taking classes. Frankly, I can't remember how I got the idea to learn to paint, but once I decided I wanted to do it, I looked for classes at the local community center. I've taken several painting classes there, and I've learned a lot. I enjoy painting because it's very relaxing. When I paint, I can take my mind off my work and off personal problems. I just think about my painting. I also like the challenge. It's a challenge to try to make a painting look the way I want it to look. I work all the time to improve my technique. I've had a lot of frustrations, but when I feel like I've finally made a painting look the way I want it to look, I feel really happy. It's a satisfying feeling. Another thing I like about painting is that it gives me something to hang on the walls of my apartment! Of course, I only hang up the successful paintings.

PART 3

Why do people have hobbies?

I think the biggest reason people have hobbies is to relax. Another reason is that people have different kinds of interests, and hobbies give them a way to pursue those interests. For example, I like art, so I paint as a hobby. People who like music might learn to play the guitar or sing in a local choir. People who like flowers might garden as a hobby. Hobbies give people ways to express different aspects of their personalities and develop different abilities.

Are there any hobbies you think are not worthwhile?

I suppose some people think some things are a waste of time, but it's hard to make that decision for other people. I don't like building ship models, for example. I can't think of anything more boring than that, so for me that would be a real waste of time. But another person might get a lot out of an activity like that. So I think that as long as a hobby is enjoyable to the person who does it, and doesn't cost too much money, we can't say it's not worthwhile.

What can we learn from hobbies?

Depending on the hobby, we can learn different things. People who garden as a hobby can learn about botany. People who play musical instruments can learn about music theory. We can learn about a lot of different things, depending on what our interests are.

Is it important to teach hobbies to children? Why or why not?

Yes, I think it's important to teach hobbies to children. Childhood is a time of trying out different things. By pursuing different kinds of hobbies, children can learn how to do different kinds of things. They can learn about the kinds of things that interest them, and they can discover which things are boring to them. This helps them develop a better sense of who they are. Also, a child who develops hobbies will always have interesting ways to spend his or her time throughout his or her life.

ACADEMIC MODULE

PRACTICE TEST 4

Academic Module Practice Test 4

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

LISTENING

TIME APPROX. 30 MINUTES

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the test pages.

At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet. (The answer sheet can be found on page 143.)

Do not remove the booklet from the examination room.

Information for Candidates

There are 40 questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–10
Section 2	Questions 11–20
Section 3	Questions 21–30
Section 4	Questions 31–40



SECTION 1 QUESTIONS 1–10

Note

If you do not have access to an audio CD player, please refer to the audio scripts starting on page 420 when prompted to listen to an audio passage.

Questions 1–10

Complete the form below.

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

Example: ClearPoint Telephone Company
Customer Order Form

Order taken by: Ms. Jones _____

Name: Harold 1 _____

Address: 2 _____ Fulton Avenue, apartment 12

Type of service: 3 _____

Employer: Wrightsville Medical Group

Occupation: 4 _____

Work phone: 5 _____

Time at current job: 6 _____

Special services: 7 _____ 8 _____

Installation scheduled for: Day 9 _____ Time of day 10 _____



SECTION 2 QUESTIONS 11–20

Questions 11–14

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

- 11 The fair will take place at the
 A fairgrounds.
 B park.
 C school.
- 12 The fair will begin on Friday
 A morning.
 B afternoon.
 C evening.
- 13 The fair will begin with a
 A parade.
 B dance performance.
 C speech by the mayor.
- 14 There will be free admission on
 A Friday.
 B Saturday.
 C Sunday.

Questions 15–20

Complete the chart¹ below.
 Write **NO MORE THAN ONE WORD** for each answer.

Day/Time	Event
Saturday afternoon	15 _____ show
Saturday evening	16 _____ by the lake
Sunday afternoon	17 _____ contest
All weekend	18 _____ food
	19 _____ for children
	20 _____ for sale

¹British: table

SECTION 3 QUESTIONS 21–30



Questions 21–23

Complete the information below.
 Write **NO MORE THAN TWO WORDS** for each answer.

How to get academic credit for work experience

First, read the 21 _____. Find courses that match your work experience. Then write 22 _____ of your work experience. Submit that together with a letter from your 23 _____ to the university admissions office.

Questions 24–28

Where can the items listed below be found?

- A admissions office
 B counseling center¹
 C library

Write the correct letter, A, B, or C, next to questions 24–28.

- 24 university catalog²
 25 application for admission form
 26 requirements list
 27 recommendation forms
 28 job listings

¹British: counselling centre

²British: catalogue

Questions 29 and 30

Choose the correct letters, A, B, or C.

- 29 What are full-time students eligible for?
 A Discounted books
 B The work-study program¹
 C A free bus pass
- 30 How can a student get financial assistance?
 A Speak with a counselor²
 B Apply to the admissions office
 C Make arrangements with a bank

**SECTION 4 QUESTIONS 31–40****Questions 31–35**

Complete the chart with information about the black bear.
 Write **NO MORE THAN TWO WORDS** for each answer.

Range	Lives in 31 _____ of North America
Diet	Ninety percent of diet consists of 32 _____ Also eats 33 _____
Cubs	Baby bear cubs are born in 34 _____
Life span	Black bears live for about 35 _____ in the wild.

Questions 36–40

Which characteristics fit black bears and which fit grizzly bears?
 Write **A** if it is a characteristic of black bears. Write **B** if it is a characteristic of grizzly bears.

- 36 Has a patch of light fur on its chest _____
- 37 Weighs 225 kilos _____
- 38 Has a shoulder hump _____
- 39 Has pointed ears _____
- 40 Has shorter claws _____

Take ten minutes to transfer your answers onto the Answer Sheet on page 143.

¹ British: programme

² British: counsellor

Academic Module Practice Test 4

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet. (The answer sheet can be found on page 144.)

Do not remove the booklet from the examination room.

Information for Candidates

There are **40** questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1–13
Reading Passage 2	Questions 14–27
Reading Passage 3	Questions 28–40

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

The Gulf Stream and Global Warming

Labrador and London lie at about the same latitude, but Labrador is frigid and has only 30 miles of paved roads while London is one of the major centers¹ of civilization.² Why do two places, equidistant from the Arctic Circle, have such disparate climates? The Gulf Stream that flows by the British Isles makes all the difference: Its warm waters make northwestern Europe so abundant with life that palm trees can actually grow on the southern shores of England.

This life-giving Gulf Stream is warm, salty water, which travels along the surface of the Atlantic Ocean from the Caribbean, along the east coast of the United States, and then veers toward Europe. In the tropics, this water is warmed by the sun and becomes saltier because of the higher rate of evaporation in the heat. The Gulf Stream divides as it travels, but the majority of the stream moves north and east. As it travels past Europe, the Gulf Stream warms the atmosphere, and the prevailing westerly winds bring the warmed air to all of northwestern Europe, making the area suitable for intense agriculture. The Gulf Stream makes it possible for Europe to feed an increasingly large population.

After the Gulf Stream reaches southeast Greenland and western Iceland, much of the heat of the stream is gone, and the colder, denser water then sinks. The bulk of the Gulf Stream is carried down toward the ocean floor into as many as seven large vortices, called chimneys. They suck the Gulf Stream waters down over a mile deep, where the water is then drawn into another dynamic ocean current. Almost 2 miles below the surface, this cold water current flows in reverse, from the north southward. When this cold water nears the equator, it is again pulled up from the bottom of the ocean as the surface water is heated and starts its journey north. This upwelling brings with it minerals and food from the detritus at the bottom of the ocean to refresh food supplies for fish and other marine creatures.

This stream of water—the warm water traveling³ north along the surface and the cold water traveling south along the floor—has become known as the Great Ocean Conveyor Belt. This flow of ocean currents has been extremely important in regulating the temperature of the globe and in making life possible. These currents in the North Atlantic are part of the Great Conveyor Belt that flows through all the oceans of the world. The least stable section of this global current is in the North Atlantic. The Gulf Stream is the most unstable of all.

¹ British: centres

² British: civilisation

³ British: travelling

Predictions of the effects of global warming on the Gulf Stream are based on computer models, which differ to some extent. But several important facts are known. South of Greenland, there used to be as many as seven chimneys that pulled water from the Gulf Stream down toward the ocean floor. In the last several years, only one remained, and then, in 2007, that one disappeared. The causes for the demise of the chimneys may include the increase in fresh water from glacial melt. In recent winters, glacial melt has released record amounts of fresh water into the oceans. As the North Atlantic waters, including fresh water from rivers as well as the increased amount of glacial melt, mix with the Gulf Stream, the salt water is diluted. Because fresh water is not as dense as salt water, it does not sink, which impairs the natural mechanism for forming the chimneys. As the chimneys have disappeared, the Gulf Stream has slowed. About 30 percent of the water from the Gulf Stream that used to reach Europe travels elsewhere or is lost in the disintegration of the current, a loss of over six million tons of water flow every second. Without a strong Gulf Stream, the slow, cold water of the lower part of the conveyor belt fails to rise, which reduces the circulation of nutrients for marine life. The problem of warming then worsens: As less surface water, which is full of carbon dioxide from the atmosphere, siphons into the depths of the ocean, less carbon dioxide is removed from the atmosphere, thus increasing global warming.

Ocean sediments and glacial cores show that there have been global swings in temperature in the past. The last Ice Age, when much of North America and northern Europe were covered in glaciers 2 miles thick, occurred when the average temperature dropped about 5 degrees Celsius. That ice age ended about 20,000 years ago. The last “Little Ice Age,” when the average temperature dropped only 1 to 2 degrees Celsius, occurred in the sixteenth and seventeenth centuries, hitting Europe hardest. At that time, the Gulf Stream had slowed to about half its usual rate.

Core samples also show that the changes in temperature have been abrupt, not gradual. There would be little time to prepare for the devastating changes resulting from the weakening of the Gulf Stream. The good news is that in the winters of 2008 and 2009, one of the chimneys off southeastern Greenland suddenly burst into action again, bringing the Gulf Stream waters down deep enough to be caught in the conveyor and to keep the ocean currents in the North Atlantic flowing.

Questions 1–7

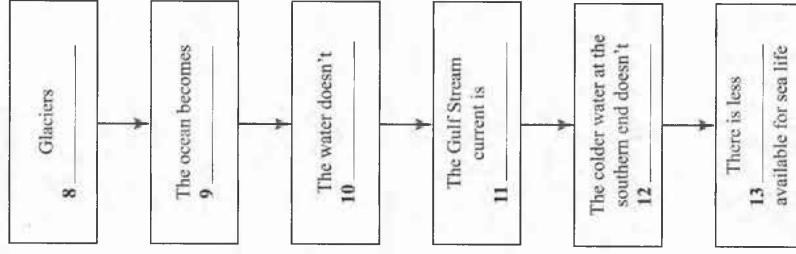
Write the correct letter, A, B, or C, on lines 1–7 on your answer sheet.

- 1 Labrador and London are similar in
 - A climate.
 - B distance from the North Pole.
 - C abundance of wildlife.
- 2 Europe can support a large population because
 - A it has a lot of fresh water.
 - B it is at the proper latitude.
 - C it has a good climate for farming.
- 3 When the Gulf Stream reaches the North Atlantic, it sinks because
 - A it has become colder.
 - B it has become less salty.
 - C it is blown by the winds.
- 4 Ocean currents help make life on Earth possible because they
 - A enable marine life to travel.
 - B maintain suitable temperatures.
 - C regulate glacial melt.
- 5 In 2007, the number of vortices, or chimneys, that pulled the waters of the Gulf Stream down toward the ocean floor was
 - A zero.
 - B one.
 - C seven.
- 6 During the most recent Little Ice Age,
 - A the Gulf Stream slowed down significantly.
 - B Europe was affected only slightly.
 - C glaciers covered much of North America.
- 7 In the past, climate change has happened
 - A at regular intervals.
 - B gradually over time.
 - C very quickly.

Questions 8–13

The flow chart below shows a possible effect of global warming on the Gulf Stream. Complete the flow chart using the list of words, A–L, below.

Write the correct letter, A–L, on lines 8–13 on your answer sheet.



- | | | |
|-----------------------|-----------------|-------------------|
| A less salty | B colder | C warmer |
| D sink | E rise | F weakened |
| G strengthened | H heated | I food |
| J thaw | K air | L form |

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–27, which are based on Reading Passage 2 below.

Chocolate—Food of the Gods

The cacao plant is believed to have evolved at least 4,000 years ago. It is a small evergreen tree, 15–25 feet high, which grows in the tropical forest understory, where it is protected by the shade of larger trees. The scientific name for the cacao plant is *Theobroma*, which means “food of the gods.” Native to the Amazon and Orinoco River basins, it requires a humid climate and regular rainfall. Small pink flowers grow directly on the trunk and older branches. The fruit, a cacao pod, is melon shaped and weighs roughly 1 pound when fully ripened. A mature tree may have as many as 6,000 flowers but will only produce about twenty pods. Each pod contains between twenty and sixty seeds, called beans. The beans have a 40–50 percent fat content, referred to as *cocoa butter*. (*Cacao* is the plant; *cocoa* is the edible derivative and the primary ingredient in chocolate.)

Chemical analysis of pottery vessels unearthed in Puerto Escondido, Honduras, and dating from around 3,100 years ago show traces of a compound that is found exclusively in the cacao plant. At that time, the plant was already being used as a beverage ingredient. However, it was not the cacao beans that were first used. Instead, the first cacao-based drink was probably produced by fermenting the pulp in the cacao pods to yield a beerlike beverage. Researchers speculate that the chocolate drink made from the cacao beans and known later throughout Mesoamerica may have arisen as an accidental by-product of the brewing process. In all, ten small, beautifully crafted drinking vessels were found at the Puerto Escondido site, suggesting that even then the cacao brew was not consumed on a frequent basis but was reserved for important feasts or ceremonial events.

The villagers of Puerto Escondido had likely been influenced by the great Olmec civilization,¹ which flourished for about 800 years beginning 3,200–2,400 years ago in the southern Gulf of Mexico region. Although centered in the modern Mexican states of Tabasco and Veracruz, Olmec influence reached as far south as El Salvador and Honduras. A majority of scholars concur that the Olmec people created the first civilization in the western hemisphere. They built large cities with significant architecture and established commerce extending over hundreds of miles. Relatively little is known about Olmec society because very little archeological² evidence has survived the damp

¹ British: civilisation

² British: archaeological

climate of the Gulf of Mexico. What is known, however, is that the later Mayan peoples, who did leave behind a great deal of cultural evidence, based much of their high culture on earlier Olmec traditions.

Mayan civilization flourished in southern Mexico and Central America from around 500 B.C.E.¹ to around 1500, and the word *cacao* comes from the Mayan word *Ka'kau*. However, this is not a native Mayan word but is derived from the Olmec language. To the Mayans, the cacao pod symbolized² life and fertility. Many of the bas-reliefs carved on their palaces and temples show cacao pods. It is believed that the Mayans took the cacao tree from its native rain forest and began to cultivate it in plantations. After harvesting the seed pods, they scooped out the contents—the cacao beans embedded in a sticky, white flesh—and allowed it all to ferment until the seeds turned dark brown. The seeds were then roasted and ground into a thick chocolate paste.

From the paste, the Mayans made a hot chocolate drink. However, it was very different from contemporary hot chocolate. The basic drink was made by mixing the paste with water, chili powder, cornmeal, and other ingredients and heating it. Then the liquid was poured back and forth from one vessel held at arm's height to another resting on the ground. This created a chocolate drink with a thick head of dark foam—considered the best part of the drink. Among the Mayans, as the chocolate drink grew more popular and the ingredients more readily available, people from all levels of society enjoyed it at least on occasion.

The Maya preserved their knowledge of cacao use through stone carvings, some in jade and obsidian, pottery decorations, and written documents that detailed the use of cacao, described in Mayan as “food of the gods.” Cacao was used in ceremonies, medical treatments, and daily life centuries before the discovery of the New World by Europeans. Certain recipes for cacao drinks included vanilla, nuts, honey from native bees, and various flowers.

Ek Chuah (meaning “black star” in Yucatec Maya) was the patron god of merchants and commerce. Because cacao seeds were light in weight, easily transported, and of great value, they were used as currency throughout Mesoamerica. Thus *Ek Chuah* also became the patron god of cacao. Each April, the Maya held a festival to honor³ this deity. The celebration included offerings of cacao, feathers, and incense, the sacrifice of a dog with cacao-colored⁴ markings, other animal sacrifices, and an exchange of gifts. Given that the chocolate drink could be made only through the direct destruction of currency, one can understand why it was called the “food of gods.” The immortals could easily afford it, while for humans it was a precious commodity indeed.

¹ B.C.E. is the abbreviation for “Before the Common Era,” that is, before the year 0.

² British: symbolised

³ British: honour

⁴ British: coloured

Questions 14–18

Do the following statements agree with the information in the passage? On lines 14–18 on your answer sheet, write:

TRUE

if the statement agrees with the information

FALSE

if the statement contradicts the information

NOT GIVEN

if there is no information on this

- 14 The cacao plant originated in the Gulf of Mexico region.
 15 The cacao plant prefers wet weather.
 16 Each flower on the cacao plant produces twenty pods.
 17 Cacao drinks were originally made using the pulp from the pod.
 18 In ancient Puerto Escondido, cacao drinks were served hot.

Questions 19–25

According to the information in Reading Passage 2, which ancient civilizations do the following phrases describe?

On lines 19–25 on your answer sheet, write:

- A** if the phrase describes the ancient Olmec civilization only
B if the phrase describes the ancient Mayan civilization only
C if the phrase describes both the Olmec and the Mayan civilizations

- 19 collapsed around 2,400 years ago
 20 was located in Mexico
 21 grew cacao on large farms
 22 left behind little concrete evidence of their culture
 23 influenced the ancient inhabitants of Puerto Escondido
 24 carved images of cacao pods
 25 made a drink by mixing cacao with chili powder and cornmeal

Questions 26 and 27

Write the correct letter, A, B, or C, on lines 26 and 27 on your answer sheet.

- 26 The ancient Maya used cacao seeds as
 A decorations.
 B a dye.
 C money.
- 27 In April, the ancient Maya celebrated
 A dogs.
 B a god.
 C stars.

READING PASSAGE 3

You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.

The Intelligence of Corvids

For hundreds of years humans thought that tool making was a uniquely human trait. In 1960, Jane Goodall observed chimpanzees using tools in the wild, a discovery to which Goodall's mentor Louis Leakey famously responded, "We must redefine tool, redefine man, or accept chimpanzees as human." It is now commonly accepted that various primates engage in tool making, and there is a growing body of evidence that many corvids, a group of bird species that includes crows, jays, rooks, ravens, and magpies, are also tool makers, and that they show many other signs of possessing high intelligence.

Scientists have observed wild New Caledonian crows making hooks out of twigs to pull grubs from tree holes that are too deep for their beaks. New Caledonian crows also sometimes use their beaks to create small spears from leaves for collecting insects. Because New Caledonian crows are highly social and because tool design varies from area to area, most researchers assume the birds' tool use is cultural; that is, the tool use is learned from other crows.

In 2002, however, three researchers at Oxford University reported in *Science* a startling new twist to tool making in corvids: A New Caledonian crow that had been captured in 2000 as a juvenile had invented a new tool from materials not found in her natural habitat without observing the behavior¹ in other crows. The crow, named Betty, shared space with a male crow named Abel. The researchers had set up an experiment in which both crows were presented with a straight wire

¹British: behaviour

and a hooked wire and food that could most easily be retrieved with a hooked wire. When Abel flew away with the hooked wire, Betty bent the straight wire and successfully lifted the bucket of food with her hook. The researchers then set out to see whether they could get Betty to replicate the behavior. Ten times, they set out a single straight wire and food to be retrieved. Betty retrieved the food nine times by bending the wire; once she managed to retrieve the food with the straight wire. Alex Kacelnik, one of the researchers who worked with the crows, noted that she had solved a new problem by doing something she had never done before.

Professor John Marzluff, at the University of Washington in Seattle, demonstrated another interesting ability in American crows: recognizing² faces of individual humans. In 2005, he and other researchers each wore a caveman mask when they captured, tagged, and then released crows on campus. Then Marzluff and other researchers took turns wearing the mask and walking around campus. Over time, increasing numbers of crows flocked together and cawed at anyone wearing the caveman mask, regardless of the size, gender, and skin color of the mask wearer or whether the wearer was one of the researchers who had originally captured crows. When the same people did not wear the mask, they got no reaction from the crows. This showed that it was clearly the face that was identified as a threat to the flock. Crows that had not originally been captured were joining the harassment of the perceived threat. When Marzluff suggested that researchers try wearing the caveman mask upside down, some crows actually turned their heads upside down to better identify the face of the “enemy.”

In their studies of western scrub jays published in *Science* in May 2006, Johann Dally, Nathan Emery, and Nicola Clayton showed that jays have the ability to remember whether a specific other jay saw them hide food for later use. When it became clear that a jay that observed the hiding might have access to the cache, the hiders retrieved their food and re-hid it when given the opportunity to do so without observation. They did not re-hide food when other jays were introduced to the situation. Similarly, ravens in the wild have been observed misleading other ravens by pretending to hide food in one location then flying off to hide it elsewhere when the other raven goes to investigate the false cache.

Corvids are also capable of fooling humans. Marzluff tells the story of a pair of crows that built a fake nest that they always flew to when researchers were in their area. The crows’ actual nest with their young was nearby, but the humans never saw the crows actually fly to it.

In an experiment to test social cooperation in rooks, University of Cambridge researchers found that pairs of rooks quickly figured out how to pull on ropes at the same time to bring food that could not be gained through the individual effort of one rook.

Otto Koehler tested the ability of captive jackdaws to count, a skill apparently related to their communication often being based on the number of calls. First, Koehler trained jackdaws to expect five food rewards. Then the jackdaws were

given a number of boxes, some of which contained food. They proceeded to open the boxes until they had found five pieces of food, at which point they stopped opening boxes because they knew they had reached five. In another experiment Koehler also trained jackdaws to choose a box with the same number of dots on the lid as the number of dots on a cue card.

Tool makers, tricksters, cooperators, mathematicians—the corvids are far from “bird brains.” In fact, their intelligence, in many cases, appears to equal or even surpass that of many of our primate “cousins.”

Questions 28–33

Complete the summary using the list of words and phrases, A–N, below. Not all letters are used.

Write the correct letter, A–N, on lines 28–33 on your answer sheet.

Jane Goodall’s work in 1960 showed that **28** _____ were not the only ones to make tools. Since then, scientists have observed different kinds of animals making tools. New Caledonian crows, for example, make tools in order to retrieve the **29** _____ that they eat in the wild. Scientists believe that generally these birds **30** _____ how to make tools. In 2002, a captive New Caledonian crow named Betty invented a new tool. Scientists observed Betty use pieces of wire to make **31** _____, which she used to retrieve food. The interesting thing is that other crows did not **32** _____ the tools. Once the scientists saw Betty make a tool, they tried to get her to **33** _____ the behavior, which she did successfully.

- | | |
|---------------------------------|--------------------------------|
| A learn from other birds | H hooks |
| B twigs | I try to take away |
| C humans | J modify |
| D repeat | K chimpanzees |
| E spears | L grubs |
| F are born knowing | M teach her how to make |
| G leaves | N corvids |

²British: recognising

Questions 34–36

Write the correct letter, A, B, or C, on lines 34–36 on your answer sheet.

- 34 Researchers wore a mask when working with crows in order to
A conceal their true identity from the crows.
B find out whether crows would recognize the mask in another situation.
C protect their faces from aggressive crows.
- 35 Crows harassed researchers wearing the mask because the researchers
A had worn the mask when handling crows.
B were of a size and skin color that crows feared.
C took turns wearing the mask while walking around campus.
- 36 When researchers removed the mask,
A the crows did not harass them.
B they were attacked by the entire flock of crows.
C they could more easily tag the crows.

Questions 37–40

Match each corvid action described by researchers below with the information it shows us about corvid intelligence.

Write the correct letter, A–F, on lines 37–40 on your answer sheet. There are more types of information listed than actions, so you will not use them all.

- 37 Birds opened boxes to obtain food.
 38 Birds pulled ropes to get food.
 39 Birds hid food from other birds.
 40 Birds built a nest that was not real.

INFORMATION ABOUT CORVID INTELLIGENCE

- A** Corvids can count.
B Corvids recognize individual birds.
C Corvids are good at discovering food sources.
D Corvids can work together to achieve a goal.
E Corvids protect themselves by tricking their enemies.
F Corvids are skilled at remembering where they hid things.

Academic Module Practice Test 4

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC WRITING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

All answers must be written on the separate answer booklet provided.
(The answer sheet can be found beginning on page 145.)

Do not remove the booklet from the examination room.

Information for Candidates

There are **2** tasks on this question paper.

You must do **both** tasks.

Under-length answers will be penalized.¹

¹British: penalised

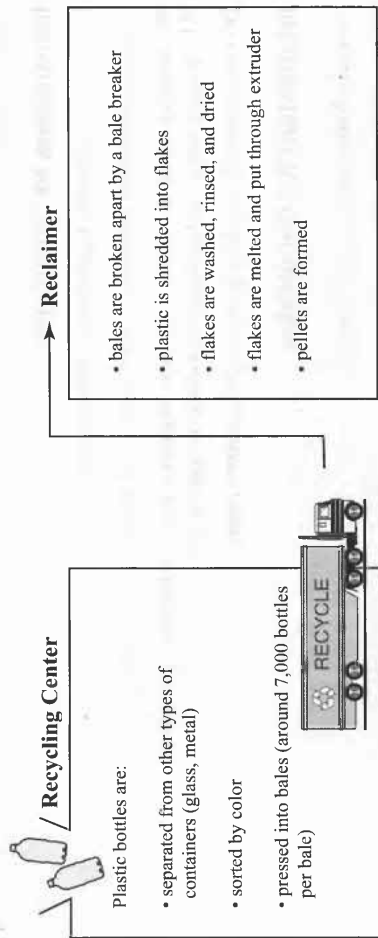
WRITING TASK 1

You should spend about 20 minutes on this task. Write at least 150 words.

The diagram below explains the process of recycling plastic bottles for new uses.

Summarize¹ the information by selecting and reporting the main features, and make comparisons where relevant.

How Plastic Bottles Are Recycled



The pellets are sold to manufacturers to be used to make fibers² for carpets and clothing, nonfood containers, and other products.

WRITING TASK 2

You should spend about 40 minutes on this task. Write at least 250 words.

Write about the following topic:

The proliferation of private cars on the roads in many parts of the world has led to serious problems of pollution and may contribute to global warming. Some people think that governments should spend money for the development of public transportation systems in order to help alleviate this problem. Others think it is better to spend money for the development of electric and other types of cars that may cause less pollution.

Do you think it is better for governments to spend money developing public transportation or developing new kinds of cars? Why or why not? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

¹ British: Summarise

² British: fibres

SPEAKING

Examiner questions:

Part 1

How much time have you spent by the ocean?

Why do people like being near the ocean?

What do you like about the ocean?

Would you like to live near the ocean?

Do you prefer to spend your leisure time indoors or outdoors?

Is there anything you don't like about being indoors (outdoors)?

What are some activities you do indoors (outdoors)?

What do you enjoy about these activities?

Part 2

Describe a book you read recently.

You should say:

The title and author of the book

What the book was about

Why you decided to read it and explain why you enjoyed/didn't enjoy reading it?

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

Part 3

Why do people read?

How important do you think reading is?

What kinds of things are popular to read these days?

How do you think reading will be different in the future?

Answer Key

PRACTICE TEST 4 – ACADEMIC MODULE

Listening

- | | | | |
|-------------------|-------------------|------------------------|-----------------------|
| 1. Kramer | 11. B | 21. university catalog | 31. forested area |
| 2. 58 | 12. C | 22. a summary | 32. plant foods |
| 3. residential | 13. B | 23. work supervisor | 33. insects/fish |
| 4. office manager | 14. A | 24. C | 34. the winter |
| 5. 637-555-9014 | 15. clown | 25. A | 35. twenty-five years |
| 6. nine years | 16. concert | 26. B | 36. A |
| 7. long distance | 17. singing | 27. A | 37. B |
| 8. Internet | 18. international | 28. C | 38. B |
| 9. Friday | 19. games | 29. B | 39. A |
| 10. morning | 20. crafts | 30. A | 40. A |

Reading

- | | | | |
|-------|---------------|-------|-------|
| 1. B | 11. F | 21. B | 31. H |
| 2. C | 12. E | 22. A | 32. M |
| 3. A | 13. I | 23. A | 33. D |
| 4. B | 14. False | 24. B | 34. B |
| 5. A | 15. True | 25. B | 35. A |
| 6. A | 16. False | 26. C | 36. A |
| 7. C | 17. True | 27. B | 37. A |
| 8. J | 18. Not Given | 28. C | 38. D |
| 9. A | 19. A | 29. L | 39. B |
| 10. D | 20. C | 30. A | 40. E |

Answer Explanations

ACADEMIC MODULE—PRACTICE TEST 4

Listening

- Kramer.** The man spells his name.
- 58.** The man gives his address, "That would be number 58 Fulton Avenue, apartment 12."
- residential.** The woman asks, "Then the type of phone service you want is residential, not business?" Then the man confirms that it is for his home.
- office manager.** The woman asks about the man's occupation, and the man says, "I'm the office manager."
- 637-555-9014.** The man gives his work phone number, and the woman repeats the last part of it.
- nine years.** The man thinks about it then says that he has been at his current job for nine years.
- long distance.** The speakers discuss the special services offered. The woman says, "Then I'll put you down for long-distance service."
- Internet.** The speakers discuss voicemail and Internet, and the man says, "Please put me down for Internet as well as phone service."
- Friday.** The woman suggests Friday, and the man says, "That would be fine."
- morning.** The man says, "Morning would be best."
- (B)** The woman says, "So we've moved the fair to City Park." Choice (A) is where the fair has been held in the past. Choice (C) is near the fairgrounds.
- (C)** The man mentions Friday morning, but the woman says, "it won't begin until that evening. . . ." Choice (A) is when the man thinks the fair will begin. Choice (B) is not mentioned.
- (B)** The woman says, "this year our opening event will be a special dance performance. . . ." Choice (A) is what the traditional opening event has been. Choice (C) mentions the mayor, who will participate in the dance performance, but a speech is not mentioned.
- (A)** The woman says, "The opening event on Friday. . . doesn't cost anything to attend. . . ." Choices (B) and (C) are incorrect because the woman mentions admission fees for those days.

15. *clown*. The woman says, "There are a number of events especially for children, including a clown show on Saturday afternoon."
16. *concert*. The woman says, "On Saturday evening we've got an event that can be enjoyed by the whole family—a concert by the lake."
17. *singing*. The woman says, "There will be a singing contest in the afternoon."
18. *international*. The woman says, "international food will be served."
19. *games*. The woman says, "There will also be special games for children at different locations around the fair."
20. *crafts*. The woman says, "We have a large area set aside where there will be crafts for sale."
21. *university catalog*. The advisor explains, "First, you'll need to read the university catalog to see if any of the course descriptions match your specific job experience."
22. *a summary*. The advisor explains, "You would write a summary of your work experience, relating it to specific courses we offer."
23. *work supervisor*. The advisor explains, "Submit that to the admissions office with a letter from your work supervisor confirming your experience."
24. (C) While discussing the university catalog, the advisor tells the student, "you can get one from the library for now."
25. (A) The advisor says, "Well, first you'll need to get an application-for-admission form. Those are available in the admissions office."
26. (B) The advisor says, "We have copies of the requirements lists for all university programs here in the counseling center."
27. (A) The advisor says, "The recommendation forms are available in the admissions office."
28. (C) The advisor says, "You can access the job listings from the computers in the library."
29. (B) After the student says that he wants to be a full-time student, the advisor says, "Then you'll qualify for the work-study program." Choice (A) is confused with the advisor saying that the student can apply for assistance to help pay for books, but a discount is not mentioned. Choice (C) is what the advisor says is not available.

Practice Test 4—Answer Explanations

30. (A) While discussing financial assistance, the advisor says, "You'll need to make an appointment with a counselor." Choice (B) is what the student thinks. Choice (C) is plausible but is not mentioned.
31. *forested areas*. The speaker says, "The black bear, or *Ursus americanus*, has a wide range, inhabiting forested areas of North America"
32. *plant foods*. The speaker says, "plant foods make up 90 percent of the bear's diet."
33. *insects/fish*. The speaker says, "The rest of its meals consist of animal foods such as insects and fish."
34. *the winter*. The speaker says, "but bear cubs aren't born until the following winter."
35. *twenty-five years*. The speaker says, "Wild black bears can live as long as twenty-five years."
36. (A) The speaker says, "Many black bears, however, have a patch of fur on their chests that's lighter in color than the rest of their fur."
37. (B) The speaker says, "grizzly bears are usually heavier, with an average weight of 225 kilos."
38. (B) The speaker explains that grizzly bears spend time digging so "The large muscles they need for this give them a distinct shoulder hump."
39. (A) The speaker says, "Black bears, on the other hand, have a straighter profile and longer, more pointed ears."
40. (A) In paragraph 3, the speaker says, "Black bears have shorter claws, which are better suited for climbing trees."

Reading

PASSAGE 1

1. (B) Paragraph 1: "Labrador and London lie at about the same latitude . . . two places, equidistant from the Arctic Circle. . . ." Choice (A) contradicts the information given in the paragraph. Choice (C) is confused with the mention of the abundance of palm trees on England's southern shores, but wildlife and Labrador are not mentioned.
2. (C) Paragraph 2: "the Gulf Stream warms the atmosphere, and the prevailing westerly winds bring the warmed air to all of northwestern Europe, making the area suitable for intense agriculture." Choices (A) and (B) are related to the discussion but are not given as reasons.

3. (A) Paragraph 3: “After the Gulf Stream reaches southeast Greenland and western Iceland, . . . the colder, denser water then sinks.” Choices (B) and (C) are related to the discussion but are not given as reasons.
4. (B) Paragraph 4: “This flow of ocean currents has been extremely important in regulating the temperature of the globe and in making life possible.” Choices (A) and (C) are plausible but are not given as conditions that make life possible.
5. (A) Paragraph 5: “there used to be as many as seven chimneys . . . in the last several years, only one remained, and then, in 2007, that one disappeared.” Choices (B) and (C) were true prior to 2007.
6. (A) Paragraph 6: “At that time, the Gulf Stream had slowed to about half its usual rate.” Choice (B) contradicts facts in the paragraph. Choice (C) was true during a previous ice age.
7. (C) Paragraph 7: “Core samples also show that the changes in temperature have been abrupt, not gradual.” Choices (A) and (B) are plausible but not mentioned.
8. (F) Paragraph 5: “In recent winters, glacial melt has released record amounts of fresh water into the oceans.”
9. (A) Paragraph 5: “As the North Atlantic waters, including fresh water from rivers as well as the increased amount of glacial melt, mix with the Gulf Stream, the salt water is diluted.”
10. (D) Paragraph 5: “Since fresh water is not as dense as salt water, it does not sink, and the mechanism for forming the chimneys is impaired.”
11. (F) Paragraph 5: “As the chimneys have disappeared, the Gulf Stream has slowed.”
12. (E) Paragraph 5: “Without a strong Gulf Stream, the slow, cold water of the lower part of the conveyor belt fails to rise. . . .”
13. (I) Paragraph 5: “which reduces the circulation of nutrients for marine life.”

PASSAGE 2

14. *False.* According to paragraph 1, the cacao plant is native to the Amazon and Orinoco River basins.
15. *True.* Paragraph 1: “it requires a humid climate and regular rainfall.”
16. *False.* According to paragraph 1, the entire plant, with 6,000 flowers, produces only twenty pods.

17. *True.* Paragraph 2: “Instead, the first cacao-based drink was probably produced by fermenting the pulp. . . .”
18. *Not Given.* There is no mention of whether the drinks were served hot or cold.
19. (A) According to paragraph 3, the Olmec civilization lasted until around 2,400 years ago.
20. (C) According to paragraph 3, Olmec civilization was “centered in the modern Mexican states of Tabasco and Veracruz” and “Mayan civilization flourished in southern Mexico and Central America. . . .”
21. (B) Paragraph 4: “It is believed that the Mayans took the cacao tree from its native rain forest and began to cultivate it in plantations.”
22. (A) Paragraph 3: “Relatively little is known about Olmec society because very little archeological evidence has survived. . . .”
23. (A) Paragraph 3: “The villagers of Puerto Escondido had likely been influenced by the great Olmec civilization. . . .”
24. (B) Paragraph 4: “Many of the bas-reliefs carved on their palaces and temples show cacao pods.”
25. (B) Paragraph 5: “The basic drink was made by mixing the paste with water, chili powder, cornmeal, and other ingredients and heating it.”
26. (C) According to paragraph 7, the ancient Mayans used cacao seeds as currency, or money. Choices (A) and (B) are plausible but are not mentioned.
27. (B) According to paragraph 7, the ancient Mayans held a festival in honor of the deity Ek Chuah every April. Choice (A) is the animal sacrificed during the festival. Choice (C) is part of the meaning of the deity’s name.

PASSAGE 3

28. (C) Paragraph 1: “In 1960, Jane Goodall observed chimpanzees using tools in the wild. . . .”
29. (I) Paragraph 2: “Scientists have observed wild New Caledonian crows making hooks out of twigs to pull grubs from tree holes that are too deep for their beaks.”
30. (A) Paragraph 2: “most researchers assume the birds’ tool use is cultural; that is, the tool use is learned from other crows.”
31. (H) Paragraph 3: “Betty bent the straight wire and successfully lifted the bucket of food with her hook.”

32. (M) Paragraph 3: “invented a new tool from materials not found in her natural habitat without observing the behavior in other crows.”
33. (D) Paragraph 3: “The researchers then set out to see if they could get Betty to replicate the behavior.”
34. (B) Paragraph 4 explains the experiment. Researchers wore a mask when handling crows, an upsetting experience for the crows. When crows saw the mask later in other places, they attacked it, showing that they remembered and associated it with their bad experience. Choices (A) and (C) are plausible reasons but are not the correct answer.
35. (A) The crows associated the mask with the bad experience of being handled, so they attacked whoever was wearing it. Choice (B) is about features of the masks that had no effect on the crows. Choice (C) is true but is not the reason for the crows’ behavior.
36. (A) Paragraph 4: “When the same people did not wear the mask, they got no reaction from the crows.” Choice (B) is the opposite of what actually happened. Choice (C) is something the researchers did but was not related to the crow’s reaction to the masks.
37. (A) Paragraph 8 describes the experiment where jackdaws, trained to expect five rewards, stopped opening boxes after they had found five that contained food.
38. (D) Paragraph 7 describes an experiment with pairs of rooks, which figured out that they had to pull ropes together, not alone, to get food.
39. (B) Paragraph 5 describes observations by researchers who saw scrub jays hide food when they noticed that another bird had seen the original hiding place.
40. (E) Paragraph 6 describes the observation of researchers who saw that a pair of crows always flew to a fake nest when the researchers were present, thus hiding the location of their true nest.

Writing

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

WRITING TASK 1

Plastic bottles can be recycled into plastic pellets, which can then be made into new products. The process begins at the recycling center and continues at the reclaimer. At the recycling center, plastic bottles are separated from other containers, such as glass jars and bottles and metal cans. Then the plastic is sorted by color and each separate color is pressed into a bale. Each bale is made up of about 7,000 plastic bottles.

Practice Test 4—Answer Explanations

From the recycling center, the plastic bales are transported to the reclaimer. There a machine called a bale breaker breaks up the bales of bottles, and then the plastic is shredded into flakes. The flakes are cleaned. Then they are melted and put through a machine called an extruder. From there, the plastic is formed into pellets. These pellets are used as the material for manufacturing fiber that is, in turn, used to make carpets and clothing. They can also be used to make nonfood containers and other products.

WRITING TASK 2

Pollution caused by cars is a serious problem in the modern world. Developing better public transport systems is one answer to this problem. However, I think it is even more important for governments to spend money on developing cars that pollute less. In the first place, I believe that most people enjoy having their own cars. In addition, any technology that is developed to improve cars can also improve public transportation.

Many people in the world these days have their own car, and many others aspire to have one. Owning a car is convenient. You can go anywhere you want whenever you want. You are not limited to the places the bus and subway routes take you. You do not have to rely on bus or subway schedules. Everyone enjoys the freedom a car gives. Better public transportation systems may be put in place, but I think people will still prefer driving their own cars.

The same technology that is developed to improve cars can also be used to improve public transportation. Buses can run on electricity or hydrogen as well as cars can. Any money spent to make cars less polluting can also be used to make public transportation less polluting, so the benefit is doubled. Then, people can choose to drive cars or ride buses and either way, pollution will be reduced.

It is a nice idea to improve public transportation systems, but I feel that it is unrealistic. People will always choose to drive their own cars whenever they can. Therefore, I think it is much wiser to spend money on improving cars. The benefit will be much greater.

SPEAKING

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

PART 1

How much time have you spent by the ocean?

When I was a child, I spent a great deal of time by the ocean. My family usually went to the ocean every summer. We spent two weeks there. Usually, my parents rented a small house for us right near the beach. We spent most of our time on the beach, swimming in the ocean and playing in the sand. Some of my best childhood memories are of those days we spent our vacations by the ocean. These days, unfortunately, I don’t have much time to go to the ocean. I go when I can, but it’s not very often.

Why do people like being near the ocean?

One reason people like the ocean is that it's very beautiful, no matter what the weather. When the day is calm, the ocean looks beautiful sparkling in the sun. When there's a storm, the waves and color of the ocean are dramatic. I think people also like being near the ocean because there are so many fun things to do. You can swim, fish, ride in a boat, or just relax in the sun.

What do you like about the ocean?

The thing I like most about the ocean is swimming. I love the feel of salt water, and I like the fun and the challenge of swimming in the ocean waves. It's so much better than swimming in a pool. The water in a pool is unnatural because it has chlorine, and the water is completely calm. It's very boring. The ocean, on the other hand, is natural and exciting. It's the best place to swim.

Would you like to live near the ocean?

Even though I love the ocean, I don't think I would like to live near it. For one thing, towns near the ocean are usually crowded with tourists on vacation. Tourists at the beach are always in a relaxed, party mood. I think that's fun sometimes, but I wouldn't like to live around it all the time. Also, in towns near the ocean there often isn't much to do besides go to the beach. I love the beach, but I prefer living in a city where there's a wide variety of things to do and many more opportunities for jobs and studies and things like that.

Do you prefer to spend your leisure time indoors or outdoors?

I definitely prefer to spend my leisure time outdoors. I work all week in an office, so when the weekend comes, I want to spend as much time as possible outdoors in the sun and fresh air. It feels good to be outdoors, and there are a lot of outdoor activities that I enjoy doing.

Is there anything you don't like about being outdoors?

I suppose sometimes it can be uncomfortable to be outdoors. I don't like it when the weather is bad. I don't like getting wet from the rain or too hot when the temperature is high. I don't like to be outdoors when it's mosquito season. That's a very uncomfortable time! But usually these things aren't much of a problem. Usually I feel very happy outdoors.

What are some activities you do outdoors?

I enjoy a lot of outdoor activities. I like walking, which is good because I live in a city and that's a great way to be outdoors in a city. There are so many places to walk. I also like to go to the park with my friends. Sometimes, we bring food and have a picnic, and sometimes we just hang out and relax. Another thing I like doing outdoors is playing tennis. I play several times a week when the weather is nice.

What do you enjoy about these activities?

The first thing I like about these activities is that they're outdoors. That's why I do them. Another thing I like is that they're relaxing. I can leave my worries behind at the office or at home and take a relaxing walk, or enjoy the nice weather in the park or a good tennis game. Also, they're a good way to spend time with my friends. We enjoy walking together or being in the park together. I think we enjoy each other's company more when we're in a pleasant outdoor place rather than being in some crowded, noisy indoor place like a shopping mall.

PART 2

A book I read recently was *Gone with the Wind* by Margaret Mitchell. This is a well-known novel written in the 1930s, and the main character, Scarlett O'Hara, is also well known. The novel takes place in the United States around the time of the Civil War. Partly it's a romance novel, and it's also about history and the effects of war. I decided to read it because I saw the movie, which is from the 1930s, too. I was going on vacation, and I always like to take along a nice, long novel to read when I travel. I really enjoyed the book at first. There are very interesting descriptions of life at that time, and it was also interesting to get an idea of what the Civil War was like, especially how it affected daily life. But I have to admit that after a while I got bored. I didn't really like the main character. She kept doing the wrong thing and ruining her happiness. Since I'd seen the movie, I knew what was going to happen, so I didn't finish the book.

PART 3

Why do people read?

People read for a lot of different reasons. Leisure time reading is to pass the time in a relaxing way. I think it also helps people escape from reality. Readers can imagine they're in the time and place they're reading about and forget their own problems. Of course, not everybody has the habit of reading for leisure. Most people read for information. They read newspapers, magazines, and certain websites to know about and understand what's going on in the world, what the news is. People also read books, manuals, or pamphlets to learn something they need to know for their jobs or to find out about something they need help with, for example, a health problem.

How important do you think reading is?

I think reading is extremely important. They say that people are reading less these days, and I think that's a serious problem. If people don't read, either they're uninformed, or they get their information from radio, TV, and the Web. I think it's also really important to read for information. The process of reading develops the mind, and reading forces you to think. I think that people are generally more analytical about all the information they receive if reading is part of their lives.

What kinds of things are popular to read these days?

As far as books go, I think light reading is very popular. People seem to be reading certain novels that are entertaining but not very deep. I think people also enjoy reading about the lives of famous people, especially different celebrities. A lot of movie stars and athletes have published memoirs recently. These are the types of light reading I see around a lot.

How do you think reading will be different in the future?

In the future, there may not be any books, magazines, or newspapers at all. Probably everything will be electronic. Most people will read things on the Internet, or they'll have electronic devices like those new electronic readers. This might mean that it will be easier for people to have access to a large variety of things to read, so maybe they'll read more.

Academic Module Practice Test 5

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

LISTENING

TIME APPROX. 30 MINUTES

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the test pages.

At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet. (The answer sheet can be found on page 181.)

Do not remove the booklet from the examination room.

Information for Candidates

There are 40 questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–10
Section 2	Questions 11–20
Section 3	Questions 21–30
Section 4	Questions 31–40

ACADEMIC MODULE PRACTICE TEST 5

SECTION 1 QUESTIONS 1–10



Questions 1–4

Complete the form below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

Example:	<i>Global Bicycle Tours</i>	Tour month:	1 _____
Tour name:	<i>River Valley tour</i>	Tour month:	1 _____
Customer Name:	2 _____	<i>Schmidt</i>	
Address:	P.O. Box 3 _____	<i>Manchester</i>	
Bicycle rental required:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
Dietary restrictions:	4 _____		

Questions 5–7

Choose the correct letters, A, B, or C.

- What size deposit does the caller have to pay?
 - A 5 percent
 - B 30 percent
 - C 50 percent
- When does the deposit have to be paid?
 - A Two weeks from now
 - B Four weeks from now
 - C Six weeks from now
- How will the luggage be carried?
 - A By bus
 - B By bicycle
 - C By van

Note

If you do not have access to an audio CD player, please refer to the audio-scripts starting on page 426 when prompted to listen to an audio passage.

Academic Module—Practice Test 5

Academic Module—Practice Test 5

Questions 8–10

Choose **THREE** letters, A–F.

Which **THREE** things should the caller take on the tour?

- A raincoat
- B spare tire
- C maps
- D water bottle
- E camera
- F guide book



SECTION 2 QUESTIONS 11–20

Questions 11–15

What change has been made to each part of the health club?

Write the correct letter, A–F next to questions 11–15.

HARTFORD HEALTH CLUB

- A installed a new floor
- B repainted
- C moved to a new location
- D rebuilt
- E enlarged
- F replaced the equipment

Part of the health club

- 11 swimming pools _____
- 12 locker rooms _____
- 13 exercise room _____
- 14 tennis court _____
- 15 club store _____

Questions 16–18

Complete the sentences below.

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

- Tomorrow, _____ for adults and children will start.
- On Wednesday, there will be a _____.
- A _____ is planned for next weekend.

Questions 19 and 20

Answer the questions below.
Choose the correct letter, A, B, or C.

- 19 How many months did it take to complete the renovation work?
 A three
 B nine
 C twelve
- 20 What project is planned for next year?
 A An indoor pool
 B An outdoor tennis court
 C An outdoor pool



SECTION 3 QUESTIONS 21–30

Questions 21–25

Choose **FIVE** letters, A–I.
What **FIVE** things will the students do during their museum internship?

- A art conservation
 B administrative duties
 C guide tours
 D attend board meetings
 E give classes
 F research
 G write brochures
 H plan a reception
 I meet artists

Questions 26–30

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

City Art Museum

The main part of museum was built in 26 _____
 The 27 _____ was built sixty years later.
 Collections: modern art, works by 28 _____, sculpture, European art.
 Classes: 29 _____ classes for adults
 Arts and crafts workshops for children
 Weekly 30 _____ in the fall and winter



SECTION 4 QUESTIONS 31–40

Questions 31–35

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

- 31 The tomato originally came from
 A Mexico.
 B Spain.
 C Peru.
- 32 The original color of the tomato was
 A red.
 B green.
 C yellow.
- 33 The Aztec word for *tomato* means
 A golden apple.
 B plump thing.
 C small fruit.
- 34 In the 1500s, people in Spain and Italy
 A enjoyed eating tomatoes.
 B used tomatoes as ornamental plants.
 C made medicine from tomatoes.
- 35 In the 1600s, the British
 A saw tomatoes as poisonous.
 B published tomato recipes.
 C ate tomato sauce daily.

Academic Module—Practice Test 5

Academic Module—Practice Test 5

Questions 36–40

Complete the timeline with information about the history of the tomato in the United States.

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

- 1806 Tomatoes were mentioned as food in 36 _____
- 1809 Thomas Jefferson 37 _____ at his home in Virginia.
- 1820 A man proved that tomatoes were not poisonous by eating them 38 _____
- 1830s 39 _____ appeared in newspapers and magazines.
- 1930s People began to eat 40 _____

Take ten minutes to transfer your answers onto the Answer Sheet on page 181.

Academic Module—Practice Test 5

Academic Module Practice Test 5

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet. The answer sheet can be found on page 182.

Do not remove the booklet from the examination room.

Information for Candidates

There are **40** questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1–14
Reading Passage 2	Questions 15–27
Reading Passage 3	Questions 28–40

Academic Module—Practice Test 5

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–14, which are based on Reading Passage 1 below.

Candle Making in Colonial America

The primary material used in making candles today is paraffin¹ wax, which is derived from petroleum. In the process of refining crude oil, refiners “crack” the oil, thereby separating it into different products such as gasoline, heating oil, and kerosene. Paraffin wax, originally produced by plants that lived 100 to 700 million years ago to protect their leaves, is inert and remains suspended in the decayed vegetable matter that eventually becomes crude oil. In the refining process, paraffin wax is separated out and sold as a by-product.

Paraffin was not discovered until the early 1800s. At that time, paraffin was derived by a process of distilling bituminous schist, now known as shale oil. In 1850, Dr. James Young, a Scottish industrial chemist, applied for a patent for obtaining paraffin oil and paraffin from bituminous coals. Shortly after that, under a license from Young, paraffin was being produced from coal on a large scale in the United States. Because petroleum is now readily available, Young’s original process for obtaining paraffin is no longer profitable, and paraffin is currently produced from crude oil.

Before the discovery of paraffin, candle making had for centuries relied on different materials. Chemically, those materials were also hydrocarbons; however, they were derived directly from insects, animals, or plants.

In colonial times in America, beeswax was highly valued for making candles. Even today beeswax, though more expensive, is highly regarded because pure beeswax candles emit no smoke when burning, whereas paraffin candles produce a black, slightly oily soot. Beeswax is secreted only by female worker bees. As a worker bee eats honey, her wax glands exude the wax as oval flakes that form on the underside of her last four abdominal segments. The bee then removes the wax flakes and chews them, mixing the wax flakes with her saliva to soften them. When the wax is sufficiently pliable, she attaches it to the honeycomb. As the wax comb is built up, each pocket is filled with honey and then sealed with more wax.

Given the numerous uses and considerable value not only of honey but also of the bees themselves and their beeswax, beekeeping was an important part of American life in the seventeenth and eighteenth centuries. Many of the early settlers brought honeybee hives with them from Europe. Not indigenous to North America, the European honeybees nonetheless thrived and often escaped into the wild. In 1785, writing in *Notes on the State of Virginia*, Thomas Jefferson

observed, “The bees have generally extended themselves into the country, a little in advance of the white settlers. The Indians therefore call them the white man’s fly, and consider their approach as indicating the approach of the settlements of the whites.” Eventually, the Native Americans as well as the colonists used beeswax and honey in the frontier bartering system that grew up in the absence of readily available coinage.

Another source of colonial candle material was animal fat or tallow. Cattle and sheep were the most common sources of tallow. Pork fat was not used because candles made from it dripped too much and were dangerous. Additionally, the odor¹ of burning pork tallow was particularly offensive. Chicken and duck fat were too soft to make candles. The tallow was rendered—heated in a cauldron until the fat melted—and then strained numerous times to remove any gristle, meat fibers,² and as many impurities as possible. Straining reduced, but did not entirely eliminate, the extent to which the candles smoked and emitted a noxious odor. Tallow candles needed to be stored in tightly closed containers, usually made of tin or wood, to keep out rodents and other animals that might eat them.

In the New World, the colonists discovered a native plant high in a natural waxy substance that could be extracted and used for candle making. The plant is the bayberry shrub, also known as candleberry. Bayberry shrubs are dense and semievergreen. The plants are extremely hardy, grow to as much as nine feet high, and do well even in salt-laden, coastal soil unsuitable for other horticulture. In winter, the female plants bear clusters of blue-gray berries, which lend their color to the wax. The colonists boiled the berries to separate the waxy matter from the pulp and then skimmed the wax off the top. Although making bayberry candles was more labor³ intensive than making tallow candles, bayberry candles were considerably superior, burning longer and producing less smoke. Further recommending them, they had a pleasing scent. Compared to beeswax, bayberries were available in greater quantities, and the colonists found that bayberry wax was harder than beeswax and thus also burned longer.

Because the bayberry clusters were harvested in winter and because making the candles was very time-consuming, the candles were often saved for special occasions, particularly Christmas and New Year’s Eve. Eventually, they became a holiday tradition and gave rise to the saying, “Bayberry candles burned to the socket, puts luck in the home, food in the larder, and gold in the pocket.” Fortunate indeed was the colonial household with brightly burning candles and a holiday feast.

Academic Module—Practice Test 5

Academic Module—Practice Test 5

¹British: odour²British: fibres³British: labour¹This paraffin is different from the British word paraffin, which is called kerosene in the United States.

Questions 1–3

Write the correct letter, **A**, **B**, or **C**, on lines 1–3 on your answer sheet.

- 1 Paraffin is
 - A a petroleum by-product.
 - B found in rocks.
 - C from a type of vegetable.
- 2 Paraffin was first obtained from
 - A crude oil.
 - B rotten vegetables.
 - C bituminous coal.
- 3 James Young was
 - A a candle maker.
 - B an oil producer.
 - C a scientist.

Questions 4–14

Classify the following as descriptive of

- | | |
|---|--------------|
| A | paraffin |
| B | beeswax |
| C | tallow |
| D | bayberry wax |

Write the correct letter, **A**, **B**, **C**, or **D**, in boxes 4–14 on your answer sheet.

- 4 was often made from the fat of cows
- 5 is made from a bush that grows near the sea
- 6 needs to be filtered before being made into candles
- 7 was not used before the nineteenth century
- 8 produces smokeless candles
- 9 produced candles that were attractive to hungry mice and rats
- 10 is bluish in color
- 11 was brought to colonial America by European settlers
- 12 was often reserved for holiday use
- 13 has a pleasing aroma
- 14 was often used for trading in place of money

READING PASSAGE 2

You should spend about 20 minutes on Questions 15–27, which are based on Reading Passage 2 below.

Caffeine

Almost 200 years ago, a young German chemist named Friedrich Ferdinand Runge isolated a molecule from coffee beans; he named the substance *caffein*. Today, scientists are still studying the properties of this bitter, white powder. More than sixty plants are known to produce caffeine, whose pungent taste helps protect them from insect predators.

Caffeine is probably the most widely used drug in the world. Humans have been consuming caffeine for hundreds of years, primarily in the form of coffee, tea, and cocoa. Today, it is also added to soft drinks and energy drinks and is a component of some over-the-counter medications. Many of the world's people, including children, ingest it in some form daily.

The body absorbs caffeine in less than an hour, and it remains in the system for only a few hours, passing from the gastrointestinal tract into the bloodstream within about ten minutes and circulating to other organs, including the brain. Caffeine molecules are small and soluble in fat; properties that allow them to pass through a protective shield known as the blood-brain barrier and directly target the central nervous system.

Caffeine acts on the body in many ways, some of them probably still unknown. However, caffeine accomplishes its principal action as a stimulant by inhibiting adenosine, a chemical that binds to receptors on nerve cells and slows down their activity. Caffeine binds to the same receptors, robbing adenosine of the ability to do its job and leaving caffeine free to stimulate nerve cells, which in turn release epinephrine (also known as adrenaline), a hormone that increases heart rate and blood pressure, supplies an energy boost, and in general makes people feel good.

For all its popularity, caffeine retains a somewhat negative image. It is, after all, a mildly habit-forming stimulant that has been linked to nervousness and anxiety and that causes insomnia. It affects most of the body's major organs. Recent research casts doubt on the magnitude of many of these seemingly undesirable effects and even suggests that a daily dose of caffeine may reduce the risk of some chronic diseases, while providing short-term benefits as well.

Daily caffeine consumption has been associated with lowered incidence of type II diabetes, Parkinson's disease, and Alzheimer's disease. How caffeine works to thwart diabetes, a condition characterized¹ by high levels of glucose in the blood, remains unknown, but glucose tolerance or more efficient glucose metabolism may be involved. Parkinson's disease, a central nervous system

¹ British, characterised

disorder that causes tremor and joint stiffness, is linked to insufficient amounts of a substance called dopamine in the brain. Caffeine may interact with brain cells that produce dopamine and help maintain a steady supply. The role of caffeine in Alzheimer's disease, which damages the brain and causes memory loss and confusion, may be related to a problem in the blood-brain barrier, possibly a contributor in Alzheimer's, if not the major cause. Caffeine has been found to protect the barrier against disruption resulting from high levels of cholesterol.

Habitual coffee and tea drinkers had long been observed to have a lower incidence of non-melanoma skin cancers, although no one knew why. A recent study found that caffeine affects skin cells damaged by ultraviolet radiation, a main cause of skin cancer. Caffeine interferes with a protein that cancerous cells need to survive, leaving the damaged cells to die before they become cancerous. Drinking caffeinated coffee has also been associated with a decreased incidence of endometrial cancer—that is, cancer of the cells lining the uterus. The strongest effect appears to be in overweight women, who are at greatest risk for the disease. Researchers believe blood sugar, fat cells, and estrogen may play a role. Although the mechanism remains unknown, people who drink more than two cups of coffee or tea a day reportedly have about half the risk of developing chronic liver disease as those who drink less than one cup of coffee daily; caffeinated coffee has also been associated with lowered risk of cirrhosis and liver cancer.

While many of caffeine's undesirable effects, such as elevated heart rate and blood pressure, are brief, some short-term benefits, including pain relief, increased alertness, and increased physical endurance, have also been attributed to caffeine. As a component of numerous over-the-counter diet pills and pain relievers, caffeine increases their effectiveness and helps the body absorb them more quickly. By constricting blood vessels in the brain, it can alleviate headaches—even migraines—and can help counter the drowsiness caused by antihistamines.

Caffeine does not alter the need for sleep, but it does offer a temporary solution to fatigue for people who need to stay alert. Research has shown that sleep-deprived individuals who consumed caffeine had improved memory and reasoning abilities, at least in the short term. Studies of runners and cyclists have shown that caffeine can improve their stamina—hence its addition to energy-boosting sports drinks.

People who consume a lot of caffeine regularly may develop temporary withdrawal symptoms, headache being the most common, if they quit or cut back on it abruptly. Fortunately, these symptoms last only a day or two in most cases. Individuals who are more sensitive to the stimulatory side effects of caffeine may want to avoid it, but most doctors agree that the equivalent of three cups of coffee a day does not harm healthy people. There is no medical basis to give up daily caffeine and many reasons to include a moderate amount in one's diet.

Questions 15–23

Do the following statements agree with the information given in the passage?
On lines 15–23 on your answer sheet, write

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

- 15 Before 200 years ago, people did not drink coffee regularly.
- 16 Children generally do not consume caffeine.
- 17 The nervous system is affected by caffeine.
- 18 Caffeine causes the heart to beat faster.
- 19 Caffeine can be addictive.
- 20 Alzheimer's disease may be caused in part by caffeine consumption.
- 21 Drinking coffee can help protect against some skin cancers.
- 22 Caffeine may increase the incidence of endometrial cancer.
- 23 Caffeine can help some medications work faster.

Questions 24–27

Write the correct letter, A, B, or C, on lines 24–27 on your answer sheet.

- 24 Caffeine is used to treat
 - A high blood pressure.
 - B liver cancer.
 - C headaches.
- 25 Some athletes use caffeine to
 - A increase their endurance.
 - B improve their speed.
 - C maintain their alertness.
- 26 Symptoms of caffeine withdrawal
 - A can become an ongoing problem.
 - B may last as long as a week.
 - C are usually short-lived.
- 27 Drinking three cups of coffee a day
 - A may be recommended by a doctor.
 - B will probably not cause problems.
 - C is harmful to the health.

READING PASSAGE 3

You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.

Animal Camouflage

The theory of natural selection, proposed by Charles Darwin almost 150 years ago, hypothesizes¹ that organisms with traits that give them a survival advantage tend to live longer and produce more offspring. Over many thousands of years of evolution, those beneficial characteristics dominate the gene pool. Animals that use camouflage to conceal themselves from their enemies, predator and prey alike, provide a classic example of natural selection at work. Creatures with some type of protective coloring pass along the genes responsible, with each generation fine-tuning them along the way, eventually providing the most effective coloring for their environment and lifestyle. Scientists have described four types of camouflage that animals use: background matching, disruptive coloration, countershading, and mimicry.

From dirt-colored chipmunks and gophers to leaf-green praying mantises and tree frogs to ocean-gray mackerel and sharks, all sorts of wildlife use background matching, also known as *crypsis*, to blend in with their surroundings. Some animals have the ability to alter their coloring as their environment changes seasonally or as they change locations. The arctic fox and the snowshoe hare both have white winter fur that matches the snow and ice around them, but a brown pelt in warmer weather blends in with their woodland environs. Some reptiles and fish can alter their surface appearance instantly as they move from place to place. The green anole lizard changes from green to brown as it travels among leaves and branches, whereas the flounder and other types of flatfish are able to match not just the color but also the silty or mottled sandy texture of the ocean floor beneath them.

Most animals, though, cannot change their appearance so easily. Because background matching works only for a specific setting and often requires animals to remain motionless for long periods, a somewhat more effective strategy involves having a camouflage that works on many backgrounds, blending in with all, but not perfectly matching any of them.

Disruptive coloration uses a pattern such as stripes or spots to disrupt the body's outline. The pattern breaks up the contour of the animal's body, confusing observers and making it difficult to distinguish an individual shape. Colors with more contrast, like a tiger's stripes, tend to increase the disruptive effect. This type of camouflage works well for animals that travel in herds. It helps zebras blend in not so much with their background as with each other. Their major predator, the lion, sees a mass of moving stripes and has trouble targeting

¹ British: *hypothesises*

a specific animal. A single zebra, on the other hand, may use background matching when hiding in tall grass, where its black and white stripes merge with the green and yellow stalks. The different colors of the grasses and zebra are no help to a lion, which is color-blind.¹

Animals with countershading typically have a dark backside and a light belly, which affect an onlooker's perception of their three-dimensional appearance and help decrease their visibility in sunlight. Countershading also can create a more uniformly dark appearance, presenting an apparent lack of depth. Caterpillars make good use of this effect, which gives them a flat look that blends in with tree bark.

Countershading is useful to birds and marine animals that are typically seen against a light environment from below and against dark surroundings from above. Predatory birds like hawks take advantage of it to conceal themselves from the small birds and rodents they hunt. While in flight, a dark back absorbs the sunlight above them and a light underside reflects the light below, diminishing telltale shadows that might give them away. On the ground or in a tree, their mottled brown feathers blend in with branches and leaves. Penguins also use countershading. Their white chests and black backs stand out on land but disappear in water where penguins spend most of their time. They are almost invisible to an observer looking down into dark water, while a creature in deeper water looking up sees a splash of white that looks like a beam of sunlight.

Mimicry, or masquerading, works not by hiding a creature but by making it appear to be something else. Walking stick insects are virtually indistinguishable from twigs, and katydids look so much like green leaves that leaf-eating insects have been observed trying to chew on them.

A type of mimicry known as *aposematism* involves masquerading as an animal that is undesirable or even dangerous. Predators bypass the foul-tasting monarch butterfly, but they also avoid the tasty look-alike viceroy butterfly. Coral snake impersonators, like the harmless scarlet snake, have the same red, black, and yellow bands but in a different order: black, yellow, red, yellow on the coral snake and red, black, yellow, black on the scarlet snake. Different types of moths use aposematism to scare off predators; some species have a big spot on each wing to mimic the eyes of a large animal, while the hawk moth caterpillar has a pattern on its rear that looks like a snake head.

Some predators use what is known as aggressive mimicry to disguise themselves as something harmless so they can catch prey off guard. Small animals are not afraid of turkey vultures, which are scavengers, not predators. So when the similar zone-tailed hawk flies with a group of turkey vultures, it has an easy time locating and zeroing in on its living prey.

No single type of camouflage works best in all situations, and many animals use more than one technique to enhance their ability to avoid detection by predator and prey alike.

¹ British: *colour-blind*

Academic Module—Practice Test 5

Academic Module—Practice Test 5

Questions 28–36

Complete the summary below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers on lines 28–36 on your answer sheet.

- Camouflage helps animals hide from both **28** _____.
- Animals pass on their **29** _____ through their genes.
- There are four different types of camouflage. In background matching, an animal's appearance helps it **30** _____ with its environment.
- The arctic fox and snowshoe hare are examples of animals that **31** _____ with the seasons. However, not all animals can easily change their appearance. Many use a different strategy, having camouflage that helps them disguise themselves **32** _____. Animals with disruptive coloration have markings such as **33** _____ that make it difficult for a predator to discern the shape of the body. Therefore, the predator has a hard time targeting one animal out of a group. Although zebras are black and white, they can hide in tall grass because their major predator is **34** _____. **35** _____ is a type of camouflage that helps hide animals that are seen from above or below. Penguins, for example, have **36** _____, which help them blend in with the dark water from the point of view of an observer standing above.

Questions 37–40

Do the following statements agree with the information in the passage? On lines 37–40 on your answer sheet, write:

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

- 37** The walking stick insect looks like a small stick.
38 The viceroy butterfly is similar in appearance to the monarch butterfly.
39 The scarlet snake is extremely poisonous.
40 The hawk moth caterpillar is brightly colored.

Academic Module Practice Test 5

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC WRITING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

All answers must be written on the separate answer booklet provided. (The answer sheets can be found beginning on page 183.)

Do not remove the booklet from the examination room.

Information for Candidates

There are 2 tasks on this question paper.

You must do **both** tasks.

Under-length answers will be penalized.¹

¹British; penalised

WRITING TASK 1

You should spend about 20 minutes on this task. Write at least 150 words.

The chart below shows the cost-of-living averages in two different cities as compared to the national cost-of-living average.

Summarize¹ the information by selecting and reporting the main features, and make comparisons where relevant.

	Riverdale	Cape Alicia
Groceries	4.7%	0.5%
Housing	19%	-12.5%
Utilities	4.5%	1.2%
Transportation	4%	-3.8%
Health care	7%	0.8%
Clothing	5.5%	1%

WRITING TASK 2

You should spend about 40 minutes on this task. Write at least 250 words.

Write about the following topic:

Life now is better than it was 100 years ago.

To what extent do you agree or disagree with this statement? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

¹ British, Summarise

Answer Key

PRACTICE TEST 5 – ACADEMIC MODULE

Listening

- | | | | |
|---------------|------------------------|-----------------------------|-----------------------------|
| 1. June | 12. E | 23. F | 33. B |
| 2. Karla | 13. A | 24. G | 34. A |
| 3. 257 | 14. F | 25. I | 35. A |
| 4. vegetarian | 15. C | 26. 1895 | 36. a (gardener's) calendar |
| 5. B | 16. swimming lessons | 27. new wing | 37. served tomatoes |
| 6. A | 17. tennis competition | 28. local artists | 38. in public |
| 7. C | 18. party/club party | 29. art history | 39. tomato recipe/recipes |
| 8. A | 19. B | 30. concerts/concert series | 40. raw tomatoes |
| 9. D | 20. C | 31. C | |
| 10. E | 21. B | 32. C | |
| 11. B | 22. C | | |

Reading

- | | | | |
|-------|---------------|--------------------------|----------------------|
| 1. A | 12. D | 23. True | 33. stripes or spots |
| 2. C | 13. D | 24. C | 34. color-blind |
| 3. C | 14. B | 25. A | 35. countershading |
| 4. C | 15. Not Given | 26. C | 36. black backs |
| 5. D | 16. False | 27. B | 37. True |
| 6. C | 17. True | 28. predators and prey | 38. True |
| 7. A | 18. True | 29. protective coloring | 39. False |
| 8. B | 19. True | 30. blend in | 40. Not Given |
| 9. C | 20. False | 31. alter their coloring | |
| 10. D | 21. True | 32. on many backgrounds | |
| 11. B | 22. False | | |

Answer Explanations

ACADEMIC MODULE—PRACTICE TEST 5

Listening

1. **June.** The speakers discuss the month of the River Valley tour, and the man says, “It actually takes place the first week of June.”
2. **Karla.** The woman spells her first name, “That’s Karla with a K, not a C. K-A-R-L-A.”
3. **257.** The woman gives her P.O. box number, “It’s P. O. Box 257, Manchester.”
4. **vegetarian.** The speakers discuss dietary restrictions, and the woman says, “Well, yes, I’m a vegetarian.”
5. **(B)** The man says he needs a 30 percent deposit. Choice (A) is the size of the recommended tip. Choice (C) sounds similar to \$750, the total cost of the trip.
6. **(A)** The man explains that Karla will need to pay the deposit in two weeks. Choice (B) is confused with how long before a tour the deposit must be paid. Choice (C) is when the tour begins.
7. **(C)** The man explains that a van will carry the luggage from hotel to hotel. Choice (A) is not mentioned. Choice (B) is what the woman asks.
8. **(A)** The man recommends, “so you should bring a raincoat. . . .”
9. **(D)** The man says, “you should definitely have a water bottle.”
10. **(E)** The man says, “A camera would be a good idea, too. . . .”
11. **(B)** The guide points out the new paint and says, “Both of the pools needed painting. . . .”
12. **(E)** The guide says, “We’ve expanded both the men’s and women’s locker rooms. . . .” *Expanded* means the same as *enlarged*.
13. **(A)** The guide says, “Here you’ll notice the new floor.”
14. **(F)** The guide says, “We replaced all the nets and the ball-throwing machine.” Nets and a ball-throwing machine are types of *equipment*.
15. **(C)** The guide says, “here we are at the club store in its new location.”

16. **swimming lessons.** The guide says, “Now that the pools are ready for use again, swimming lessons will begin tomorrow, for both adults and children.”
17. **tennis competition.** The guide says, “If you’re a tennis player, you’ll be interested to hear about the tennis competition coming up on Wednesday.”
18. **party/club party.** The guide says, “you’re invited to our club party, coming up next weekend.”
19. **(B)** The guide says, “The entire renovation project was finished in just nine months.” Choice (A) is confused with the fact that the work took three months less than planned. Choice (C) is the number of months originally planned for the work.
20. **(C)** The guide says, “next year we plan to install an outdoor pool. . . .” Choices (A) and (B) are things the club already has.
21. **(B)** Dr. Johnson explains, “You’ll spend some time working in here so you can learn what the administrative duties involve. . . .”
22. **(C)** Dr. Johnson says, “you’ll all have a chance to lead some tours. . . .” *Lead* means the same as *guide*.
23. **(F)** Dr. Johnson tells the students that they will spend some time working in the Research Department.
24. **(G)** Dr. Johnson says, “Also, as an extension of your research work, you’ll probably contribute to some of the museum’s brochures.” In this context, *contribute* means *do some writing*.
25. **(I)** Dr. Johnson says, “We’ve planned a reception for the first day of your internship, and you’ll have the chance to meet several local artists then.”
26. **1895.** Dr. Johnson explains, “The main part of the museum was built in 1895 with a combination of public and private funds.”
27. **new wing.** Dr. Johnson says, “The new wing was built sixty years later with a donation from the Rhinebeck family.”
28. **local artists.** Dr. Johnson describes the museum’s collections, “In the main part of the museum, we have a gallery devoted to works by local artists, our sculpture collection, and a small collection of classical European art.”
29. **art history.** Dr. Johnson says, “In our Adult Education program, we offer a series of art history classes. . . .”

30. *concerts/concert series*. Dr. Johnson says, “We offer a weekly concert series during the fall and winter. . . .”
31. (C) The speaker says, “The tomato originated in the highlands of Peru.” Choice (A) is mentioned as a place where tomatoes were later cultivated. Choice (B) is confused with the mention of Spanish explorers.
32. (C) The speaker says, “The Aztec tomato was not the large red vegetable we know today. Rather, it was small and yellow.” Choice (A) is the color of tomatoes today. Choice (B) is plausible but is not mentioned.
33. (B) The speaker says, “The actual word *tomato* comes from the Aztec name for the vegetable, meaning “plump thing.” Choice (A) is the meaning of the Italian name for *tomato*. Choice (C) is the way the speaker describes tomatoes.
34. (A) The speaker says, “The tomato arrived in Europe in the 1500s and quickly became a popular food in Spain and Italy.” Choice (B) is what the British did with tomatoes. Choice (C) is not mentioned.
35. (A) The speaker says, “It was grown as an ornamental plant in Britain in the 1600s, but it wasn’t eaten because it was thought to be poisonous.” Choice (B) is what the Italians did. Choice (C) is not mentioned and would have happened later.
36. *a gardener’s calendar*. The speaker says, “In 1806, a gardener’s calendar mentioned that tomatoes could be used to improve the flavor of soups and other foods.”
37. *served tomatoes*. The speaker says, “Thomas Jefferson. . . first served tomatoes to visitors at his home in Virginia in 1809.”
38. *in public*. The speaker says, “To prove his point, he ate one kilo of ripe red tomatoes in public.”
39. *tomato recipes/recipes*. The speaker says, “By the 1830s, American newspapers and magazines were publishing thousands of tomato recipes.”
40. *raw tomatoes*. The speaker says, “It wasn’t until a century later, in the 1930s, that it became popular for people to eat raw tomatoes.”

Reading

PASSAGE 1

1. (A) Paragraph 1: “paraffin wax, which is derived from petroleum.” This means it is a by-product of petroleum. Choice (B) is where crude oil is found, not paraffin. Choice (C) is confused with the explanation of the wax coming from decayed vegetable matter.

2. (C) Paragraph 2: “At that time, paraffin was derived by a process of distilling bituminous schist, now known as shale oil.” Choice (A) is what paraffin is derived from now. Choice (B) is confused with the explanation of petroleum coming from “decayed vegetable matter.”
3. (C) According to paragraph 2, James Young was an industrial chemist, a type of scientist. Choice (A) is confused with a use for paraffin. Choice (B) is confused with the material James Young worked with.
4. (C) According to paragraph 6, tallow was made from the fat of cattle and sheep.
5. (D) According to paragraph 7, the “Bayberry shrubs. . . grow. . . in salt-laden, coastal soil unsuitable for other horticulture. . . .” A *shrub* is a bush, and *coastal* means “near the sea.”
6. (C) According to paragraph 6, tallow was melted and then strained, or filtered, to remove impurities.
7. (A) Paragraph 2: “Paraffin, however, was not discovered until the early 1800s.” The 1800s are the nineteenth century.
8. (B) Paragraph 3: “beeswax candles emit no smoke when burning. . . .”
9. (C) Paragraph 6: “Tallow candles needed to be stored in tightly closed containers, usually made of tin or wood, to keep out rodents and other animals that might eat them.” Mice and rats are types of rodents.
10. (D) Paragraph 7: “In winter, the female plants bear clusters of blue-gray berries, which lend their color to the wax.”
11. (B) Paragraph 5: “Many of the early settlers brought honeybee hives with them from Europe.”
12. (D) According to paragraph 8, bayberry candles “were often saved for special occasions, particularly Christmas and New Year’s Eve.”
13. (D) According to paragraph 7, bayberry candles have “a pleasing scent.” *Scent* means the same as *aroma*.
14. (B) According to paragraph 5, honey and beeswax were used for bartering. *Bartering* means the same as *trading*.

PASSAGE 2

15. *Not Given*. The passage does not mention when people began drinking coffee.
16. *False*. Paragraph 2: “Many of the world’s people, including children, ingest it in some form daily.”

17. *True.* Paragraph 4 discusses the effect of caffeine on nerve cells.
18. *True.* Paragraph 4 explains how caffeine contributes to increased heart rate.
19. *True.* Paragraph 5: “Caffeine. . . is, after all, a mildly habit-forming stimulant. . . .” *Habit-forming* means the same as *addictive*.
20. *False.* Paragraph 6 explains how caffeine may help lower the incidence of Alzheimer’s disease.
21. *True.* Paragraph 7 explains how caffeine may help lower the incidence of non-melanoma skin cancers.
22. *False.* Paragraph 7 explains how caffeine may help decrease, not increase, the incidence of endometrial cancer.
23. *True.* Paragraph 8: “As a component of numerous over-the-counter diet pills and pain relievers, caffeine increases their effectiveness and helps the body absorb them more quickly.”
24. (C) Paragraph 8: “By constricting blood vessels in the brain, it can alleviate headaches. . . .” Choice (A) refers to a disease that caffeine can make worse. Choice (B) is a condition that caffeine may help to prevent, but caffeine is not mentioned as a treatment for it.
25. (A) Paragraph 9: “Studies of runners and cyclists have shown that caffeine can improve their stamina. . . .” *Endurance* means the same as *stamina*. Choice (B) is plausible but is not mentioned. Choice (C) is mentioned in the paragraph but not in reference to athletes.
26. (C) According to paragraph 10, withdrawal symptoms last only one or two days. Choices (A) and (B) are plausible but not mentioned.
27. (B) Paragraph 10: “most doctors agree that the equivalent of three cups of coffee a day does not harm healthy people.” Choice (A) is incorrect because there is no recommendation by doctors mentioned. Choice (C) contradicts the information given.

PASSAGE 3

28. *predators and prey.* Paragraph 1: “Animals that use camouflage to conceal themselves from their enemies, predator and prey alike, provide a classic example of natural selection at work.”
29. *protective coloring.* Paragraph 1: “Creatures with some type of protective coloring pass along the genes responsible. . . .”
30. *blend in.* Paragraph 2: “all sorts of wildlife use background matching. . . to blend in with their surroundings.”

31. *alter their coloring.* Paragraph 2: “Some have the ability to alter their coloring as their environment changes seasonally. . . .”
32. *on many backgrounds.* Paragraph 3: “a somewhat more effective strategy involves having a camouflage that works on many backgrounds. . . .”
33. *stripes or spots.* Paragraph 4: “Disruptive coloration uses a pattern such as stripes or spots to disrupt the body’s outline.”
34. *color-blind.* Paragraph 4: “The different colors of the grasses and zebra are no help to the lion, which is color-blind.”
35. *countershading.* Paragraph 6: “Countershading is useful to birds and marine animals that are typically seen against a light environment from below and against dark surroundings from above.”
36. *black backs.* Paragraph 6: “Their white chests and black backs stand out on land but disappear in water where penguins spend most of their time. They are almost invisible to an observer looking down into dark water. . . .”
37. *True.* Paragraph 7: “Walking stick insects are virtually indistinguishable from twigs. . . .”
38. *True.* Paragraph 8: “Predators bypass the foul-tasting monarch butterfly, but they also avoid the tasty look-alike viceroy butterfly.”
39. *False.* Paragraph 8: “Coral snake impersonators, like the harmless scarlet snake, have the same red, black, and yellow bands but in a different order. . . .”
40. *Not Given.* Paragraph 8 mentions the shape of a pattern on the hawk moth caterpillar but does not mention its coloring.

Writing

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

WRITING TASK 1

The chart shows how the cost of living in two different cities, Riverdale and Cape Alicia, compares with the national average cost of living. The average costs of several different types of living expenses are shown.

The cost of living in the city of Riverdale is higher than the national average in all the areas shown. The highest is housing, with an average cost 19 percent higher than the national average. The lowest is transportation, but that is still 4 percent higher than the national average. Groceries, utilities, health care, and clothing all have average costs between 4 and 7 percent higher than the national average.

The cost of living in Cape Alicia is close to the national average for most types of expenses. The expense that differs most from the national average is housing, with an average cost 12.5 percent lower than the national average. Transportation costs average 3.8 percent lower than the national average. The other expenses listed range from .5 to 1.2 percent higher than the national average. The cost of living in Cape Alicia appears to be significantly lower than it is in Riverdale, and it is probably also lower than many other cities in the nation.

WRITING TASK 2

The way we live now is different in many aspects from the way people lived 100 years ago. Technology has changed how we earn our livings and carry out our daily lives. Our lives have improved in many important ways over the past 100 years. At the same time, there are certain positive things that have been lost.

Technology has improved our lives in many ways. We have machinery, electronic devices, and appliances that make our work and daily chores easier. Advances in communications technology make it easier to be in contact with colleagues, personal friends, and relatives everywhere. We have many types of transportation that make it easy to travel anywhere, even around the world, for both business and personal reasons. Finally, because of advances in medicine, fewer people die of common diseases than were fatal not long ago. For all these reasons, we can say that life now is better than it was a century ago.

On the other hand, there are other, less material, aspects of our lives that have not necessarily improved. For example, while it is true that technology makes communication with distant loved ones easier, at the same time families are breaking up. Family members no longer tend to live near one another as was common in the past. This means a loss of important social and emotional support. In addition, because we have so many electronic devices, such as personal computers, cell phones, and so on, people tend to pay more attention to these devices than they do to their actual face-to-face personal relationships.

It is easy to see that in a material sense, life is much better for many people now than it was just 100 years ago. However, even though our material existence has greatly improved, our social and emotional lives have suffered. This is a challenge for people living in the twenty-first century.

Speaking

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

PART 1

How much time do you spend using a computer?

I spend several hours every day using a computer because it's an important part of my work. I try to stay away from the computer on weekends, but I'm not always successful at that because there are always so many things I want to do with it. Maybe I spend too much time on the computer. I don't know. It's a little bit addictive.

Do you use a computer more for work, study, or personal reasons?

The reason I'm on the computer so much is because I use it at work. Most of my work involves creating documents for the company. Because of that, the computer has become a habit for me, so I also end up using it a lot for personal reasons. So, I guess I could say the main reason I use it is for work, but it's a big part of my personal life, too.

What different kinds of things do you do on the computer?

Besides creating documents at work, I use e-mail a lot to communicate with my work colleagues and also with my friends and relatives. I also keep a lot of personal records on the computer, like the family budget, photographs, and things like that. And I have to admit that I spend a lot of time playing computer games. That helps me relax when I'm working on a big project.

What are some things you like and dislike about using computers?

Nobody can deny that computers make so many things convenient. I couldn't do my job without a computer, and e-mail makes communications so much easier. Everything I do on the computer is a lot easier than it would be without the computer. On the other hand, as I said before, a computer can be addictive. Sometimes I end up spending an entire Saturday afternoon doing things on the computer, instead of spending time with my family or going outside and getting exercise. It takes some discipline, I think, to keep from overusing the computer.

How often do you use the Internet?

I use the Internet quite frequently. I use it in the course of my work every day. For example, I frequently use e-mail to discuss things with my colleagues. I often have to look for information online, for both work and personal reasons. So, I'd have to say I use the Internet several times a day.

What are some things you do on the Internet?

Besides e-mailing my colleagues and my friends and relatives, I use the Internet for a number of other things. I often use it to find information I need for my work. I also use it to research products before I make a big purchase; I mean something expensive. Last year I had to buy a new refrigerator, so I did some research online to figure out what kind I wanted and what it should cost. I often read the news online, and I find out about movies I want to see and books I want to buy. I do a lot on the Internet.

Do you prefer shopping online or in real stores? Why?

As I mentioned, I like to research products online before I make a major purchase, but usually I prefer to buy things in a regular store. Especially if I'm buying something expensive, I like to see it before I buy it. Also, shipping costs can be very high, and you don't have to pay them if you buy from a store. Sometimes it's hard to find things locally, and sometimes you can find a really, really good price online, so sometimes I buy things that way. But usually I go to stores.

PART 2

When I was in school, my favorite subject was history. I liked all kinds of history, and I still do. I studied it every year I was in high school, from ninth through twelfth grade. I learned a lot of things. I learned about the important events in the history of my country and about the important people. I learned about all kinds of people—politicians, inventors, soldiers, and even common everyday people who contributed to our history. I learned these things about other countries, too. I like history a lot because I like to imagine and understand what life was like at different times. People have lived under different conditions during different periods of history, and they've had different kinds of interests, motivations, and needs. In each period of history, the conditions of that time shaped the events. I think it's interesting to learn about these things and important to understand them. We are who we are today because of what our ancestors did. I'm still interested in history, and I still read about it often.

PART 3

What subjects should be required in school?

I think everyone agrees what the basic primary and secondary school curriculum should be. Everyone needs to study math, science, literature, and history, and probably art and music too. In addition to these things, I think every student should be required to study foreign languages because international relations are so important in the modern world. In addition to that, students should study the history and culture of countries around the world.

Do you think math and science are more important subjects than literature and art? Why or why not?

I suppose many people think math and science are very important because we have a lot of emphasis on technology in the modern world. But technology isn't everything. For one thing, not everyone has talents in math or science. But even for mathematicians and scientists, literature and art are important. They give us a different perspective on things, and they also help us develop our creativity, no matter what field of specialty we pursue.

At what age should students be allowed to choose their own subjects?

I think high school students should be allowed to choose some of their own subjects. They shouldn't choose all their own subjects, of course, because there are certain things that are the foundations of a good education, but they can choose some. For example, they can be given a choice among different kinds of literature classes or they could choose certain aspects of history to study. So, I think that beginning in high school, students should be given some choices about what they study. Before high school, I think they're too young to make wise choices.

What subjects should schools offer in the future that they don't offer now?

Schools in the future may have to put even more emphasis on using computers since we're now doing practically everything on computer. Computer skills will be just as important, or more important, than reading and writing skills. So students will have to become skilled at using the computers and the software they'll need for different tasks.

ACADEMIC MODULE

PRACTICE TEST 6

Academic Module Practice Test 6

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

LISTENING

TIME APPROX. 30 MINUTES

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the test pages.

At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet. (The answer sheet can be found on page 221.)

Do not remove the booklet from the examination room.

Information for Candidates

There are 40 questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–10
Section 2	Questions 11–20
Section 3	Questions 21–30
Section 4	Questions 31–40

SECTION 1 QUESTIONS 1–10



Questions 1–5

Complete the information below.

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

Note

If you do not have access to an audio CD player, refer to the audiocassettes starting on page 432 when prompted to listen to an audio passage.

City Library	
Head Librarian	Example: <i>Mrs. Phillips</i>
Hours	1 _____ to 4:30
Books	
Ground floor ¹	2 _____
Second floor	Adult collection
Third floor	3 _____
Book carts	
Brown cart	books to re-shelve
Black cart	books to 4 _____
White cart	books to 5 _____

Questions 6–10

Complete the library schedule below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

Activity	Location	Day and Time
Story Time	Children's Room	6 _____ at 11:00
7 _____	Reference Room	Saturday at 8 _____
Lecture Series	9 _____ Room	Friday at 10 _____

¹In the United States the ground floor is considered the first floor; the next floor up is the second floor.

SECTION 2 QUESTIONS 11–20

CD 2
Track
10

Questions 11–15

Choose **FIVE** letters, **A–I**.
Which **FIVE** activities are available at Golden Lake Resort?

- A swimming
- B boating
- C waterskiing
- D fishing
- E tennis
- F golf
- G horseback riding
- H hiking
- I arts and crafts

Questions 16–20

Complete the schedule below.
Write **NO MORE THAN ONE WORD** for each answer.

	Activity
Sunday	16 _____
Monday	Dessert Night
Tuesday	17 _____ Night
Wednesday	18 _____
Thursday	19 _____
Friday	Talent Show
Saturday	20 _____

SECTION 3 QUESTIONS 21–30

CD 2
Track
11

Questions 21–23

Choose **THREE** letters, **A–F**.
Which **THREE** things are the students required to submit to their professor?

- A a written summary
- B maps
- C a case study
- D charts and graphs
- E a list of resources used
- F a video

Questions 24 and 25

Answer the questions below.
Write **NO MORE THAN THREE WORDS** for each answer.

- 24 What two sources of information will the students use when preparing their presentation?

- 25 What will the students show during their presentation?

Questions 26–30

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

- 26 Only rescue birds that are
 A all alone.
 B obviously hurt.
 C sitting on the ground.
- 27 Protect yourself by wearing
 A gloves.
 B a hat.
 C protective glasses.
- 28 Put the bird in a
 A cage.
 B box.
 C bag.
- 29 Keep the bird calm by
 A petting it.
 B talking to it.
 C leaving it alone.
- 30 When transporting the bird,
 A speak quietly.
 B play music.
 C drive very slowly.

**SECTION 4 QUESTIONS 31–40****Questions 31–33**

Complete the information about the Great Barrier Reef.
 Write **NO MORE THAN TWO WORDS** for each answer.

The Great Barrier Reef is made up of 3,000 31 _____ and
 600 32 _____. Over 400 kinds of 33 _____ can
 be found there.

Questions 34–38

Choose **FIVE** letters, A–I.

Which **FIVE** of these kinds of animals inhabiting the Great Barrier Reef are mentioned?

- A sharks
 B starfish
 C seahorses
 D clams
 E whales
 F dolphins
 G sea turtles
 H crocodiles
 I frogs

Questions 39 and 40

Answer the questions below.

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

- 39 What causes coral bleaching?

- 40 What has been one response to this problem?

Take ten minutes to transfer your answers onto the Answer Sheet on page 221.

Academic Module Practice Test 6

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet. (The answer sheet can be found on page 222.)

Do not remove the booklet from the examination room.

Information for Candidates

There are 40 questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1–14
Reading Passage 2	Questions 15–27
Reading Passage 3	Questions 28–40

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–14, which are based on Reading Passage 1 below.

Pollination

Plants have evolved a wide variety of methods to reproduce themselves. Some plants reproduce asexually by splitting off new roots or bulbs (e.g., garlic, lilies) or even branches, stems, or leaves (e.g., mangroves, spider plants). Plants that reproduce asexually are essentially reproducing clones of themselves. This is a simple and direct method of reproduction, producing new plants more quickly and with less energy than plants using sexual reproduction. The majority of plants, however, reproduce sexually. The advantages from an evolutionary perspective include more genetic variety and better dispersal than the colonies of clones formed by asexual reproduction. In flowering plants, pollen (male) grains are moved from the anther to the stigma, where the pollen fertilizes¹ the ovaries (female), resulting in seeds.

A few flowering plants such as peas, beans, and tomatoes pollinate themselves, but more commonly, pollination occurs between separate plants, either through pollen being borne by the wind (most conifers and many grasses) or by pollinators, animal species that plants rely on to help move the pollen from one plant to the ovaries of another. Most pollinators are insects, but some species of bird and bats also play an important role.

Plants have evolved a variety of methods to entice pollinators to do their work. Many produce nectar, a sugary substance that pollinators use as food. A well-known example is the honeybee, which collects nectar as well as pollen for food. When a bee enters one flower, it brushes against the anther, and pollen grains are picked up by the surface of its body. When the bee enters a second flower and brushes against the stigma, some of that pollen comes in contact with the ovaries of the second plant, thus fertilizing it, resulting in seeds that contain genetic material from the male gametes of the first plant combined with the female reproductive organs of the second plant. Most bees, butterflies, and moths, as well as certain species of bats and birds, are attracted to nectar-producing flowers.

Flowering plants have evolved a variety of methods for signaling² their usefulness to pollinators or for otherwise making their work easier. Butterflies are attracted to flowers that are open during the day, are bright—typically red, yellow, or orange—and have a “landing platform.” In contrast, many moths are active at night and thus are attracted to flowers that are pale or white, have a strong fragrance, but also have broad areas to land on. Both butterflies and moths have long tongues and have evolved with plants that have developed deep sources of nectar that are available only to certain species. Hummingbirds are also attracted by color³ especially by bright reds, and flowers that attract these tiny birds also have strong stems and are designed for pollen to be brushed on the hummingbirds’ heads as they sip nectar.

¹ British: fertilises

² British: signalling

³ British: colour

Bees do not see red; thus, flowers that attract bees tend to be blue, yellow, purple, or other colors. Many bee attractors also have nectar guides, which are spots near the center¹ of each flower that reflect ultraviolet light, making it easier for the bees to find the nectar. Bees are also attracted to flowers with a mintlike or sweet smell. Snapdragons not only attract bees visually, they are adapted to appeal to certain bee species: snapdragons have a landing platform that, if the bee is the correct weight, opens—allowing access to the nectar and pollen.

Pollinators play a major role in agriculture. While many staple crops such as rice, corn, canola, and wheat are self-pollinating or pollinated by the wind, farmers are dependent on pollinator species for many fruit, vegetable, nut, and seed crops. Over 30 percent of the world's crops require the work of pollinator species. Bees are the most common agricultural pollinators, with crops including fruit trees such as apples and cherries; vegetables such as squash, beans, tomatoes, and eggplant; flowering shrubs and annual and perennial flowers; forage crops such as clover and alfalfa; and fiber² crops such as cotton. Other pollinators include midges (cocoa), wasps (figs), moths (yucca, papaya), butterflies (asters, daisies, marigolds), and even a few species of bats (agave, palms, durians) and hummingbirds (fuchsia).

Recent declines in honeybees and in other pollinator species around the world have raised concerns about future food production, and many scientists have called for increased study of the role of pollinators, the agricultural and environmental changes involved in the declines, as well as the economic and environmental effects and ways to prevent further declines.

¹British: centre

²British: fibre

Questions 1–5

Complete the summary using the list of words and phrases below. Write the correct letter, A–I, on lines 1–5 on your answer sheet.

The reproduction of plants occurs in different ways. Some plants send out new parts such as 1 _____ or bulbs. These grow into new plants, which are actually 2 _____ of the original plant. The advantage of this form of reproduction is that it does not require a lot of 3 _____ or energy. Many 4 _____ reproduce themselves by forming seeds through the process of pollination. Some plants pollinate themselves. Others rely on the 5 _____ or animals to carry the pollen from plant to plant.

- | | |
|---|------------------|
| A | pollen |
| B | flowering plants |
| C | roots |
| D | grains |
| E | spider plants |
| F | air |
| G | copies |
| H | fertilization |
| I | time |

Questions 6–14

Do the following statements agree with the information given in the passage? On lines 6–14 on your answer sheet, write:

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

- 6 Honeybees eat both nectar and pollen.
- 7 If an attractive flower is very small, a butterfly will land on its leaves.
- 8 Moths are attracted by both color and scent.
- 9 Certain flowers have evolved to be pollinated by hummingbirds.
- 10 Special markings on a flower help bees to locate the nectar.
- 11 Bees rarely respond to scent.
- 12 Most grain crops are pollinated by insects.
- 13 Close to one third of the world's harvest depends on animals for pollination.
- 14 Farmers in certain parts of the world have suffered economically because of the decline in the honeybee population.

READING PASSAGE 2

You should spend about 20 minutes on Questions 15–27, which are based on Reading Passage 2 below.

Paleolithic¹ Cave Art

Students of art history tend to be familiar with the images of horses and bison discovered in the famous cave art site in Lascaux, France, in 1940. Less well known but vitally important to understanding Ice Age art and culture is the art discovered by three cave explorers in the Chauvet Cave near Vallon-Pont-d'Arc in southern France in 1994.

The Chauvet Cave hosts one of the largest group of Paleolithic drawings yet discovered on one site, as well as the fossilized² remains of a number of now-extinct animals. The art found in the Chauvet Cave differs from that found in most other European cave art sites, which primarily feature prey animals such as horses, bison, wild cattle, and reindeer. The Chauvet paintings include many animals that humans would have feared—panthers, bears, lions, hyenas, and rhinoceroses. While the Chauvet paintings also include many species that would have been hunted by the artists—horses, aurochs, bison, and extinct species of moose and deer—the presence of non-prey animals calls into question a common theory that the primary purpose of cave art was to magically ensure plentiful game. Perhaps the discovery of the Chauvet art points to a shift in emphasis from the hunters' predators to the hunters' prey over time, but more evidence is needed.

Carbon-14 dating has established three of the paintings (one bison and two rhinoceroses) as being 31,000 years old. This discovery pushes the common understanding of the date range for European cave art much further back than what had been assumed. It has also clearly disproved theories that earlier cave art was cruder and more primitive because these older images are equally sophisticated in execution.

In addition to the hundreds of animal paintings, the Chauvet Cave also has an image of a being, referred to as the Sorcerer, with the body of a human and the head of a bison. There is also part of an image of a woman. In addition, explorers found the skull of a cave bear placed on a squared-off altarlike rock. The cave had been untouched for thousands of years due to a rock slide that had sealed off the cave; the floor of the cave contains the footprints of humans and cave bears, and fire pits, stone tools, remnants of torches, and bones from meals. After scientists collected data and recorded images, the site was placed off-limits to prevent the damage that has occurred at many other caves known for their rock art.

¹British: Paleolithic

²British: fossilised

Ice Age paintings in certain European caves have been extremely well preserved and have reached iconic status because of their beauty and the artists' skill in execution. As a result, many people assume that the art of early hunters and gatherers was limited to cave paintings. While the artwork in the deep caves has been the best preserved, artwork was also done on the walls of rock shelters and on rock faces out in open light. Paleolithic artists not only painted with pigments but also created engravings by scratching designs into rock with pointed tools, as well as creating low-relief sculptures. Often the artists seemed to have seen a suggestion of an animal's shape in a rock, and then added detail through incising lines, incorporating clay, or applying pigment. In addition to animal images, most sites also have geometrical designs, including dots and quadrangles. Archeologists¹ have also discovered small sculpted figures from the same time period.

Images of hands, created either by wetting the palm of the hand with paint and pressing the hand onto rock or by applying paint around the hand, perhaps by spitting pigment from the mouth, are common. However, full images of humans are rare in the European caves. Images combining human and animal elements such as the Chauvet Cave Sorcerer have been found in various sites as have partial images of women, but portrayals of a full human are few and far between, and they tend to be simple abstract depictions. Most of the animal images, on the other hand, are detailed, realistic portrayals of an individual animal species, not simply an abstract symbol meant to depict an animal such as a horse or bison.

¹British: Archaeologists

Questions 15–21

Choose the correct letter A, B, or C, on lines 15–21 on your answer sheet.

- 15 As compared with the Chauvet Cave, the cave art site in Lascaux is
 A more well known.
 B less important.
 C more difficult to explore.
- 16 The art discovered in the Chauvet Cave differs from other European cave art because
 A it does not include images of horses and bison.
 B it shows images of now-extinct animals.
 C it includes images of predatory animals.
- 17 According to the passage, a common belief about the function of cave art is that
 A it was meant to bring animals to be hunted.
 B it was intended to drive away predatory animals.
 C it was used to warn others about the presence of fearsome animals.
- 18 As compared with other European cave art sites, the art in the Chauvet Cave is
 A cruder and more primitive.
 B significantly older.
 C more sophisticated in subject matter.

- 19 Images found in the Chauvet Cave include

A a crude map.
 B a part-human, part-animal being.
 C a complete drawing of a woman.

- 20 In addition to art, other discoveries in the Chauvet Cave include

A implements made of stone.
 B human bones.
 C bison pelts.

- 21 No humans had visited the Chauvet Cave for thousands of years because

A cave bears lived inside it.
 B it was declared off limits.
 C the entrance was blocked by rocks.

Questions 22–27

Complete the sentences below.
 Choose **NO MORE THAN TWO WORDS** from the passage for each answer.
 Write your answers on lines 22–27 on your answer sheet.

- 22 People often believe that Paleolithic art consisted only of _____.
- 23 Ice Age artists used pointed tools to make _____ and sculptures on rocks.
- 24 As well as pictures of animals, _____ are common in most sites.
- 25 Pictures of _____ were sometimes made by wetting the palm with paint.
- 26 It is unusual to see an image of a _____ in European cave art.
- 27 Rather than being symbolic, paintings of animals are _____ images.

READING PASSAGE 3

You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.

The Braille System

A About 200 years ago, a curious three-year-old boy playing in his father's shop had an accident that ended up changing the lives of hundreds of thousands of people. The little boy was Louis Braille, and his father was a harness maker in Coupvray, France, a small town near Paris. Louis poked his eye with one of the sharp tools on his father's workbench. The injury and the ensuing infection, which spread through both eyes, caused him to lose his vision. Only a dozen years later, at the age of fifteen, Braille developed a system of raised dots on paper that made it possible for blind people to read and write. While he was not the first person to toy with the idea of tactile reading—that is, reading by feeling shapes on a flat surface—his system surpassed others thanks to its simplicity, ease of use, and adaptability.

B During the first few years after his accident, Braille attended a local school with sighted children, where he learned by the only means available to him—listening and memorizing.¹ He was a gifted student and at the age of ten earned a scholarship to attend the Royal Institution for Blind Youth in Paris. He later became a teacher at the Institution and remained there until his death in 1852 at the age of forty-three. The Institution relied largely on oral instruction, but pupils had access to a few books specially designed for blind students by Valentin Haüy, the school's founder. Haüy had developed a method for pressing shapes of letters onto wet paper and then letting them dry, providing pages with raised characters that students could “read” by running their fingertips across the thick paper. The books were big and cumbersome and took a long time to produce—and to read. In addition, they addressed only part of the blind students’ communication dilemma—the ability to read. For full literacy, students also needed to be able to write.

C A man named Charles Barbier, who had invented a system known as night writing for soldiers to send messages in the dark, provided the inspiration Braille needed for his reading method. Barbier visited the Royal Institution for Blind Youth in 1821 to demonstrate his technique, which used rectangular cells with raised dots. The cells, thirty-six in all, represented sounds rather than individual letters of the alphabet and consisted of a template of twelve dots in six rows of two. Braille saw the system’s benefits right away and then zeroed in on its drawbacks. He thought it should be based on the alphabet—the way sighted people read—and not on phonetics. It also needed a way to designate punctuation marks, accents, numbers, and other symbols; and, for the user to be able to read with ease, a cell had to be small enough to fit beneath one’s fingertip.

D For the next three years, Braille fine-tuned his system and in 1824 came up with a version that worked to his satisfaction: a six-dot cell (three rows of two) that allowed for sixty-three possible combinations of dots, enough for all twenty-six letters of the Roman alphabet plus accents, capital letters, punctuation marks, and numbers. For example, a cell with one dot at the top left (position one) represents the letter *a*, whereas a cell with one dot at the bottom right (position six) means the next symbol is a capital letter. The numbers zero to nine are coded the same as the letters *a* to *j*, except they are preceded by a cell with dots in positions three through six (bottom left dot and all three dots in the right column). Users could read an individual cell with a single touch of the fingertip, and they scanned dots from left to right as in normal reading. What’s more, the Braille system made it possible to write by punching dots into paper (from right to left because the reverse side is read).

¹ British: memorising

E Originally, Braille symbols were written with a slate and stylus—the equivalent of paper-and-pencil writing, using the slate to hold the paper and the stylus to prick holes in it. In 1892, a Braille writing machine was invented; used like a typewriter, it has six keys and a space bar. Today, writing Braille is no more difficult or time-consuming than producing a printed document. You need only to hook up a standard computer to a machine that will emboss the text in Braille. Braille’s fellow students quickly learned his system; for the first time, they could take notes in class and write papers, not to mention pass notes back and forth to one another. Yet the system was not widely used in Braille’s lifetime. It did not become the official communication system for blind people in France until 1854, two years after he died.

F The system remains in use today, only slightly altered from the original version. It has incorporated symbols for math, science, and music and has been adapted to dozens of languages, including many with non-Roman alphabets, such as Chinese and Japanese. Braille symbols often show up in public places, such as on elevator buttons, and their helpfulness in labeling household items like canned goods is undisputed. Nevertheless, knowledge of Braille has declined in recent years as technology has provided innovations, such as recorded books and computers with synthetic speech, that make it less necessary to read the old-fashioned way. Many now deem Braille an obsolete system, but its devotees still consider it a form of literacy as basic as the three R’s.

Questions 28–36

Reading Passage 3 has six paragraphs, A–F. Which paragraph contains the following information? Write the correct letter, A–F, on lines 28–36 on your answer sheet. You may use any letter more than once.

- 28 a description of the Braille system of representing letters and numbers
- 29 Louis Braille’s early education
- 30 how people write in Braille
- 31 when Louis Braille first developed his system
- 32 when the Braille system was officially accepted in France
- 33 a reading system for the blind used when Louis Braille was a child
- 34 how Braille is read
- 35 the reason why Louis Braille was blind
- 36 a description of the method on which Louis Braille based his system

Questions 37–40

Do the following statements agree with the information given in the passage? On lines 37–40 on your answer sheet, write:

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

- 37 Braille symbols represent letters and numbers only.
 38 Braille is used in a variety of languages.
 39 Braille readers can read faster than sighted readers.
 40 Modern technology has made Braille less important.

Academic Module Practice Test 6

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC WRITING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

All answers must be written on the separate answer booklet provided. (The answer sheets can be found on page 223.)

Do not remove the booklet from the examination room.

Information for Candidates

There are **2** tasks on this question paper.

You must do **both** tasks.

Under-length answers will be penalized.¹

¹ British: penalised

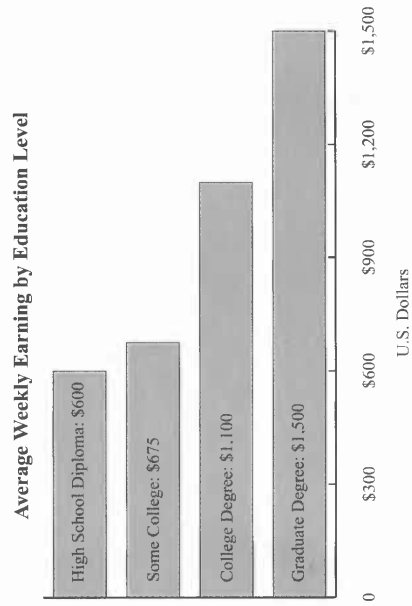
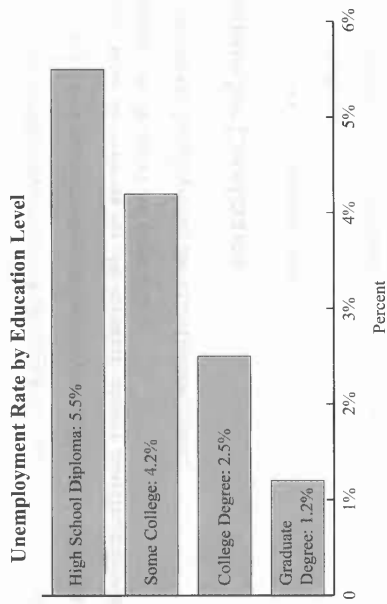
WRITING TASK 1

You should spend about 20 minutes on this task. Write at least 150 words.

The graphs below show unemployment rates and average earnings according to level of education.

Summarize¹ the information by selecting and reporting the main features, and make comparisons where relevant.

Unemployment and Average Earnings by Educational Level—2008



¹British: Summarise

WRITING TASK 2

You should spend about 40 minutes on this task. Write at least 250 words.

Write about the following topic:

In your opinion, should young people choose their professions, or should their parents choose for them?

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

SPEAKING

Examiner questions:

Part 1

How often do you go shopping?

What kinds of shops are there in your neighborhood?

What kinds of things do you usually shop for?

Do you enjoy shopping? Why or why not?

What are some of your favorite¹ foods?

Who does the cooking at your house?

Do you prefer eating at home or in restaurants? Why?

What kinds of restaurants do you enjoy eating in?

Part 2

Tell about a place you would like to visit.

You should say:

The name of the place and where it is

What kind of a place it is

What things you would do there and explain why you want to go there

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

Part 3

What are some popular places to visit in your country? Why are they popular?

Why do people travel?

Do you think parents should make a point of taking their children to see a variety of different places? Why or why not?

How do you think travel will be different in the future?

¹British: neighbourhood²British: favourite**Practice Test 6—Academic Module**
IELTS LISTENING ANSWER SHEET

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

Answer Key

PRACTICE TEST 6—ACADEMIC MODULE

Listening

- | | | | |
|-----------------------|----------------|----------------------------------|--|
| 1. 8:30 | 11. A | 21. A | 31. individual reefs/coral reefs |
| 2. reference books | 12. B | 22. C | 32. islands |
| 3. children's books | 13. D | 23. E | 33. coral(s) |
| 4. be repaired/repair | 14. G | 24. interviews, journal articles | 34. A |
| 5. be sold/sell | 15. I | 25. photos (of birds) | 35. D |
| 6. Thursday | 16. film/movie | 26. B | 36. E |
| 7. (family) movies | 17. discussion | 27. A | 37. H |
| 8. 2:30 | 18. lectures | 28. B | 38. I |
| 9. meeting | 19. games | 29. C | 39. rising sea temperatures |
| 10. 6:30 | 20. dance | 30. A | 40. shading the reef/shading certain areas |

Reading

- | | | | |
|--------------|---------------|-------------------------|---------------|
| 1. C | 11. False | 21. C | 31. A |
| 2. G | 12. False | 22. cave paintings | 32. E |
| 3. I | 13. True | 23. engravings | 33. B |
| 4. B | 14. Not Given | 24. geometrical designs | 34. D |
| 5. F | 15. A | 25. hands | 35. A |
| 6. True | 16. C | 26. (full) human | 36. C |
| 7. Not Given | 17. A | 27. detailed, realistic | 37. False |
| 8. True | 18. B | 28. D | 38. True |
| 9. True | 19. B | 29. B | 39. Not Given |
| 10. True | 20. A | 30. E | 40. True |

Practice Test 6—Answer Key

Answer Explanations

ACADEMIC MODULE—PRACTICE TEST 6

Listening

- 8:30. The librarian says, “the library opens at eight-thirty in the morning. . . .”
- reference books. The man says, “It looks like here on the ground floor is where the reference books are,” and on the next line the librarian agrees with him.
- children's books. The librarian says, “Children's books are up one more flight on the third floor.”
- be repaired/repair. The speakers discuss the books in the black cart, and the librarian says, “They're all books that need to be repaired.”
- be sold/sell. The speakers discuss the books in the white cart. The man asks, “So they're all ready to sell?” and the librarian says “Yes.”
- Thursday. The librarian says, “Story Time. . . takes place in the Children's Room on Thursday mornings at eleven.”
- (family) movies. The librarian explains, “we had to switch Family Movies to the weekend—Saturday afternoon.”
- 2:30. The librarian says, “The movie always starts at two thirty in the Reference Room.”
- meeting. The librarian tells the man, “one of your duties will be to set up the Meeting Room on the first floor for the lecture.”
- 6:30. The librarian says, “The lecture starts at 6:30. . . .”
- (A) The man says, “We have a pleasant beach for swimming.”
- (B) The man says, “We also have canoes and sailboats available, and many of our guests enjoy boating on the lake.”
- (D) The man says, “you'll often see guests fishing from our dock or from the canoes.”
- (G) The man says, “We've made an arrangement with a local stable, so now we're going to have horseback riding available for our guests. We've created several riding trails around the lake.”
- (I) The man says, “some of our very talented staff members offer arts and crafts classes, for all ages.”

Practice Test 6—Answer Explanations

16. *film/movie*. The man says, “Every Sunday we show a film. . . .”
17. *discussion*. The man says, “Our discussion night is on Tuesday.”
18. *lectures*. The man says, “Then on Wednesdays we have lectures.”
19. *games*. The man says, “Thursday nights are totally different because that’s when we play games.”
20. *dance*. The man says, “And we end every week with big fun, with a dance on Saturday night.”
21. (A) Student 2 says, “We have to give the professor a written summary of the information we’ve gathered on our topic. . . .”
22. (C) Student 1 says, “The other written thing we have to turn in is a case study of the rehabilitation of one bird.”
23. (E) Student 1 says, “But we do have to turn in a list of the resources we used.”
24. *interviews, journal articles*. In discussing the sources, Student 2 mentions interviews with wildlife rehabilitators and Student 1 mentions journal articles.
25. *photos (of birds)*. Student 1 says, “But we have lots of photos of rehabilitated birds. We can show those.”
26. (B) Student 2 says, “we should emphasize that people should only attempt to rescue a bird that’s clearly injured.” Choices (A) and (C) refer to how people might find a bird that does not need rescuing.
27. (A) Student 1 says, “the rescuer needs to wear protective gloves. . . .” Choices (B) and (C) are both plausible but are not mentioned.
28. (B) Student 2 says, “let’s tell people to put the injured bird in a box . . . with good air circulation.” Choice (A) is something that is not necessary. Choice (C) is something that should not be used.
29. (C) Student 1 says, “the best way to help the bird stay calm is not by petting it or talking to it, but by leaving it completely alone.” Choices (A) and (B) are the things that people should not do.
30. (A) Student 1 says, “Yes, it’s better just to speak quietly while you have the bird in the car.” Choice (B) is something that people should not do. Choice (C) is not mentioned.
31. *individual reefs/coral reefs*. The speaker says, “The Great Barrier Reef is composed of approximately 3,000 individual reefs. . . .”

32. *islands*. The speaker says, “In addition, around 600 islands are scattered throughout the area. . . .”
33. *coral(s)*. The speaker says, “The reefs themselves are composed of over 400 different kinds of coral. . . .”
34. (A) The speaker says, “All together, approximately 1,500 species of fish inhabit the reef area, including a number of different kinds of sharks.”
35. (D) The speaker says, “One of the more interesting mollusks to be found in the reefs is the giant clam.”
36. (E) The speaker says, “Sea mammals abound in the area, which serves as the breeding ground for certain types of whales, many of which are endangered.”
37. (H) The speaker says, “Saltwater crocodiles, for example, inhabit the marshes along coastal areas.”
38. (I) The speaker says, “Amphibians include at least seven species of frogs inhabiting the islands of the reef.”
39. *rising sea temperatures*. The speaker says, “Rising sea temperatures have led to an effect called coral bleaching. . . .”
40. *shading the reef/shading certain areas*. The speaker says, “One proposed solution involves shading the reef in certain areas to help keep the surrounding water temperatures down.”

Reading

PASSAGE 1

1. (C) Paragraph 1: “Some plants reproduce asexually by splitting off new roots or bulbs . . . or even branches, stems, or leaves.”
2. (G) According to paragraph 1, these plants make clones, or copies, of themselves.
3. (I) Paragraph 1: “This is a simple and direct method of reproduction, producing new plants more quickly and with less energy than plants using sexual reproduction.”
4. (B) Paragraph 1: “In flowering plants, pollen . . . fertilizes the ovaries . . . resulting in seeds.”
5. (F) Paragraph 2: “more commonly, pollination occurs between separate plants, either through pollen being borne by the wind . . . or by pollinators. . . .”
6. *True*. Paragraph 3: “the honeybee, which collects nectar as well as pollen for food.”

7. *Not Given.* Paragraph 4 mentions a butterfly's need for a "landing platform" but does not mention what a butterfly does if there is no place to land on a flower.
8. *True.* Paragraph 4: "many moths are active at night and thus are attracted to flowers that are pale or white, have a strong fragrance. . . ."
9. *True.* Paragraph 4: "flowers that attract these tiny birds also have strong stems and are designed for pollen to be brushed on the hummingbirds' heads as they sip nectar."
10. *True.* Paragraph 5: "Many bee attractors also have nectar guides, which are spots near the center of each flower that reflect ultraviolet light, making it easier for the bees to find the nectar."
11. *False.* Paragraph 5: "Bees are also attracted to flowers with a mintlike or sweet smell."
12. *False.* Paragraph 6: "While many staple crops such as rice, corn, canola, and wheat are self-pollinating or pollinated by the wind. . . ."
13. *True.* Paragraph 6: "Over 30 percent of the world's crops require the work of pollinator species."
14. *Not Given.* Paragraph 7 mentions the decline of the honeybee population and concern for effects that may have, but it does not mention any specific economic effects.

PASSAGE 2

15. (A) Paragraph 1 explains that the Chauvet Cave is less well known than the cave art site in Lascaux. Choices (B) and (C) are plausible but incorrect.
16. (C) Paragraph 2 explains that most European cave art sites show images of prey animals but that the Chauvet Cave also has images of animals that people feared. Choice (A) is contradicted by the information in the passage. Choice (B) refers to animal remains found in the cave.
17. (A) Paragraph 2: "a common theory that the primary purpose of cave art was to magically ensure plentiful game." Choice (B) is the opposite of the correct answer. Choice (C) refers to images found in the cave art, but these are not mentioned as the function of cave art.
18. (B) Paragraph 3 explains that some of the images in the Chauvet Cave are much older than people had assumed most European cave art is. Choice (A) refers to a theory about cave art that has been disproved. Choice (C) confuses the meaning of the last sentence of the paragraph.

Practice Test 6—Answer Explanations

Practice Test 6—Answer Explanations

19. (B) Paragraph 4: "the Chauvet Cave also has an image of a being, referred to as the Sorcerer, with the body of a human and the head of a bison." Choice (A) is not mentioned. Choice (C) is incorrect because only an incomplete image of a woman's body is mentioned.
20. (A) Paragraph 4: "the floor of the cave contains the footprints of humans and cave bears, and fire pits, stone tools. . . ." *Implements made of stone* means "stone tools." Choice (B) is confused with the "bones from meals," which must have been animal bones. Choice (C) is confused with the image of the bison's head.
21. (C) Paragraph 4: "The cave had been untouched for thousands of years due to a rock slide which had sealed off the cave. . . ." Choice (A) is confused with the evidence of cave bears found when scientists visited the cave. Choice (B) occurred after humans had visited the cave.
22. *cave paintings.* Paragraph 5: "many people assume that the art of early hunters and gatherers was limited to cave paintings."
23. *engravings.* Paragraph 5: Paleolithic artists not only painted with pigments but also created engravings by scratching designs into rock with pointed tools, as well as creating low-relief sculptures."
24. *geometrical designs.* Paragraph 5: "In addition to animal images, most sites also have geometrical designs, including dots and quadrangles."
25. *hands.* Paragraph 6: "Images of hands, created . . . by wetting the palm of the hand with paint . . . are common."
26. *(full) human.* Paragraph 6: "full images of humans are rare in the European caves."
27. *detailed, realistic.* Paragraph 6: "Most of the animal images, on the other hand, are detailed, realistic portrayals of an individual animal species. . . ."

PASSAGE 3

28. (D) This paragraph gives some examples of how letters and numbers are represented by dots in the Braille system.
29. (B) This paragraph briefly describes Braille's experiences at his local school up to age ten.
30. (E) This paragraph describes the Braille slate and stylus and the Braille writing machine, as well as the use of a computer.
31. (A) This paragraph noted that at the age of fifteen, Braille developed a system of raised dots on paper that made it possible for blind people to read and write.
32. (E) This paragraph says that it did not become the official communication system for blind people in France until 1854, two years after Braille died.

33. (B) This paragraph describes the system developed by Valentin Haiiy, which was used at the institution where Braille studied as a child.
34. (D) This paragraph describes how the Braille system of raised dots is read.
35. (A) This paragraph describes the injury to Braille's eyes when he was three years old.
36. (C) This paragraph describes the system developed by Charles Barbier, which inspired Braille's system.
37. *False.* Paragraph F: "The system . . . has incorporated symbols for math, science, and music."
38. *True.* Paragraph F: "has been adapted to dozens of languages, including many with non-Roman alphabets, such as Chinese and Japanese."
39. *Not Given.* There is no comparison made between the reading speed of Braille readers and sighted readers.
40. *True.* Paragraph F: "knowledge of Braille has declined in recent years as technology has provided innovations, such as recorded books and computers with synthetic speech."

WRITING

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

WRITING TASK 1

The graph compares unemployment rates and average weekly earnings across different educational levels in the year 2008. The information clearly illustrates that people with higher educational levels were better off economically than those with lower educational levels.

The first graph shows unemployment rates. There was a significant gap between those with the lowest educational level and those with the highest. In 2008, unemployment for workers with a high school diploma only was at 5.5 percent. This rate gradually decreased with each succeeding educational level. It was lowest among those with a graduate degree—only 1.2 percent.

The second graph shows average weekly earnings. Again, the differences between the lower and higher educational levels are significant. In 2008, workers with a high school diploma earned an average of just \$600 a week. The level of earnings increased with each educational level. Workers with a college degree earned an average of \$1,100 weekly, almost twice as much as the high school graduates. The workers with graduate degrees earned almost half again as much as the workers with college degrees. These graphs show that it pays to get an education.

Practice Test 6—Answer Explanations

Practice Test 6—Answer Explanations

WRITING TASK 2

In many families it has been traditional for parents to choose their children's professions. In other families, the children themselves decide what professions they are interested in pursuing. I can see the advantages to both situations. However, I think it is best to let the children decide for themselves.

Many parents around the world still follow the tradition of choosing their children's professions for them. Some parents want their children to follow in their footsteps. Other parents choose professions for their children that they believe will enable a comfortable lifestyle. Parents are, of course, older and more experienced than their children, and they know their children well. It is reasonable to expect that they can make good choices for their children.

On the other hand, by the time someone is old enough to start thinking about college and preparing for a profession, he or she is no longer really a child. He or she is old enough to know something about him- or herself, what things interest him or her, and what his or her strengths are. His or her future is his or her own to live, so he or she should be the one to make important decisions about it. In addition, the modern world changes rapidly. By the time a young person is ready to prepare for a profession, things are probably very different from the way they were when his or her parents were young. Because of this, in a certain sense, a young person may understand the world better than his or her parents do and so make better decisions for his or her future.

The tradition of parents choosing professions for their children is just that—a tradition. Young people of today are more independent. Of course, it is never a bad idea for a young person to ask his or her parents for advice, but the final decision about a profession should be made by the young person.

SPEAKING

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

PART 1

How often do you go shopping?

I don't go shopping very often. Well, I generally stop at a store a few times a week to pick up something small, pens, maybe, or something like that, my everyday needs. But I don't make major shopping trips very often, maybe once a month, maybe even less than that. I just don't need to buy very many things.

What kinds of shops are there in your neighborhood?

My neighborhood is residential, so there are very few businesses. We have a small grocery store. It has a limited assortment of things for sale, and they're more expensive than at a supermarket, so we really just use that store for convenience. We use it when we need only one or two things and don't want to go all the way to the supermarket, which is farther away. We also have a drugstore and a small bookstore that sells newspapers and magazines as well as books. Those are all the shops we have. We usually have to go to another part of the city to go shopping.

What kinds of things do you usually shop for?

I don't have to shop for groceries or anything for the house because my mother does that, so I just have to buy the things I need. Once or twice a year I buy the clothes I need for school. Besides that, I like to buy CDs and DVDs and things for my computer, and I have to buy the things I need for school, books and pens and things like that.

Do you enjoy shopping? Why or why not?

I don't think shopping is very interesting. If I need something, I buy it. If I don't need anything, there's no reason to go to the store. I know some people think of shopping like a hobby or a sport, but I don't. I just think of it as a necessity. Well, sometimes I like to go to the store and look through the music and movies that are for sale, just because I like to look at them. Then sometimes I'll buy a movie that maybe I hadn't been planning on buying. But most of the time I never think about shopping unless there's something I particularly need.

What are some of your favorite foods?

I like all different kinds of foods. I especially like to try foods from different countries. I like dishes that are served with rice and noodles and that have a lot of vegetables. I don't like meat very much. I almost never eat it. I don't like sweet things too much either.

Who does the cooking at your house?

My mother does almost all the cooking at my house. She's a very good cook, and I always enjoy the meals she prepares. Sometimes I do some of the cooking, or one of my brothers or sisters might cook a meal occasionally. My mother has taught all of us to cook, so we help her out in the kitchen from time to time. But she does most of the cooking.

Do you prefer eating at home or in restaurants? Why?

I like eating at home because, as I said, my mother always prepares delicious meals. And usually it's more convenient to eat at home. But I like eating in restaurants, too. The food is different, and it's really fun to get together with my friends at a restaurant. But it's also expensive to eat out, so I don't do it very often.

What kinds of restaurants do you enjoy eating in?

I like eating in restaurants that specialize in food from other countries. I like to try all different kinds of foods. My favorite thing to do is to go to a restaurant that has a style of cooking I haven't tried before and just choose something from the menu. Most of the time I end up with a dish I really like. It's a fun adventure to try different kinds of food. We have a lot of different restaurants in my city, so I have a lot of opportunities to try new kinds of foods.

PART 2

I've always wanted to go to the Great Barrier Reef, off the coast of Australia. It's a natural place, a place where you can see and learn about the natural world, specifically, about ocean life. I think it might be considered one of the wonders of the natural world. I would really like to have the opportunity to go diving there. I think it would

be really fun and really interesting to go swimming among the coral reefs and see all the different kinds of animals that live there. There are thousands of species of animals and fish living there, as well as different kinds of coral. I'd like to go there because I'm interested in marine biology. I'm interested in learning about ocean life, and the Great Barrier Reef is one of the best places to observe it. Also, I've never been diving, and I would really like to learn how. I'm thinking about getting a degree in marine biology, so learning to dive at the Great Barrier Reef would probably be a good way to start!

PART 3

What are some popular places to visit in your country? Why are they popular?

There are a lot of popular places to visit in my country. We have a lot of natural places that are interesting to see, we have historical sites, and we have some very nice beaches. One of my favorite places to visit is Mountain National Park. It's a popular place for tourists to visit, mostly because it's very beautiful. Also, it has something for everybody. There are some great hiking trails, there's fishing in the rivers, there's camping, and for people who like to take things easy, there's a road to the top of the mountain. You can drive to the top and see the spectacular views, or take a tour by bus. Then you can ride back to your hotel and be comfortable.

Why do people travel?

I think the biggest reason people travel is that change is relaxing. If you follow the same routine at school or at work every day, then when you have a vacation, you want to do something different. Being in a different place can take your mind off the problems or boredom of your daily life. You can empty your mind of all those things and just relax. People like to take all different kinds of vacations. Some people like to go to other countries and see a different way of life. Some like outdoor adventures. Some like to relax on the beach or at a resort. But the one thing all these different ways of traveling have in common is that they all involve a change of scene from the traveler's usual daily life.

Do you think parents should make a point of taking their children to see a variety of different places? Why or why not?

I think it's very important for parents to take their children traveling. Children should learn from an early age that life everywhere isn't the same as the life they know at home. That's one thing that's important to learn. The other thing is that traveling gives children the opportunity for different kinds of experiences. They can learn how to go camping, they can learn about art and history in museums, they can go on a boat and experience the ocean. Having different experiences like these is an important part of learning and growing up.

How do you think travel will be different in the future?

Sometimes I think people will have fewer opportunities to travel in the future. That's because it seems that people are working longer and harder all the time and it seems that their vacation time is becoming shorter and shorter. In the future, I don't think people will have the time to take long trips exploring other countries, or long hiking trips, or any kind of traveling that involves a lot of time. So maybe they'll go to resorts more often, since that's an easier way to travel.

PART 2

GENERAL TRAINING MODULE

PRACTICE TEST 1

PRACTICE TEST 2

PRACTICE TEST 3

PRACTICE TEST 4

PRACTICE TEST 5

PRACTICE TEST 6

The following practice tests include only the Reading and Writing sections for the General Training Module.

For the Listening and Speaking sections, go to the Academic Module, Practice Tests 1–6. The Listening and Speaking sections are the same for all test takers. See the charts on page v for page numbers.

GENERAL TRAINING MODULE

READING

WRITING

PRACTICE TEST 1

SECTION 1 QUESTIONS 1–14

You are advised to spend 20 minutes on Questions 1–14.
Read the text below and answer Questions 1–7.

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

GENERAL TRAINING READING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet. (The answer sheet can be found on page 255.)

Do not remove the booklet from the examination room.

Information for Candidates

There are 40 questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–14
Section 2	Questions 15–27
Section 3	Questions 28–40

Barchester Office Towers Visitor Information

Welcome to Barchester Office Towers. Visitors must register with the Security Desk in order to obtain a visitor's badge and be allowed entrance to the building. The Security Desk is located on the ground¹ floor lobby near the main entrance. The security officer on duty will direct you to the office you are visiting. In addition, a map of the building is displayed near the main elevators,² located behind the Security Desk.

To reach the rooftop parking area, take the elevator to the fourth floor, then follow the signs. Also located on that floor is the City View Restaurant, serving three meals a day, Tuesday–Sunday.

Barchester Office Towers offers a number of business services for the convenience of tenants and visitors. The Copy Center³ is located on the second floor. Photocopy and fax services are available here. Computers with Internet access are also available. The Copy Center is open twenty-four hours a day. You must show your visitor's badge when requesting services.

A small branch post office is located down the hall from the Copy Center. Envelopes and stamps are sold here. Mail pickup is twice a day, at 7:30 A.M. and 5:00 P.M. On the third floor, you will find a branch of the National Bank. All basic banking services are offered. Next to the bank is the Barchester Coffee Shop. Coffee, tea, and snacks are sold here, and most major daily newspapers and business magazines are available for perusal. The coffee shop is open from 7:00 A.M. until 4:30 P.M. Monday–Saturday.

¹In the United States, the ground floor is considered the first floor; the next floor up is the second floor, and so on.

²British: lifts

³British: Centre

Questions 1–7

On which floor of the office complex can you do each of the following activities?
On lines 1–7 on your answer sheet, write:

- A** if you can do this on the ground floor
B if you can do this on the second floor
C if you can do this on the third floor
D if you can do this on the fourth floor

- 1 have lunch
- 2 cash a check
- 3 mail a letter
- 4 get a pass to enter the building
- 5 read a newspaper
- 6 fax a document
- 7 look at a map of the building

Questions 8–14

Read the text below and answer Questions 8–14.

Spring Willow Farm Museum and Education Center

Spring Willow Farm is a fully operating farm designed to educate the public about farm operation, farming history, and issues facing farmers today.

Schedule

We are open to the public year-round, with reduced hours during the winter months. Closed Mondays and holidays.

Visiting the Farm

Visitors are free to tour the farm on their own. Please note that children must be accompanied by an adult at all times. Maps are available at the information desk in the Main Building. Guided tours are included in the cost of admission. Tours leave from the Main Building front entrance at 10:00 A.M. and 2:00 P.M. daily.

The ground floor of the Main Building is open to visitors. It contains exhibits explaining daily farm life in different periods of history, with displays showing farm implements, kitchen and other household utensils, photographs, and more. The information desk is also located here, as well as the Farm Museum Gift Shop.

Classes

The museum offers classes on various aspects of farming and farm history two evenings a week throughout the year. Ask at the information desk for a schedule of upcoming classes. In addition, classes on special subjects related to farming can be arranged for your club or group. Please contact the Education Office for further information. All classes take place in the classrooms located on the second floor of the Main Building.

Do the following statements agree with the information given in the text about the Spring Willow Farm Museum and Education Center? On lines 8–14 on your answer sheet, write:

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

- 8 Spring Willow Farm is closed during the winter months.
- 9 Children are not allowed to visit the farm.
- 10 Spring Willow Farm charges visitors an admission fee.
- 11 The guided tours last two hours.
- 12 The museum has gifts for sale.
- 13 Farmers are offered a special discount on classes.
- 14 The museum buildings are open in the evening.

SECTION 2 QUESTIONS 15–27

You are advised to spend 20 minutes on Questions 15–27.

Questions 15–20

The following reading passage has six sections A–F. Choose the correct heading for sections A–F from the list of headings below. Write the correct number, **i–viii**, on lines 15–20 on your answer sheet. There are more headings than sections, so you will not use them all.

- 15 Section A
16 Section B
17 Section C
18 Section D
19 Section E
20 Section F

LIST OF HEADINGS

- i Feeling Confident
ii Solving Problems
iii Room Arrangement
iv Equipment
v Defining Your Purpose
vi Using Visuals
vii Your Audience
viii Speaking Well

How to Give an Effective Presentation

When planning an effective presentation, there are a number of things to keep in mind.

- A** First ask yourself, “Why am I giving this presentation?” The point of your presentation may be to outline a project plan, report on work that has been done, solve a problem, provide training, or generate support for an idea. Once you are clear on the reason for your presentation, it will be easier to organize¹ your information.

¹British: organise

B If you are not used to giving presentations, you may feel nervous. There are a few things you can do to counteract this. The most important thing is to rehearse your presentation several times until you feel comfortable with it. Before you begin speaking, take a few deep breaths. This will help you relax. Stand up straight and look your audience in the eye. Most of all, don’t try to be perfect. This is an impossible goal.

C Even though you may be using a microphone, you still need to pay attention to your voice. Talk slowly and clearly. Pause often to give your audience time to absorb the information. Do not garble your words or talk so quickly that no one can follow you.

D There is no better way to lose your audience than to stand at the front of the room and talk on and on but give them nothing to look at. Plan to use presentation software to show charts and graphs, photographs, maps, or other graphics that will make your ideas clearer. This is particularly important for numbers, but it is also useful for other kinds of information.

E Before you begin your presentation, remember to check the microphone, computer, and any other special tools you may be using. Make sure everything is in working order before you start talking so that there will be no interruptions due to breakdowns.

F Something that is often overlooked but that is very important for an effective presentation is the location setup. Make sure that the seating is placed so that it allows everyone to see your slides and hear your voice. The chairs should be comfortable, too.

Questions 21–27

Read the text below and answer Questions 21–27.

The Marcy Corporation
Information for New Employees

All new employees at the Marcy Corporation are required to attend an orientation session during their first month of employment. The next orientation session will be held on March 21 in the company conference room. Employee benefits, payment policies, employee responsibilities, and other personnel matters will be discussed. Employees are requested to read the employee manual and submit the signed statement prior to attending the orientation.

The Marcy Corporation Employee Manual has been provided to inform our employees about the company's procedures and policies. We ask each employee to take the time to read the manual carefully. After a thorough review of the manual, the statement below should be signed and returned to the employee's supervisor by the date noted below. Every effort has been made to present the information in the manual in a clear and concise manner. If there are any questions regarding the content of the manual, they should be submitted in writing to Human Resources.

.....
Statement
 I, _____, have read a copy of the Marcy Corporation Employee Manual and am familiar with its contents. By signing below, I certify that I understand and accept the information contained in the Marcy Corporation Employee Manual and agree to abide by the Marcy Corporation's policies.

 (Employee signature)
 Please submit by: March 15

Questions 21–27

Complete the sentences below.
 Choose **NO MORE THAN THREE WORDS** from the text for each answer.
 Write your answers on lines 21–27 on your answer sheet.

- 21 All _____ must participate in an orientation session.
- 22 The _____ will take place in the company conference room.
- 23 The manual should be read before _____.
- 24 The employee manual contains information about the company's _____.
- 25 The signed statement should be submitted to _____.
- 26 _____ will answer questions about the content of the manual.
- 27 The due date for the signed statement is _____.

SECTION 3 QUESTIONS 28–40

You should spend 20 minutes on Questions 28–40, which are based on the reading passage below.

Canoes Around the World

Many cultures throughout the world have developed some form of canoe—a long, slender, open boat powered by handheld paddles. In each case, the technologies and materials used to construct the canoe reflect the resources available to that particular culture. There are three basic types of canoe: the frame-and-bark canoe, the dugout, and the plank canoe. Developed by cultures on every continent since prehistoric times, canoes continue to be used today both for survival and for recreation.

The birch-bark canoe, an example of the frame-and-bark type of construction, was developed in the region that is now the northeastern United States and eastern Canada. Native Americans constructed birch-bark canoes by building a frame from spruce wood and then using roots to stitch pieces of birch bark over the frame. In areas where birch was not available, bark from elm or spruce trees was used instead. After the bark was sewn to the frame, the canoes were then sealed with a mixture of spruce gum and bear grease. These substances worked very well to make the boat watertight. Birch-bark canoes were lightweight and thus easily portaged around waterfalls or from lake to lake. Most were designed to hold no more than two or three people and were used for lake and river travel. When Europeans opened up the fur trade in North America in the seventeenth century, the French traders used larger versions (30 to 40 feet in length) to transport furs in large quantities across the Great Lakes for shipment back to Europe.

The dugout—a canoe created from a single tree trunk—has been used in many areas throughout the world. Simple versions of hollowed-out logs were used by native peoples throughout much of North America. Coastal groups such as the Haida and Tlingit in the Pacific Northwest developed large dugout crafts 60 feet or longer that could carry large numbers of people on the ocean for trade, warfare, fishing, whaling, and travel to ceremonial gatherings. First, the outer and inner bark around the entire circumference of a tall, straight tree, often a cedar or redwood, was removed. This process, called girdling, cuts off the flow of sap, thus killing the tree and making it easier to chop down. Then the tree was felled and cut to the appropriate length. The opening of the dugout was created by repeatedly burning the wood, then carving it out with tools. In early times, stone tools were used, but later metal tools came into use. Once the canoe was carved out, the boat builders filled it with water and brought the water to a boil using stones heated on a fire. This softened the wood and the weight of the water caused the walls of the canoe to bow outward, giving it more width than the original girth of the tree.

The ocean-going Chumash people of what is now southern California developed the *tomol*, or plank canoe. They created their canoes by cutting planks from redwood trees, carving and shaping them into a canoe without any frame. They lashed the planks together by drilling holes and tying them with cords. Pitch from pine trees and tar, also found locally, were used between the planks and over the entire hull for waterproofing.

The canoe played a major role in the spread of all the Pacific Island cultures. These cultures developed outrigger and double-hulled dugout canoes. Outriggers have one or more parallel floats attached to a dugout canoe with poles for increased stability in ocean waves. Double-hulled canoes have a platform between two parallel dugouts. These highly stable designs, combined with sails, enabled the Polynesians to go on epic ocean journeys and to inhabit far-flung islands. Several families (or as many as 200 people in the largest vessels), could sail in each of these double-hulled canoes with food, water, and domesticated plants and animals across huge expanses of ocean, and in this way the Polynesian people spread throughout the Pacific, establishing new communities on previously uninhabited islands.

In areas of dense rain forest throughout the world, including the Amazon basin, and parts of Africa and Asia, river travel with dugouts was, and in many cases still is, the primary means of transportation. In West Africa, large war canoes capable of transporting many fighters were carved from single trees.

Descendants of the ancient canoes are still widely used today. Traditional cultures around the world still use dugout canoes for fishing and transportation. Today's modern recreational canoes, while now often constructed with aluminum,¹ fiberglass,² wood, and canvas, plastic, and other synthetic materials, still retain the shape and basic design of the birch-bark canoes developed in the distant past. The catamaran sailboat, widely used in racing, is a direct descendant of the double-hulled sailing canoe used thousands of years ago by the Polynesian cultures.

¹ British: aluminium

² British: fibreglass

Questions 28–34

Look at the following descriptions, Questions 28–34, of the different types of canoes. Match each description with the correct canoe, A, B, or C. Write the correct letter, A, B, or C, on lines 28–34 on your answer sheet.

- 28 held together with rope
- 29 made from a hollowed-out log
- 30 made waterproof with gum and grease
- 31 constructed with the use of both fire and water
- 32 easy to carry over land
- 33 sealed with pitch and tar
- 34 made to carry just a few people

TYPES OF CANOES

- A birch-bark
- B dugout
- C plank

Questions 35–40

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the text for each answer. Write your answers on lines 35–40 on your answer sheet.

- Polynesians turned dugout canoes into outrigger canoes by attaching
- 35 _____ to them. Double-hulled canoes were made by connecting two outrigger canoes with 36 _____. Because they could travel over 37 _____ of ocean in these canoes, Polynesians were able to inhabit islands all across the Pacific Ocean. In West Africa, large war canoes were used to carry 38 _____. Today, 39 _____ canoes are made of modern materials such as aluminum, fiberglass, and plastic. These modern canoes are similar in form to 40 _____ canoes.

General Training Module Practice Test 1

Candidate Name and Number _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

GENERAL TRAINING WRITING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

All answers must be written on the separate answer booklet provided.
(The answer sheet can be found beginning on page 256.)

Do not remove the booklet from the examination room.

Information for Candidates

There are 2 tasks on this question paper.

You must do **both** tasks.

Under-length answers will be penalized.¹

¹British: penalised

WRITING TASK 1

You should spend about 20 minutes on this task. Write at least 150 words. You do NOT need to write any addresses. Begin your letter as follows:

Dear _____

You have been offered a job that will require you to move to a city that you have never visited before. You have an acquaintance who lives there.

Write a letter to the acquaintance. In your letter

- explain your situation
- say why you feel unsure about living in the city
- ask some questions about life in the city

WRITING TASK 2

You should spend about 40 minutes on this task. Write at least 250 words.

Write about the following topic:

In some countries, employees are generally given two weeks of paid vacation¹ time each year. In other countries, employees are given four or six weeks of paid vacation time.

Considering the needs of both employee and employer, what do you think is a reasonable amount of paid vacation time for employees to have? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

¹British: holiday; in the United States, holiday refers to a specific date on which a special event, such as Thanksgiving, is observed

Answer Explanations

GENERAL TRAINING MODULE—PRACTICE TEST 1

Reading

1. (D) The City View Restaurant is on the fourth floor and serves three meals a day.
2. (C) The National Bank is located on the third floor.
3. (B) The post office is down the hall from the Copy Center, which is on the second floor.
4. (A) The Security Desk, where visitor's badges are issued, is located on the ground floor.
5. (C) Newspapers are available in the Barchester Coffee Shop, located next to the bank on the third floor.
6. (B) Fax services are available in the Copy Center, located on the second floor.
7. (A) The map is behind the Security Desk, which is on the ground floor.
8. *False.* Paragraph 2: The museum has reduced hours during the winter months.
9. *False.* Paragraph 3: We know that children are allowed because it is stated that they must be accompanied by an adult.
10. *True.* Paragraph 3: "Guided tours are included in the cost of admission."
11. *Not Given.* Guided tours are mentioned in the third paragraph, but their length is not mentioned.
12. *True.* Paragraph 4 mentions the Farm Museum Gift Shop.
13. *Not Given.* Classes are discussed in the fifth paragraph, but no discount is mentioned.
14. *True.* Paragraph 5 mentions that classes are offered in the evenings and that they take place in the Main Building.
15. *v.* Section A lists the different reasons, or purposes, for a presentation.
16. *i.* Section B discusses ways to relax and overcome nervousness, that is, ways to feel confident when giving a presentation.
17. *viii.* Section C discusses talking and voice.

18. *vi.* Section D talks about using presentation software to give the audience something to look at.
19. *iv.* Section E talks about computers and microphones, that is, equipment.
20. *iii.* Section F talks about the seating arrangement.
21. *new employees.* Paragraph 1: "All new employees at the Marcy Corporation are required to attend an orientation session"
22. *next orientation session.* Paragraph 1: "The next orientation session will be held . . . in the company conference room."
23. *(attending) the orientation.* Paragraph 1: "Employees are requested to read the employee manual . . . prior to attending the orientation."
24. *procedures and policies.* Paragraph 2: "The Marcy Corporation Employee Manual has been provided to inform our employees about the company's procedures and policies."
25. *the employee's supervisor.* Paragraph 2: "the statement below should be signed and returned to the employee's supervisor"
26. *Human Resources.* Paragraph 2: "If there are any questions regarding the content of the manual, they should be submitted in writing to Human Resources."
27. *March 15.* The bottom of the form shows March 15 as the date to submit the statement.
28. (C) Paragraph 4: "They lashed the planks together by drilling holes and tying them with cords."
29. (B) Paragraph 3 describes how the dugout canoe is made from a single tree trunk, or log.
30. (A) Paragraph 2 explains that birch-bark canoes were "sealed with a mixture of spruce gum and bear grease."
31. (B) Paragraph 3: "The opening of the dugout was created by repeatedly burning the wood, then carving it out with tools . . . the boat builders filled it with water and brought the water to a boil using stones heated on a fire"
32. (A) Paragraph 2: "Birch-bark canoes were lightweight and . . . easily portaged around waterfalls or from lake to lake." *Portaged* means the same as *carried*.

33. (C) Paragraph 4 says of plank canoes: “Pitch from pine trees and tar . . . were used between the planks and over the entire hull for waterproofing.”
34. (A) Paragraph 2 says of birch-bark canoes: “Most were designed to hold no more than two or three people . . .”
35. *parallel floats*. Paragraph 5: “Outriggers have one or more parallel floats attached to a dugout canoe with poles for increased stability in ocean waves.”
36. *a platform*. Paragraph 5: “Double-hulled canoes have a platform between two parallel dugouts.”
37. *huge expanses*. Paragraph 5: “across huge expanses of ocean . . .”
38. *many fighters*. Paragraph 6: “capable of transporting many fighters . . .”
39. (*modern*) *recreational*. Paragraph 7: “Today’s modern recreational canoes, while now often constructed with aluminum, fiberglass, wood, and canvas, plastic, and other synthetic materials . . .”
40. *birch-bark*. Paragraph 7: “still retain the shape and basic design of the birch-bark canoes developed in the distant past.”

Writing

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

WRITING TASK 1

[NOTE: Even though this is an informal letter, you should not use contractions on the Writing tasks in the test.]

Dear Chris,

I am writing to ask you for some information that will help me make a decision. I have recently been offered a job in Seattle. I am very much interested in the job, but, as you know, I have never even visited Seattle. I am not sure whether I would like living there. Since you have lived there for a while, I thought you could answer some questions for me.

One thing I am worried about is the weather. I have heard that it rains in Seattle all the time. Is this true? It sounds very depressing. I have also heard that Seattle is a growing city, and I am afraid it would feel very crowded to me. I have never lived in a big city before. Another thing I wonder about is leisure activities. I like going out dancing a lot. Are there good places to go dancing in Seattle? What about music? I would not want to live in a place where I could not go to concerts frequently.

Another important issue is housing. I have heard that Seattle is very expensive. Is it hard to find a nice apartment at a reasonable rent? What neighborhoods would you recommend?

I appreciate your taking the time to answer my questions, and I look forward to hearing from you. If I decide to accept the job in Seattle, then I hope we will be able to get together frequently.

Best wishes,
Miranda

WRITING TASK 2

I believe that two weeks of annual vacation time is a good amount for a company to offer employees, at least when they are first hired. There are several reasons this is a good practice. It saves the employer money, it minimizes disruption to normal work routines, and the possibility of earning more vacation time in the future can act as an incentive to the employee.

When an employee uses paid vacation time, he or she is not contributing to the company but is still being paid. This means the employer is paying out money without getting work in return. The shorter the vacation, the less the employer has to pay out. Of course, we could say that the cost to the employer is repaid when the employee returns from vacation rested and with renewed energy. For longer vacations, however, the loss of work is probably greater than the benefit to be gained when the employee returns with greater energy. Of course, something like this is difficult to measure, and each employer must evaluate his or her own particular situation.

An employee takes a vacation, but in most cases his or her work does not. Other people must carry out the worker’s responsibilities while he or she is away. In many cases, companies hire temporary workers to cover for employees who are on vacation. This is an extra expense and an inconvenience. The longer the vacation, the greater the disruption to the normal work routine.

At many companies, employees are offered more vacation time after they have worked there for a certain amount of time. This benefit can be an incentive, encouraging employees to do well in their positions and remain at the company.

Generally, I feel that all new employees should be given two weeks of annual vacation time initially, with the possibility of earning more after working with the company for some time. I think a system like this is fair to both the employer and the employee.

General Training Module Practice Test 2

Candidate Name and Number: _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

GENERAL TRAINING READING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet. (The answer sheet can be found on page 281.)

Do not remove the booklet from the examination room.

Information for Candidates

There are 40 questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–14
Section 2	Questions 15–27
Section 3	Questions 28–40

General Training Module—Practice Test 2

GENERAL TRAINING MODULE READING WRITING PRACTICE TEST 2

General Training Module—Practice Test 2

SECTION 1 QUESTIONS 1–14

You are advised to spend 20 minutes on Questions 1–14.

Questions 1–4

The following text has four sections A–D. Choose the correct heading for each section from the list of headings below. Write the correct number **i–vii** on lines 1–4 on your answer sheet. There are more headings than sections, so you will not use them all.

LIST OF HEADINGS

- i Other Uses for Your Machine
- ii Baking Bread
- iii The Science of Bread Dough
- iv Customer Assistance
- v Ingredients for Bread
- vi Caring for Your Machine
- vii Equipment Included

- 1 Section A
- 2 Section B
- 3 Section C
- 4 Section D

Presto Bread Machine

Thank you for buying a Presto Bread Machine. You and your family will enjoy delicious homemade bread for years to come.

- A** Please check the contents of the box to make sure they are complete. Your Presto Bread Machine comes with a removable baking pan, a measuring cup, a measuring spoon, and a recipe booklet. You may also wish to have on hand an extra measuring cup and several other measuring spoons in different sizes. Ingredients for the bread recipes are not included.
- B** Choose a recipe from the enclosed recipe booklet. Each recipe lists the ingredients in the order they are to be added to the machine. Liquid ingredients should be added to the machine before dry ingredients. Place all the ingredients in the removable pan, place the pan inside the machine, and close the lid. Push the *menu* button and the type of bread you are making—white, whole wheat, or raisin. If you are making rolls, select *dough*. Push the *start* button. Your bread will be ready in three hours for white or raisin bread or four hours for whole wheat bread. Dough takes two hours.

C It is important to clean the inside of the machine after each use. Small bits of dough may fall out of the pan and burn during baking. Over time this may build up and become hazardous. For cleaning, remove the bread pan from the machine and let the machine cool down. Wipe the inside of the machine with a damp sponge. To clean the bread pan, let it soak in warm, soapy water. Then wipe gently with a damp sponge. Do not use a brush or scouring pad as these may damage the stick-free coating.

D If you have any questions or require help using your bread machine, please call our twenty-four-hour help line: 800-555-9845. A list of frequently asked questions and answers is available on the website: *www.prestobread.com*. Also available on the website is a variety of international bread recipes. If you are dissatisfied with your Presto Bread Machine for any reason, simply return it, in its original box, to the store where you purchased it. A complete refund will be sent to you within thirty days of purchase.

Questions 5–7

Answer the questions below. Choose **NO MORE THAN THREE WORDS** from the text for each answer. Write your answers on lines 5–7 on your answer sheet.

- 5 How long does it take to bake raisin bread? _____
- 6 How often should you clean the inside of the machine? _____
- 7 According to these instructions, where can you find bread recipes from around the world? _____

Questions 8–14

Read the text below and answer Questions 8–14.

Regional Share-Your-Ride

Information for Commuters

Regional Share-Your-Ride is a free service offered to all commuters in our area. We help you save costs on commuting by matching you up with other commuters who travel the same route. When you share your daily ride to work with other commuters, you save on transportation costs and help reduce traffic congestion and air pollution.

Carpool

Share your ride to work with one or more other commuters. You can choose to carpool daily or just a few days a week, whatever suits your schedule best.

Vanpool

Using your van to share your ride with four or more people will save you even more on commuting costs. Regional Share-Your-Ride is available to help you keep your van running smoothly and filled with riders. According to state law, vanpools are permitted to travel in special high-occupancy vehicle (HOV) lanes located on highways in urban areas throughout the region.

Matching

Log on to our website at *www.nyrrp.net*. Type in your location, destination, and work schedule. Our system will generate a list of other commuters whose route and schedule match yours. The website also has maps of the region to help you plan the most efficient route for your commute. These are available for free download.

Contact

Contact the commuters on the list, and arrange a ride-sharing schedule and route with them. You can also discuss how you want to share the responsibility of driving. When you have arranged a carpool or vanpool group, return to our website and register your group with us.

Benefits

Registered participants in Regional Share-Your-Ride can sign up to receive daily traffic and weather reports by e-mail. As a participant, you are also eligible for the Urgent Ride service, which provides you with free transportation to your house in case you or your carpool or vanpool driver has an emergency.

*Complete each sentence with the correct ending. A–M, below.
Write the correct letter, A–M, on lines 8–14 on your answer sheet.*

- 8 Regional Share-Your-Ride provides
- 9 By using a carpool or vanpool, commuters can save
- 10 Commuters who travel by van receive
- 11 Commuters can get free maps by
- 12 Commuters should register with the program¹
- 13 After signing up for the program, participants can receive by e-mail
- 14 In case of emergency, program participants can get

¹British: programme

- A money on traveling¹ costs.
- B participating in the program for one month.
- C a free ride home.
- D a reduced-cost Regional Share-Your-Ride program membership.
- E wear and tear on their cars.
- F permission to use certain highway lanes.
- G rentals of cars and vans for commuting purposes.
- H after forming a carpool or vanpool group.
- I if interested in learning more about carpools.
- J information to commuters who want to share rides.
- K daily information on road conditions.
- L a trip to the hospital.
- M visiting the website.

SECTION 2 QUESTIONS 15–27

*You are advised to spend 20 minutes on Questions 15–27.
Questions 15–20*

Read the text below and answer Questions 15–20.

Job Interview Success

When you apply for a job, the impression you create during the interview is just as important as the skills and background you bring to the table. The following suggestions will help you prepare for a successful interview.

Before You Leave Home

Dress appropriately. This means the attire you choose should be the same as what you would wear for work once you are hired. Conservative colors² and styles always convey a more trustworthy image.

Rehearse the interview at home. Think of questions that you will probably be asked, and prepare answers for them. This will help you be calm when you are at the actual interview.

Don't be late for your interview. The best way to avoid this problem is to decide ahead of time how you want to get there. If by bus or subway, check the schedules the day before. If by car, plan your route carefully and figure out how long it will take. Careful planning will ensure that you will make a good impression by arriving on time.

¹British: travelling

²British: colours

During the Interview

Speak clearly. Look the interviewer in the eye when speaking and use clear, confident tones. Do not speak too quickly or nervously. Rather, pronounce your words carefully and pause when searching for ideas. Speaking with a firm, clear voice is one of the best ways to give an impression of self-assurance.

Ask questions. Do not be afraid to do this. It will not make you appear unprepared or stupid. On the contrary, asking the right questions shows that you are knowledgeable about the company and conveys the impression that you are interested and enthusiastic.

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer. Write your answers on lines 15–20 on your answer sheet.

- 15 Wearing _____ clothes makes a better impression during the job interview.
- 16 Practice answering questions ahead of time so that you feel _____ during the interview.
- 17 If traveling to the interview by bus, make sure you know _____ ahead of time.
- 18 You will be _____ for the interview if you plan your trip beforehand.
- 19 Use your _____ to convey an attitude of confidence.
- 20 Show what you know by asking _____.

Questions 21–27

Read the text below and answer Questions 21–27.

Five Reasons Your Business Needs a Website

All businesses, large or small, need a website. Here are several reasons a website can help a company of any size improve its business.

A A website is the most important tool a business has for maintaining contact with customers. The website gives customers a way to know what services or products you sell and how to contact you. By offering an e-newsletter sign-up on your website, customers can stay informed about events related to your business and your products, and you save on printing costs. A link to your blog keeps customers up-to-date on what is happening with your business, and keeps them coming back.

B

A website allows you to expand your customer base beyond your immediate community, and even to other countries. Anyone in the world can have access to your services and products through your website, at no extra cost.

C

No matter what the size of your business, it is not hard to afford a website. It is easy to set up, and it does not have to break your budget. There are templates available if you want to create a website yourself. Or, you can hire a Web designer for a more professional look. Depending on what you need, using the services of a professional does not necessarily cost huge amounts of money. The hosting fees you pay to keep your website up and running are minimal.

D

You can save on expenses by keeping your website simple. Even just a few pages can be enough to provide your customers with the necessary information to keep them interested in what your business has to offer. A large website with lots of pages is not always necessary. The most essential facts to include in any website—your business name and location, your products, and your contact information—can be contained on just one page.

E

Your website can be a place for your customers to buy your products. You may still do most of your selling at your physical place of business, but the website is another opportunity to sell, and you can reach more customers this way, too.

The text contains five sections, A–E. In which section can information about the following be found? Write the correct letter, A–E, on lines 21–27 on your answer sheet. You may use any letter more than once.

- 21 finding international customers
- 22 the cost of maintaining a website
- 23 ways to communicate with customers
- 24 selling your products online
- 25 the size of your website
- 26 website design
- 27 the most important information to include

SECTION 3 QUESTIONS 28–40

You are advised to spend 20 minutes on Questions 28–40, which are based on the reading passage below.

Phases of the Moon

Traveling a distance of approximately 382,400 kilometers, the moon takes just over twenty-nine days to complete its orbit around the Earth. During this lunar cycle, many different phases of the moon are visible from Earth, even though the moon itself never changes shape. The cyclic period of the moon is determined by the extent to which the sun illuminates the moon on the side that is facing Earth. Just like Earth, the moon is sphere shaped, and thus always half illuminated by the sun. However, because the moon and the Earth are in synchronous rotation, we can see only the near side of the moon. The side we do not see is called the far side, or the *dark side*, a term that is often misunderstood. The dark side refers to the mysteriousness of this unseen side, not the amount of light it receives. Both the near and the far sides of the moon receive approximately the same amount of sunlight. Though we see a slightly different moon from Earth each day, its repetitive cycle is both predictable and functional.

There are eight phases of the moon, each with a unique name that signifies how much of the moon is visible from Earth. In the early phases, the moon is said to be *waxing*, or gradually getting larger. The first phase is called *new moon*. In this phase, the moon is lined up between the Earth and the sun. The illuminated side of the moon is facing the sun, not the Earth, so from Earth, there appears to be no moon at all. As the moon begins to move slowly eastward away from the sun, it becomes slightly more visible.

After new moon, the *waxing crescent* phase begins. During this phase, the moon appears to be less than half illuminated. *First quarter* occurs when one-half of the moon is visible. It is called first quarter, not because of its size, but because it represents the end of the first quarter of the moon's cycle. The next phase is called *waxing gibbous* and represents a moon that is larger than half a sphere, but not quite a whole. This phase is followed by *full moon*, which occurs when the moon's illuminated side is directly facing Earth.

As the moon begins to get smaller again, it is said to be *waning*. The phases in the second half of the cycle appear the same as the first, except that the opposite half of the near side of the moon is illuminated, thus the moon appears to be shrinking rather than growing. *Waning gibbous* is followed by *last quarter*, when one-half of the moon is visible, and finally *waning crescent*. In the Northern Hemisphere, when the moon is waxing, the light of the moon increases from right to left. The opposite occurs in the Southern Hemisphere.

Like the sun, the moon is an accurate tool for measuring time. A complete cycle of the moon is called a *lunation*. A full cycle of the moon typically lasts just under one calendar month, therefore, the phase of the moon that starts a month

usually repeats just before the month is through. When two full moons occur in one calendar month the second one is called a *blue moon*. This phenomenon occurs about once every 2.7 years. Within one cycle, the moon's "age" is calculated from the last day of the new moon. For example, the moon is approximately fifteen days old during the full moon phase.

The moon can also be used to calculate the time of day. Just like the sun, the moon rises and sets each day and is visible on the Earth's horizon. At new moon, the moon and sun rise and set at almost the same time. As the moon begins to wax, or move farther in its orbit, it rises approximately one hour later each day. By full moon, the moon rises at about the same time the sun sets and sets when the sun rises. Therefore, the moon is out in the daytime as often as it is at night even though it is not always as easy to see in the daylight. The Islamic calendar is based on the phases of the moon. The beginning of each new month in the Islamic calendar begins when the waxing crescent first appears in the night sky.

The primary phases of the moon, which include new moon, first quarter, full moon, and last quarter are published in almanacs for each month. The phases can also be found on many calendars in the Western world. Despite the world's fascination with the moon, its phases are not entirely unique. The planets Venus and Mercury have similar phases; however, unlike the moon, these planets can never be on the opposite side of the Earth from the sun. To see the equivalent of the "full moon" phase of these planets, we would need to have the capacity to see through the sun.

Questions 28 and 29

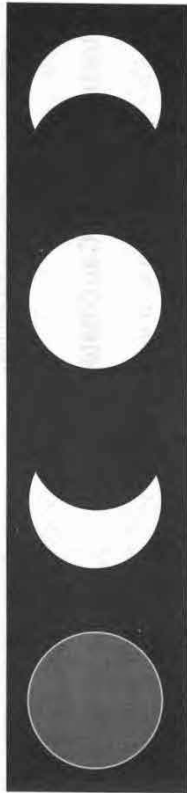
Write the correct letter A, B, or C, on lines 28 and 29 on your answer sheet.

- 28 It takes the moon approximately twenty-nine days to
- A orbit the sun.
 - B travel 382,400 kilometers.
 - C become fully illuminated.
- 29 The dark side of the moon
- A receives a lot of light.
 - B faces the Earth during the day.
 - C is never visible from the Earth.

Questions 30–33

Label the diagram below. Choose **NO MORE THAN TWO WORDS** from the reading passage for each answer. Write your answers on lines 30–33 on your answer sheet.

The Primary Phases of the Moon



1st of the month

30 _____ 31 _____ 32 _____ 33 _____

Questions 34–40

Do the following statements agree with the information given in the passage? On lines 34–40 on your answer sheet, write:

YES	if the statement agrees with the information
NO	if the statement contradicts the information
NOT GIVEN	if there is no information on this

- 34 A lunation takes a little more than one month to complete.
- 35 The term *blue moon* refers to the color of the moon at certain times of the year.
- 36 It takes about fifteen days for the moon to move from new moon to full moon.
- 37 At certain times of the month, the moon rises at the same time as the sun.
- 38 There are twelve months on the Islamic calendar.
- 39 Some planets have phases similar to the moon's phases.
- 40 The moons of Venus and Mercury are visible from Earth.

**General Training Module
Practice Test 2**

Candidate Name and Number: _____

**INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM**

GENERAL TRAINING WRITING

TIME 1 HOUR

Instructions to Candidates

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

All answers must be written on the separate answer booklet provided. (Answer sheets can be found beginning on page 282.)

Do not remove the booklet from the examination room.

Information for Candidates

There are **2** tasks on this question paper.

You must do **both** tasks.

Under-length answers will be penalized.¹

¹ British: penalised

WRITING TASK 1

You should spend about 20 minutes on this task. You should write at least 150 words. You do NOT need to write any addresses. Begin your letter as follows:

Dear _____,

Your next-door neighbor¹ likes to listen to music late at night. Because of the loud music, you often lose sleep.

Write a letter to your neighbor. In your letter

- describe the situation
- explain the problems it is causing you
- offer at least one solution

WRITING TASK 2

You should spend about 40 minutes on this task. Write at least 250 words.

Write about the following topic:

The use of cell phones (mobile phones) has grown rapidly in the past few years. People use them for both business and personal reasons.

What are the advantages and disadvantages of the widespread use of cell phones (mobile phones)? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

¹British: neighbour

Writing Task 2 continued

A large rectangular area containing horizontal lines for writing, intended for the continuation of Writing Task 2.

Answer Key

PRACTICE TEST 2—GENERAL TRAINING MODULE

Reading

- | | | | |
|-------------------|---------------------------|--------------|-------------------|
| 1. vii | 11. M | 21. B | 31. first quarter |
| 2. ii | 12. H | 22. C | 32. full moon |
| 3. vi | 13. K | 23. A | 33. last quarter |
| 4. iv | 14. C | 24. E | 34. No |
| 5. three hours | 15. conservative | 25. D | 35. No |
| 6. after each use | 16. calm | 26. C | 36. Yes |
| 7. on the website | 17. the schedule(s) | 27. D | 37. Yes |
| 8. J | 18. on time | 28. B | 38. Not Given |
| 9. A | 19. voice | 29. C | 39. Yes |
| 10. F | 20. (the right) questions | 30. new moon | 40. Not Given |

Practice Test 2—Answer Key

Answer Explanations

GENERAL TRAINING MODULE—PRACTICE TEST 2

Reading

- viii.* Section A is about the items included in the box: baking pan, measuring cup, and measuring spoon, that is, the equipment needed for baking bread.
- ii.* Section B explains how to use the machine to bake bread.
- vi.* Section C is about cleaning, or caring for, the bread machine.
- iv.* Section D is about the help available to customers who have bought a bread machine.
- three hours.* Section B: “Your bread will be ready in three hours for white or raisin bread. . . .”
- after each use.* Section C: “It is important to clean the inside of the machine after each use.”
- on the website.* Section D: “Also available on the website is a variety of international bread recipes.”
- (J)** The program provides lists of commuters who are looking to share rides as well as maps to help plan efficient commuting routes.
- (A)** Paragraph 1: “When you share your daily ride to work with other commuters, you save on transportation costs and help reduce traffic congestion and air pollution.”
- (F)** Paragraph 3: “According to state law, vanpools are permitted to travel in special high-occupancy vehicle (HOV) lanes. . . .”
- (M)** Paragraph 4: “The website also has maps. . . to help you plan the most efficient route for your commute. . . available for free download.”
- (H)** Paragraph 5: “When you have arranged a carpool or vanpool group, return to our website and register your group with us.”
- (K)** Paragraph 6: “Registered participants in Regional Share-Your-Ride can sign up to receive daily traffic and weather reports by e-mail.”
- (C)** Paragraph 6: “As a participant, you are also eligible for the Urgent Ride service, which provides you with free transportation to your house in case you or your carpool or vanpool driver has an emergency.”

Practice Test 2—Answer Explanations

15. *conservative*. Paragraph 2, about clothes to wear to the interview, suggests “conservative colors and styles.”
16. *calm*. Paragraph 3 advises that rehearsing the interview at home “will help you be calm when you are at the actual interview.”
17. *the schedule(s)*. Paragraph 4: “check the schedules the day before.”
18. *on time*. Paragraph 4: “Careful planning will ensure that you will make a good impression by arriving on time.”
19. *voice*. Paragraph 5: “Speaking with a firm, clear voice is one of the best ways to give an impression of self-assurance.”
20. *(the right) questions*. Paragraph 6: “asking the right questions shows that you are knowledgeable about the company and conveys the impression that you are interested and enthusiastic.”
21. **(B)** “A website allows you to expand your customer base beyond your immediate community, and even to other countries.”
22. **(C)** “The hosting fees you pay to keep your website up and running are minimal.”
23. **(A)** This section talks about using newsletters and blogs to keep customers informed.
24. **(E)** This section talks about the website as a place where customers can buy products.
25. **(D)** This section mentions that a large website is not necessary and that just a few pages can be enough.
26. **(C)** This section talks about using either a template or a professional to design your website.
27. **(D)** This section mentions “the most essential facts to include in any website.”
28. **(B)** Paragraph 1 explains that the moon travels 382,400 kilometers in its orbit around Earth. Choice (A) is incorrect because the moon orbits the Earth, not the sun. Choice (C) is incorrect because the moon only ever becomes half illuminated by the sun.
29. **(C)** Paragraph 1: “we can see only the near side of the moon. The side we do not see is called the far side, or the dark side. . . .” Choice (A) is incorrect because the dark side of the moon receives no light at all. Choice (B) is incorrect because the dark side of the moon is the side that we do not see.

Practice Test 2—Answer Explanations

Practice Test 2—Answer Explanations

30. *new moon*. Paragraph 2 explains that during the new moon phase there appears to be no moon at all.
31. *first quarter*. Paragraph 3: “First quarter occurs when one half of the moon is visible.”
32. *full moon*. Paragraph 3: “This phase is followed by full moon, which occurs when the moon’s illuminated side is directly facing Earth.”
33. *last quarter*. Paragraph 4: “last quarter, when one half of the moon is visible.”
34. *No*. Paragraph 5: “A full cycle of the moon typically lasts just under one calendar month. . . .”
35. *No*. Paragraph 5: “When two full moons occur in one calendar month the second one is called a blue moon.”
36. *Yes*. Paragraph 5: “Within one cycle, the moon’s “age” is calculated from the last day of the new moon. . . the moon is approximately fifteen days old during the full moon phase.”
37. *Yes*. Paragraph 6: “At new moon, the moon and sun rise and set at almost the same time.”
38. *Not Given*. The Islamic Calendar is mentioned, but the number of months in it is not.
39. *Yes*. Paragraph 7: “The planets Venus and Mercury have similar phases. . . .”
40. *Not Given*. The planets Venus and Mercury are mentioned, but their moons are not.

Writing

These are models. Your answers will vary. See page vi in the Introduction to see the criteria for scoring.

WRITING TASK 1

[NOTE: Even though this is a personal letter, you should not use contractions on the Writing tasks in the test.]

Dear Mr. Wilson,

I have enjoyed living next door to you for the past year and getting to know you as a neighbor. In the interest of maintaining a good neighborly relationship, I would like to bring a small problem to your attention.

I generally go to bed by ten o'clock in the evening. Recently, I have noticed that you enjoy listening to music at night, often as late as midnight or later. You may not be aware that the volume is high enough for me to hear the music in my bedroom. Often, I have trouble falling asleep because of the music. This is a problem for me since I have to get up at 5:30 A.M. in order to get to work on time.

I wonder if you would consider listening to the music at a lower volume. Or, you might enjoy your music in another room of your house that is farther away from my bedroom window. That way you could still play your music, and I could sleep better.

Please come over to my house anytime and we can discuss this matter more, if you would like.

Your neighbor,
Mark Jones

WRITING TASK 2

The use of cell phones has spread rapidly over the past decade or more. They are used for both business and personal reasons. Cell phones have many advantages because they have made communication much easier. However, they also have disadvantages in both professional and personal situations.

Cell phones make business communication much more convenient. Office workers, for example, are no longer tied to their desks. They can make and receive business calls from any place they happen to be. They do not have to worry about losing a client or missing out on a deal because they were not in the office at the right time. Cell phones also facilitate communication among family members. Parents no longer have to worry about where their children are because they can always reach them by cell phone. Spouses can call each other frequently throughout the day. Cell phones make it easy to keep in touch with relatives who are traveling or who live far away.

Even though cell phones make life easier in many ways, they also have some disadvantages. For one, they can make it difficult to leave work at the office. People often receive business calls on their cell phones when they are out with friends or relaxing at home. Cell phones can give parents a false sense of security. Many parents feel that their child is safe because he or she carries a cell phone, but there are many dangerous situations in which a cell phone cannot offer protection. Another disadvantage for families is that the monthly cell phone bill can be a large expense in the household budget.

As with everything, there are both advantages and disadvantages to cell phones. These days they are so commonly used that it seems people are more attentive to the advantages.