

Prepare For IELTS is a book of practice IELTS exams to help students with their preparation for the IELTS test. It contains

- Information about the IELTS test
- Helpful study hints to make preparation more effective
- 3 practice Module C Reading and Writing tests
- 3 practice General Training Module Reading and Writing tests
- 3 practice Listening tests with cassette tape
- Annotated Answers to all the practice tests
- A guide to the Interview Phase of IELTS

Prepare For IELTS has been prepared and produced at Insearch Language Centre at the University of Technology, Sydney, by a team of teachers experienced in IELTS preparation and testing. It is modelled on the format of the IELTS test and practices the skills students need for the test. It is an indispensable aid for self-study and for classroom use in IELTS preparation.

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Practice Tests for Module C (Humanities)
- and General Training Module

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Contents

<i>How to Use this Book</i>	<i>page iv</i>
Chapter 1. Introduction to the IELTS Test	page 1
Chapter 2. Preparation for the IELTS Test	page 3
The Day of the Test	page 5
Chapter 3. Module C Reading & Writing Practice Tests	
Practice Test Number 1	page 7
Practice Test Number 2	page 27
Practice Test Number 3	page 49
Chapter 4. General Training Module Reading & Writing Practice Tests	
Practice Test Number 1	page 68
Practice Test Number 2	page 90
Practice Test Number 3	page 113
Chapter 5. Listening Practice Tests	
Practice Test Number 1	page 131
Practice Test Number 2	page 139
Practice Test Number 3	page 147
Chapter 6. The Interview	page 155
Chapter 7. Answers	
Reading & Writing Practice Tests	page 162
Listening Practice Tests	page 170
<i>Acknowledgements</i>	<i>page 172</i>

O *How To Use This Book*

Chapter 1 contains general, useful information about the IELTS test. *Chapter 2* contains hints and suggestions that will help you prepare well for the test, as well as advice to help you to do your best in the different subtests of the IELTS test.- You should read these chapters before you begin to work on the practice tests in this book.

Reading Practice Tests

Chapter 3 contains three practice reading tests based on the Module C IELTS test and *Chapter 4* has three based on the General Training Module. At the end of each practice test you will find an *Answer Sheet* that can be cut out of the book if you wish, to make it easier to use. Follow the instructions for each question and write your answers on the answer sheet. There are 40 boxes on the answer sheet; however, not all the tests have 40 reading questions. Work through each practice test for the module you are applying for, checking your answers in *Chapter 7*. It is better not to check the answers until you have completed each test.

Try to avoid writing on the pages of the reading passages; this will slow down your reading speed and is generally not permitted in the real IELTS test. Allow yourself 55 minutes only for each reading test; remember that it is important to practice reading fast. The answers in *Chapter 7* have notes to explain any points of difficulty, and why one answer is right and another wrong.

Writing Practice Tests

At the end of each reading subtest in *Chapter 3* and *Chapter 4* there is a practice writing test. Each practice test has pages for writing your answers to each of the writing tasks. Allow yourself 15 minutes for the first writing task and 30 minutes for the second writing task, a total of 45 minutes.

Chapter 7 contains a model essay for each writing task to give you one example of a satisfactory way of completing the task; these model essays are not the only way to answer the question, but they give you an idea of what kind of answer is required. Do not look at the model essays until you have written an answer yourself, then compare the two essays for their content and for different ways of giving the same information. Remember to write at least as many words as the writing task asks. You will lose marks for writing too little. Remember also to give all the information asked for in the question.

Listening Practice Tests

Chapter 5 contains three practice listening tests, with space for writing your answers on the pages. The listening section of the IELTS test is the same for all candidates. The instructions for each question are given on the cassette tape. Allow yourself approximately 30 minutes for each listening test and work straight through each test. It is not a good idea to stop and go over parts of the tape; first you should complete a whole practice test and check your answers in **Chapter 7**. The answers have notes to guide you to the section of the tape that gave the information you needed to answer the question.

The Interview

Chapter 6 has a detailed description of what you can expect in the interview for the IELTS test. There are also many suggestions of ways you can practise your speaking skills to help you to perform better in the interview.

Chapter 1

Introduction to the IELTS Test

The International English Language Testing System (IELTS) is the main test used to assess the language proficiency of students from a non-English-speaking background who want to study in an English-speaking country, especially Australia or the UK. It has four subtests, or sections.

The Reading and Writing Subtests

In the first two sections, reading and writing, students take one of four modules. Which module they take depends on what they hope to study. Modules A, B, and C are for university entrance. People who want to study Maths, for example, or Computing, Physics or Engineering take Module A (Physical Sciences). People who want to study Biology, Nursing or Medicine take Module B (Life Sciences). People who want to study Business, Economics, Journalism or Drama take Module C (Humanities). In Australia people who want to study at high school, in TAPE (colleges of Technical and Further Education), in Foundation Studies courses, or at business colleges take the General Training Module. The General Training Module is easier than the other modules, but it is not possible to score above Band 6 on it, nor is it acceptable for university entrance.

This book includes three practice reading and writing tests for the Module C test and three for the General Training Module. Like the real tests, these take 55 minutes for reading and 45 minutes for writing. These are the most popular modules with students hoping to study in Australia.

The Listening and Speaking Subtests

The second two subtests, listening and speaking, are general and are taken by all students. The listening test takes 30 minutes. This book and the cassette tape contain three practice listening tests.

The last test is the speaking test. It takes the form of an interview and lasts 11-15 minutes. This book contains a description of the interview and suggests things that you can do to practise speaking to help prepare for the test.

The reading and writing and the listening practice tests in this book have been designed to resemble the format of the IELTS test as closely as possible. They are not, however, real IELTS tests; they simply give practice in the type of question you may have to answer in the real test. For this reason, there is no system of marking or scoring your practice tests in this book, so you cannot use them to assess your band score. These practice tests are to practise your English to help you to do better in the real IELTS test.

The Band Scores

You cannot pass or fail the IELTS test. Your score will be reported in a series of band, Band 9 is the highest level, band 1 the lowest. Different colleges and universities require different band scores before they will admit you. Different institutions indicate what band levels they want students to achieve. These may be between 5.5 and 7 for university entrance.

The band levels indicate a candidate's ability to use English as follows:

- 9 Expert User
- 8 Very Good User
- 7 Good User
- 6 Competent User
- 5 Modest User
- 4 Limited User
- 3 Extremely Limited User
- 2 Intermittent User
- 1 Non User

Advantages of the IELTS Test

What are the advantages of the IELTS test over the other tests which are often used? Unlike the TOEFL it tests all four skills. Some students who have very high TOEFL scores are not able to function in English when they arrive at university because they cannot *speak* or *write* the language. This means that if you achieve your target band score on the IELTS test both you and the college you hope to attend can be confident that you will be able to cope with English when you start your course. Unlike some other tests IELTS is an international test. This means that if you change your mind about the country you want to study in, your test results will still be recognised (outside the USA) if you have taken the IELTS test. It also means that you can take the test in your own country or in the country where you hope to study.

The IELTS test is available at least once a month, at some centres it is run fortnightly and, at busy times of the year, every week. You can take the test as often as you like, but not less than three months apart. So for example, if you take the test in January you can take it again in April. This way you are able to keep track of your improvement in English.

The results are published quickly. They are sent to you and to the college you want to enter within two weeks. It is considered that students need anything from 100 hours to 200 hours of teaching to improve by one step in the band scale; all students differ from each other but most need more time at the higher levels than they do at the lower levels.

Chapter 2

Preparation for the IELTS Test

You are a student planning to sit for the IELTS test. Naturally, you want to get the best core you possibly can. What is the most effective preparation for the IELTS test?

First of all, you must be realistic. How good is your English now? A student who currently has a band score of 5 will need about 6 months full-time study to raise it to 6.5. Preparation for the IELTS test — improvement in your level of English — will take time and work. Below are some suggestions for useful activities.

Time

One of the biggest problems that students have in the test is that they run out of time. The first thing you need to practise is speed, especially in the reading and writing sections. Whenever you read something in English, give yourself a time limit. While you are reading, stop at the end of every paragraph and summarise it to yourself. By forcing yourself to read with time limits you will find your reading speed increases, and reading under exam conditions will get easier.

In the same way, practise writing quickly. Every day, sit down and write as much as you can for 5-10 minutes on any subject. Don't worry about accuracy when doing this — the idea here is to increase your speed, not your accuracy.

Use your classes

Speed without accuracy, however, is not enough. Not only must you use your present language skills more quickly, you must gain new skills, and improve old ones. This can be done through classwork and personal study.

Most students reading this book will be studying English with a teacher. Here are some of the skills your teacher will be working on with you, all important in the IELTS test:

Speaking: pronunciation, intonation, fluency, common phrases, interaction (dynamics with another speaker), asking questions;

Listening: voice tone, listening for keywords, listening for general information, vocabulary, summarising;

Reading: skimming (general understanding), scanning (looking for specific information), vocabulary, summarising;

Writing: adjusting style according to purpose; writing paragraphs, introductions and conclusions; using conjunctions and reference; structuring information within a text.

Make the most of every class by reviewing your lessons, preferably the same day. Make a note of any new vocabulary learnt (spelling, pronunciation, meaning, part of speech). Look at the activities the teacher gave you — what were they for? If you had problems, do the activities again at home. If you still have problems, see your teacher. By looking at your

classwork again, you remember it better; by thinking about it, and how it will benefit you you will acquire the skill(s) it teaches you more quickly.

Extra work

You will also find it useful to do other study apart from class review: extra work on things that you find difficult.

Also, you simply need to hear, read, write and speak as much English as possible. Here are some suggestions:

- do an adult education course;
- join a social club, or a community service organisation;
- use every opportunity where appropriate to talk to native speakers;
- read at the supermarket, in the street, in offices and shops;
- use a detailed TV guide to gain more information about a programme;
- dial-a-robot — work through the recorded messages in the phone book;
- telephone for transport information: specific buses, trains, flights;
- telephone for travel information: costs of journeys, accommodation.

(From K. Willing, 1989, *Teaching How To Learn*, pp 65, 67-70, NCELTR.)

Many of these things you could do only in an English-speaking country. If you are studying in a non-English-speaking country you should try to find English interest groups with whom to practise. You should also regularly read books/journals on topics related to your future study. This will increase your knowledge of the vocabulary and style of academic writing.

All of these things will help you to prepare for the IELTS test, and you will find many good books on study skills that will give more information on effective study techniques.

Stay Calm

Two further comments should be made.

1. While it is important that you study hard, you also need rest, exercise and relaxation. Without these things, you will grow tired, you may lose interest in your study, and your health may suffer. You will prepare best for the exam by living a balanced lifestyle.

2. Many people get very nervous when taking an exam, especially an important one. To do the very best you can in the IELTS exam, you could sit the test once just to find out what it is like, as a practice. You will learn the procedure (what section comes first, and so on) without having to worry about doing your very best. When you want to sit the test 'for real', you will be more relaxed because you will know what to expect, and will be able to concentrate on performing to the best of your ability.

Every English exam is supposed to show how good a student's level of English is. This is done in different ways in different tests, and with different measures of success. The IELTS test is a good test because the language skills needed in the exam are similar to those needed at college/university. You can thus be sure that as you prepare for IELTS you will be preparing well for your future study.

The Day of the Test

There are no magic formulas for doing well in the IELTS test. However, these simple suggestions will help you do as well as possible.

Be calm even if you feel depressed or discouraged. As one part of the exam finishes, forget it and go on to the next one.

Do Not Memorise Answers. Firstly, an examiner can tell if you've memorised an answer, and you will lose marks. Secondly, there is no guarantee whatsoever that the question you were expecting will appear in the exam. In that case, you will probably do worse than if you had never memorised anything, because you will have neglected your normal English practice. Again, you will lose marks.

Read the Questions. For the reading, writing and listening sections, you *must* read the questions carefully. You cannot get marks if you do not answer the questions correctly.

Use your time. Find out how much time you have for each section and divide it sensibly among the questions. If you finish early, check your answers. Use every second of the time you have. Don't waste time by working too long on one question or by finishing early and just sitting doing nothing.

Reading Subtest

Begin by reading the questions first. This will give you an idea of what to look for when you read the texts.

Do not attempt to understand every word in the reading passages, at least on the initial reading. Read quickly to get a general understanding.

When answering a question, skim the passage until you find the relevant section, then read it in detail. Do not read everything in detail—you haven't got time.

If you find a question difficult, leave it and come back to it later. Do all the easiest questions first.

Writing Subtest

Read the task questions carefully. Rephrase them to yourself if you are not sure you fully understand them. Constantly refer back to the question to check that you are not digressing from the topic. Briefly plan your answer, especially for Task 2 in the academic modules.

The two writing tasks are of different lengths. You should thus spend about 15 minutes on Question 1 and 30 minutes on Question 2.

The two writing tasks are of different types: Question 1 may be a description of a diagram or a letter etc, Question 2 may be an essay or a report etc. Modify your writing style according to the question.

Do not write your answers in note form, unless the instructions specifically permit you to do so. While notes show the examiner the structure of your text, you will lose marks in the area of cohesion and sentence structure because your ideas are neither elaborated nor joined.

Write as neatly as possible. This makes it easier for the examiner to mark your work, and there is less likelihood of the examiner misunderstanding what you have said.

Write neatly, but do not waste time by writing a rough draft, then rewriting it. Write one draft only and write on every second line. In this way you will have enough space to change/correct your answer if you need to.

Don't waste valuable time by using white-out (just cross out anything you want to change), writing the essay title, or writing in capital letters (use cursive writing if it's at all readable).

If you have spare time at the end, check your work for small errors: ryerh agreements, plurals, punctuation. These things are easily corrected and are important in deciding what mark your work will receive.

Listening Subtest

You will hear each listening passage only once. To make the most of it, read the questions through quickly before each section and try to predict what subject the listening text is about. This will increase your ability to understand what you hear.

Look at *what kinds* of questions you must answer: true/false, multiple choice, pictures/diagrams, forms to be filled in. This will determine what kind of listening you do, whether you listen for individual words or for the general meaning.

Look through any pictures and diagrams in the exam before each listening as these will help you choose the correct answers.

Speaking Subtest

Breathe deeply and relax while waiting. Talk to your friends *in English* while waiting.

Speak as much as you can during the interview, don't just give one word answers. Unless you speak, the interviewer can't find out how good you really are. Don't be afraid to ask the examiner to repeat a question if you don't understand it. You will not lose marks.

At the beginning of section 3 (the role play) the interviewer will give you a card with some information on it. Note carefully the role the interviewer will take: is (s)he your friend? A classmate? an official? Make sure you vary your speech accordingly (because you don't speak in the same way to a friend as to an official)

Section 3 of the interview is the one where you must take the initiative. Here it is not impolite to ask questions, it's essential. Your questions should be as natural as possible. Think: What sort of questions would I ask if this situation were real?

If you have prepared yourself by practising the skills mentioned earlier in this chapter, and if you are familiar with the format of the test, and remember the suggestions written here, then you are ready to do your best in the IELTS test.

Chapters 3 (Hunities)

- fj *Module C Reading and Writing Practice Tests*
- G *Test Number 1*
- Q *Reading*

Part 1. Australia's Linguistic History

Read the passage below, then answer Questions 1 - 6 on page 9.

Aboriginal Australia was multilingual in the sense that more than two hundred languages were spoken in specific territorial areas which together comprised the whole country. Because mobility was restricted, one language group had knowledge of its own language together with some knowledge of the languages spoken in the territories immediately adjacent to their own. However, from the beginning of European settlement in 1788, English was given predominance by the settlers. As a result Aboriginal languages were displaced and, in some areas, eliminated. By 1983, about 83 per cent of the Australian population spoke English as a mother tongue. Less than one per cent did not use English at all. The pre-eminence of the English language reflects the fact that European settlement of this continent has been chiefly by English-speaking people, despite prior Portuguese and Dutch coastal exploration.

The first white settlers, convicts and soldiers and, later, free settlers, came almost exclusively from the British Isles. Some of these settlers spoke the then standard form of English whilst others spoke a wide variety of the non-standard forms of English that flourished in various areas of England, Scotland, Ireland and Wales. In addition, many spoke the Celtic languages including Gaelic, Irish and Welsh. However, speakers of languages other than English did not arrive in the Australian colonies in significant numbers until the goldrushes of the 1850s, which attracted people from all over the world, including substantial numbers from China. The reaction of the Europeans to the Chinese led to restrictions on Chinese and other non-European immigration and eventually to the Federal Immigration Act of 1901. By prohibiting the entry of non-European immigration this Act hindered the spread of non-European languages in Australia. By the late nineteenth century, German appears to have been the major non-English language spoken in the Australian colonies. In 1891, about four per cent of the total population was of German origin.

(Reading passage continues over page)

Part 1 continued

Despite increased immigration from southern Europe, Germany and eastern Europe during the 1920s and 1930s, the period from 1900 to 1946 saw the consolidation of the English language in Australia. This process was accelerated by the xenophobia engendered by the two world wars which resulted in a decline in German in particular and of all non-English languages in general. As the Department of Immigration and Ethnic Affairs noted, the result was that 'at the end of World War II, Australia was at its most monolingual ever: 90 per cent of the population tracing its ancestry to Britain'.

The post-war migration program reversed the process of increasing English monolingualism. The post-war period also witnessed a reversal of a trend of diminishing numbers of Australians of Aboriginal and Asian descent. Dr C. Price, a demographer at the Australian National University, has estimated that in 1947 only 59,000 Aborigines remained from a population of 110,000 in 1891. By 1981 their numbers had increased to 160,000. Between 1947 and 1971, nearly three million people came to settle in Australia. About 60 per cent came from non-English-speaking countries, notably, Italy, Greece, Cyprus, Yugoslavia, Turkey, Germany and the Netherlands. Since 1973, Australian immigration policies have not discriminated against people on the grounds of race, and more Asian settlers have arrived, especially from South East Asia generally and, more recently, from East Timor and Vietnam in particular. Between 1971 and 1981, the Asian population of Australia more than doubled to 8.5 per cent of the total overseas-born population. Traditional migration from Europe, although remaining substantial, declined in relative importance during this decade. The numbers of new settlers from Lebanon and New Zealand also more than doubled during this period and there was much greater migration from Latin America, Africa and Oceania.

Parti. Australia's Linguistic History

Questions 1-6

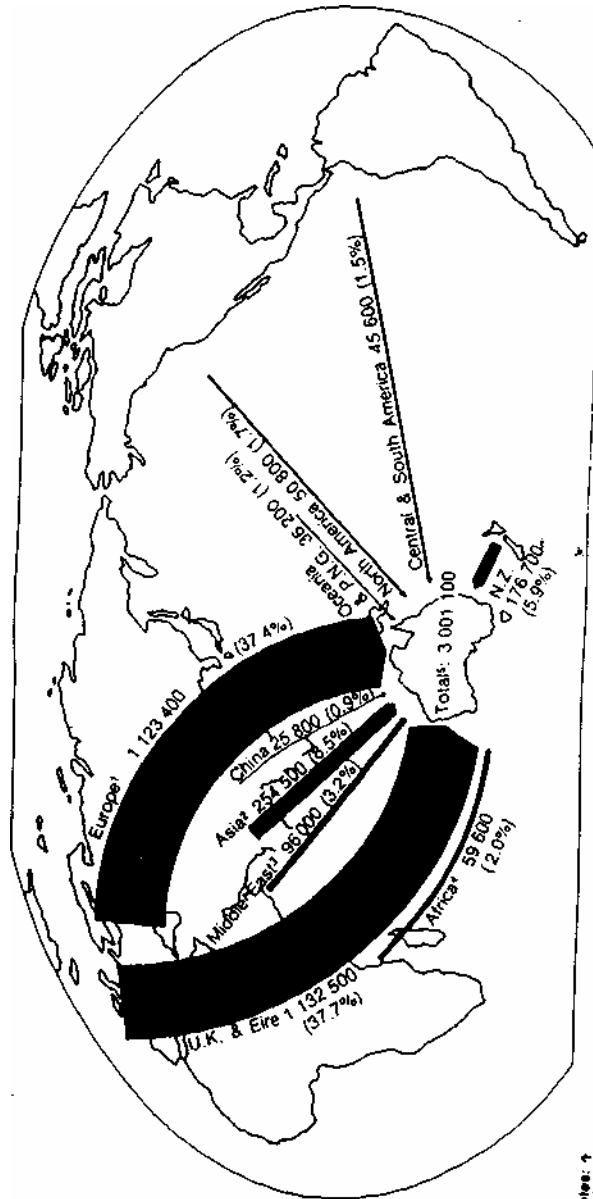
Read the passage headed 'Australia's Linguistic History'. Answer the questions below by writing the correct **date** in the boxes on the **Answer Sheet** for *Questions 1 to 6*. The first one has been done as an example.

Example: Although there had been many Aboriginal languages in Australia before white settlement, English took over as the main language from
.....*example*.....

ex 1788

1. The first period when speakers of languages other than English arrived in Australia in large numbers was in the 1
2. In2the Australian Government enacted a law that prohibited all non-European immigration into Australia.
3. Figures from 3..... show that at that time about four per cent of Australia's population was of German origin.
4. Even though there were large numbers of non-English-speaking European immigrants for part of this period, from the turn of the century up to 4 English was the unchallenged dominant language in Australia.
5. From the years after the Second World War until.....5..... almost 3 million people emigrated to Australia, with about 60 per cent coming from non-English-speaking countries.
- 6- In..... 6..... the laws preventing non-Europeans from emigrating to Australia were removed, resulting in an increase in Asian immigration.

Part 2. The Composition of Australia's Overseas Born Population by Birthplace
 Look at the information in the map and answer Questions 7-14 on page 11



- Notes:
1. Principal countries: Italy, Greece, Germany, Yugoslavia. Also includes the USSR.
 2. Principal countries: Vietnam, Malaysia, Turkey.
 3. Principal countries: Lebanon, Egypt.
 4. The Republic of South Africa comprises 45% of the African total.
 5. Non-English speaking overseas-born comprise 53.6% of this total.
- Source: ABS, 1991 census.

part 2. The Composition of Australia's Overseas Bom Population by Birthplace

Questions 7 -14

Look at the map on page 10. Use the information in the map to complete the passage below. In the boxes on the **Answer Sheet**, write the correct **word, words or number** to complete the spaces. The first one has been done as an example.

The map shows the composition of Australia's overseas born population by *example*....., comprising over three million people or 21 per cent of the total Australian population in 1981.

ex birthplace.

The United Kingdom/Eire and 7..... were the two most important sources of migrants, with more than half of all immigrants coming from non-English-speaking countries. Thirty-seven per cent were European, principally from5....., Greece, Germany and Yugoslavia. Non-European migration, particularly South East Asian, has become much more significant since the 1970s. People born in9..... accounted for 8.5 per cent of the population: they came chiefly from ...10....., Malaysia and 11. Smaller numbers of people had been born in the 12....., (3.2 per cent), in13..... (5.9 per cent) and in Africa (2.0 per cent), although of this number14..... per cent were from one country. In the years 1982-83, about 26 per cent of new settlers arriving in Australia came from Asia.

Part 3. Some Traits of Language

Read the passage and answer Questions 15-22 on pages 13 to 14.

One estimate puts the number of languages in active use in the world today somewhere between three and four thousand. Another makes it five thousand or more. The latter is probably closer to the truth, for many languages are spoken by relatively few people — several in one small area of New Guinea, for instance, have fewer than a hundred speakers each. The number of different languages is formidable and is quite awesome if we include the tongues once spoken but now dead.

All languages use the same channel for sending and receiving: the vibrations of the atmosphere. All set the vibrations going in the same way, by the activity of the speech organs and all organise the vibrations in essentially the same way, into small units of sound that can be combined and recombined in distinctive ways.

Languages can be related in three ways: genetically, culturally and typologically. A genetic relationship is one between mother and daughter or between two sisters or two cousins: there is a common ancestor somewhere in the family line. A cultural relationship arises from contacts in the real world at a given time; enough speakers command a second language to adopt some of its features, most often just terms of cultural artifacts but sometimes other features as well. A typological relationship is one of resemblances regardless of where they came from. English is related genetically to Dutch through the common ancestry of Germanic and Indo-European. It is related culturally to North American Indian languages from which it has taken many place names. And it is related typologically to Chinese which it resembles more than it resembles its own cousin Latin in the comparative lack of inflection on words.

Though genetic and cultural relationships tend to spell typological ones, it often happens that languages of the same family diverge so radically in the course of time that only the most careful analysis will demonstrate their kinship. The opposite happens too: languages unrelated genetically may converge to a high degree of similarity.

Part 3. Some Traits of Language

Questions 15 -17

Read the passage headed 'Some Traits of Language'¹. Then, complete the table below to describe the primary relationship between English and several other languages:

*write T if the relationship is primarily typological

*write C if the relationship is primarily cultural

*write G if the relationship is primarily genetic

Write your answers in the boxes on the **Answer Sheet**. The first one has been done as an example.

Languages		Relationship	
1	<i>Example:</i> English - Dutch	<i>ex</i>	<i>G</i>

15. English - Chinese

16. English-American Indian

17. English - Latin

Part 3 continued

Questions 18 - 22

The following statements are summaries of some of the information in the reading passage 'Some Traits of Language'. Write **True** in the box on the **Answer Sheet** if the statement accurately summarises the information in the text; write **False** if the statement is an inaccurate summary of information in the text. The first one has been done as an example.

Example: It is said there may be three to four thousand languages spoken in the world today.

ex	True.
----	-------

18. The writer believes that there are probably fewer than five thousand languages spoken in the world today.
19. Each language has a unique medium for sending and receiving: some use the speech organs and others use small distinctive units of sound.
20. A cultural relationship between languages is one where two languages have developed from similar cultures.
21. A genetic relationship between languages does not always imply a typological relationship.
22. Languages that have developed from totally separate ancestors may come to resemble each other to a high degree.

Part 4. Optimum Age for Language Learning

Questions 23 - 30

The following passage is a discussion on what age is the best time to learn a language. Several words have been omitted from the text. From the list in the box, select the correct words to complete the text and write them in the boxes on the **Answer Sheet**. Note that there are more words than there are spaces. Each word can be used once only. The first one has been done as an example.

One aspect of the current debate on language teaching in Australian schools is the *example* of when is the best time for people to learn a second language.

ex question

Language teaching within the education system in Australia has traditionally been concentrated at the secondary school 23..... However, many people argue that the 24 age to commence language learning occurs in the early primary years or even in pre-school, when children are able to 25 a language naturally with minimum interference from their mother tongue. Some suggest that early adolescence is in fact the 26 time to begin to learn a language, given the psychological and 27 problems many high school students face. It should be remembered, however, that many studies have shown that there is 28 age at which one cannot learn a language. At 60 years, 70 years or 80 years you can still learn a language. What will cause the learner the greatest difficulty after puberty is the ...29., The reasons for this problem with accent have been much30

debated	soonest	worst	only
emotional	technology	acquire	accent
controversy	optimum	education	examination
level	no	question	age

Part 5. Purposes of Language Study: The Australian Senate Inquiry into a National Language Policy

Read the passage below and answer Questions 31 - 35 on page 18.

The Report of the Inquiry by the Senate of the Australian Parliament into a national language policy in Australia proposed five purposes for studying a language other than English in Australian schools.

The first point relates to what might be termed the more strictly utilitarian reasons for language learning — the acquisition of fluency in a language other than English for the purpose of direct communication. The communication in question may be of an informal nature, such as that which occurs during overseas travel, or between members of different groups within Australian society in a variety of social situations. In large measure, however, this language learning objective relates to the role of languages other than English in various fields of employment, such as interpreting and translating, international trade, diplomacy and defence.

Some witnesses to the Inquiry cautioned against placing too heavy an emphasis on utilitarian goals. Professor M. Halliday commented:

I think one should not be too restricted to the practical arguments, which are in a sense dishonest if you say to someone: 'If you spend all this time learning a language you will immediately be able to go and find a use for it'. I think we should have a more rounded picture of the goal.

The Committee agrees that, taken in isolation, practical arguments tend to give an incomplete picture of the value of language learning. In the early school years, for example, utilitarian objectives may well be less important than they are at tertiary level where employment considerations exert a strong influence. Nonetheless, it seems indisputable that practical fluency skills must remain one of the major purposes of the language teaching enterprise, even though the emphasis placed upon these skills may vary considerably according to the educational context.

The second purpose concerns the link between a language and the cultural context from which it emerges. Many submissions stressed the value of the language learning experience as a means of understanding other cultures, and hence of developing sensitive and tolerant cross-cultural attitudes. This proposition is applied to cultures both within Australia and overseas. Thus, it is argued that language study can contribute in important ways both to harmonious community relationships within Australia, and to an understanding of the cultural values of other countries. It is also contended that language provides the key to major historical cultures, such as the civilizations of classical antiquity which have exerted a profound influence on the Western tradition.

In the course of hearings, Dr David Ingram of the Australian Federation of Modern Language Teachers Associations referred to evidence which lends some empirical support to the claim that the experience of language learning fosters the development of a better understanding of other cultures. The Committee does not find the proposition difficult to accept. It believes, however, that the measure of success achieved is likely to be largely dependent on the teaching methodology adopted, and the degree of teacher commitment to the goal of cultural awareness and sensitivity.

In this regard another submission referred to the contention that second language study produces such desirable characteristics as 'greater tolerance, understanding of others, and acceptance of difference', and went on to observe that:

It is paradoxical that language teachers are totally convinced of the validity of such claims, and yet have very little success in convincing others. While the language teachers believe that it is all about tolerance and understanding, others believe it is all about doing grammar exercises. What is required here is a genuine attempt on the part of language teachers to think through the concepts of attitudinal development and to demonstrate that language learning can certainly be an encounter with a new thought system, and hence a powerful means of challenge to complacency in the Tightness of one's own ways.

The third objective relates to the role of language learning in the maintenance of ethnic languages and cultures within Australia. It was argued in submissions that a central element in Australia's policy of multiculturalism is a recognition of the value of the cultural heritages of the different groups within Australian society. Since language and culture are inextricably intertwined, the preservation of cultural heritages necessarily entails the retention of the languages associated with them. In the case of Aboriginal communities this issue takes on a special note of urgency since, in many instances, Aboriginal cultures and languages are on the verge of disappearing completely. The objective in this context, therefore, is not simply to assist in the maintenance of a cultural and linguistic heritage but to aid in preserving that heritage from extinction.

Prominent amongst the purposes of language learning described in submissions was the fourth point: the development of the general cognitive and linguistic capacities of students. The educational outcomes at stake here were described in a number of ways. Professor M. Halliday, for example, spoke of language learning as 'an educational exercise of the first importance, as a development of thinking'. Another submission referred to the development of 'a sharpened, more critical awareness of the nature and mechanism of language'. Professor Clyne pointed to research conducted particularly in Canada which, he states, 'suggests that bilinguals are superior to monolinguals in logical thought and conceptual development, verbal intelligence and divergent thinking'.

Finally, several submissions spoke of the role of language learning in the general development of personality. To a large extent, this objective builds upon and sums up aspects of those already covered. The possibility of direct communication with speakers of another language, for example, offers the opportunity for a broadening of personal horizons. A similar outcome may be expected from the encounter with another culture made possible through language study. Where the language concerned is the child's mother tongue—either the language of a migrant group or an Aboriginal language—an additional factor emerges. In this context, it is argued, language study contributes significantly to the development of individual self-esteem, since the introduction of the language into the school encourages children of that language background to value it and appreciate it as an asset. As a result, their estimation of their family's value as well as of their own worth is likely to rise. In such a case the language program may also aid family cohesion by facilitating the child's communication with family members of non-English-speaking background.

The Committee believes that submissions have been correct in drawing attention to these personal development issues. Naturally, the benefits of language learning in question here are less easy to quantify than those involved in the objectives previously discussed. Nonetheless, the Committee believes that, if appropriately taught, languages can play an important part in assisting young people to establish their identity, and develop their individual and social personalities.

Part 5. Purposes of Language Study

Questions 31 - 35


Read the passage headed 'Purposes of Language Study'. Then, read the list of statements below that summarise both the five major purposes of studying languages other than English in Australian schools as well as some of the arguments used in support of the major points. Identify the summaries of the major purposes as listed in the passage and write their corresponding letters in the appropriate box on the Answer Sheet to answer Questions 31 - 35.

Question 31	First Purpose of Language Study?
Question 32	Second Purpose of Language Study?
Question 33	Third Purpose of Language Study?
Question 34	Fourth Purpose of Language Study?
Question 35	Fifth Purpose of Language Study?

- A. To maintain ethnic languages and cultures as part of Australia's policy of multiculturalism
- B. To convince people that language classes teach tolerance and acceptance of other races and cultures *
- C. To successfully communicate with people who do not speak English both within Australia and overseas
- D. To find employment outside Australia
- E. To better appreciate the multicultural nature of Australian society
- F. To achieve better professional standing in careers in Australia
- G. To develop an understanding of other cultures
- H. To develop better cognitive and general linguistic abilities in students
- I. To assess whether bilinguals are superior to monolinguals in logical thought and conceptual development
- J. To develop the personality of students and a sense of individual identity
- K. To prevent Aboriginal languages disappearing completely
- L. To enable Australians to travel overseas more easily

This is the end of the reading test

Write your answers to the reading practice tests in the boxes below.

 You may cut out this page to make it easier to use.

Answer Sheet			
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- *Test Number 1*
- *Writing*

Writing Task 1

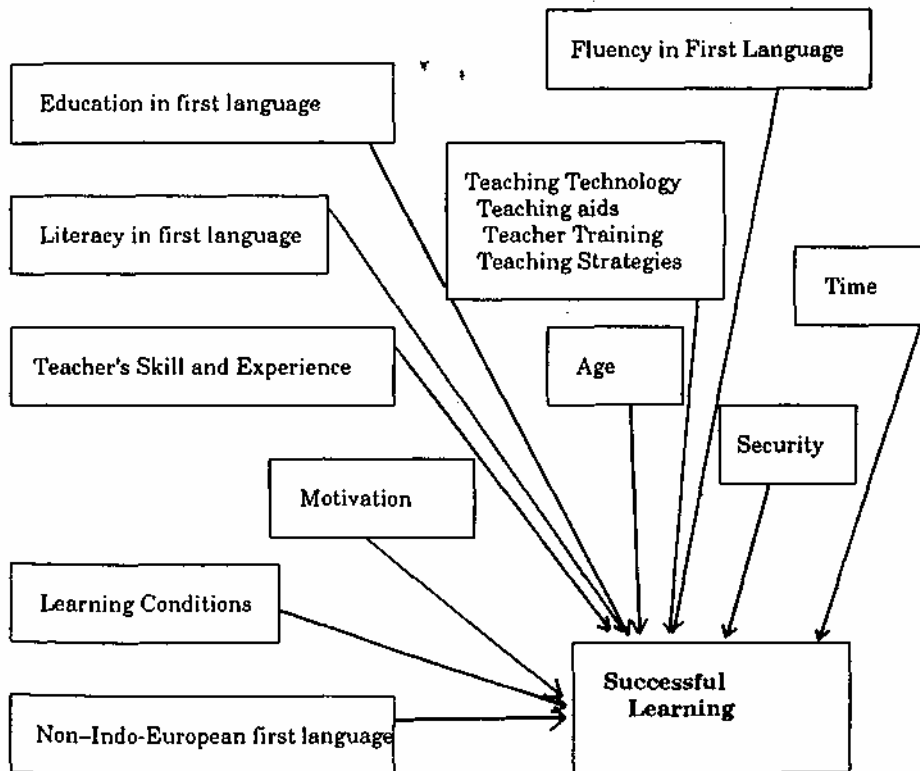
The diagram below comes from a student's lecture notes after hearing a lecture on the factors affecting the learning of English as a second language.

Using the information in the diagram and your own experience, describe the main factors affecting success in learning English as a second language.

*You should spend no more than 15 minutes on this task.

*You should write at least 100 words.

*Do not write in the form of notes.



Writing Task 2

Write an essay on the following topic:

All secondary school students should learn a second language.

*You may use information in the reading passages but do not copy directly from them. You may also use your own knowledge and experience.

*Your essay should be well organised to express your point of view. You should support your opinion with relevant evidence.

*You should spend 30 minutes on this task.

*You should write at least 150 words.

Use This Space For Notes

The answers to the reading questions and the model essays for the writing tasks are in Chapter 7, beginning on page 162:

- *Test Number 2*
- *Reading*

Part 1. Australia's Exports

Read the passage below and answer Questions 1 - 5 on pages 28 to 29.

The pattern of change in Australia's export trade reveals, much about the changing focus of the exploitation of Australia's resources. From about 1830 wool replaced the products of whaling and sealing as the dominant industry and the biggest export. Its supremacy in Australia's export trade was unrivalled for over a century, notwithstanding the sharp but temporary decline in the Depression of the 1890s. It was commonly quoted and quite true to say that 'Australia rode on the sheep's back'; wool production reached a peak of 800,000 tonnes in 1971 (Figure 1).

In recent years, however, wool sales have become an area of deep concern in the Australian economy. As can be seen from Figure 2, pastoral exports generally (wool, meat, skins and hides, dairy products), once responsible for over 60 per cent of Australia's export trade, steadily declined as a percentage of total exports in the period 1952 to 1976. Since then they have stabilised at a comparatively low level (25 per cent). In contrast, Figure 3 shows that other agricultural exports (wheat, fruit, vegetables, sugar) have remained fairly stable at around 18 per cent of total exports in the last three decades, though 1960, 1964 and 1972 were better years.

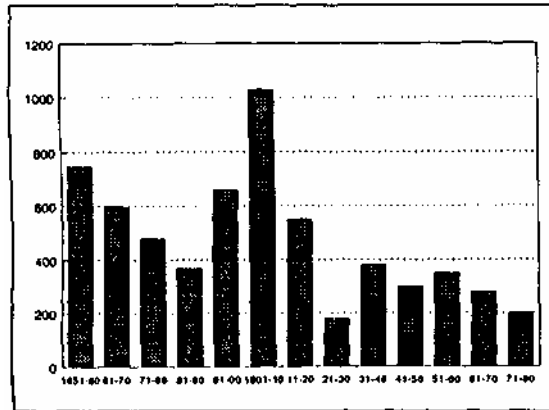
Mineral exports from Australia present a different picture. Gold was the first mineral exported from Australia in quantity, and brought great and sudden wealth to the nation's economy. Figure 4 traces gold production from its discovery in New South Wales and Victoria in 1851. In the first decade Australia produced almost half the world's gold supply, about 750,000 kilos. Surprisingly, however, the peak production period for gold from Australia's fields was 1901 to 1910, since which time production has greatly diminished.

From the 1870s Australia began to mine and export other minerals: copper, tin, silver, and above all, coal and iron ore. New discoveries of mineral deposits and the steady introduction of new technology led to a slow but steady growth in mineral exports, with the greatest boom coming after the Second World War. A comparison of Figure 5 with Figures 2 and 3 clearly reveals how, from the 1950s to the 1980s, the value of mineral exports as a percentage of total exports climbed steadily to equal pastoral and agricultural exports, reaching a peak of around 29 per cent in 1976. Although mineral exports have fluctuated somewhat since then, the addition of relative newcomers such as uranium and diamonds has ensured that mineral exports have maintained their importance to the Australian economy into the 1990s.

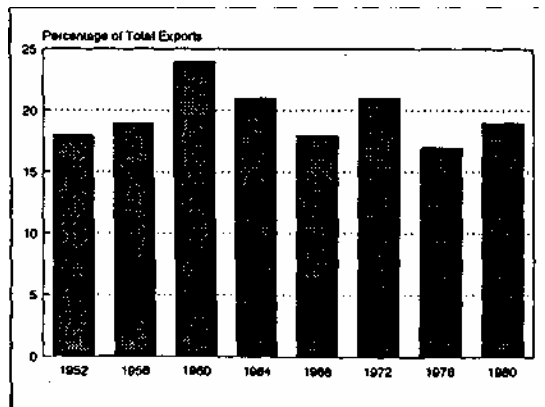
Parti. Australia's Exports

Questions 1-5

Read the passage headed 'Australia's Exports'. From the information in the passage, identify the five graphs below by writing the correct **Figure Number** in the box on the **Answer Sheet**. For example, if you think that the information in the graph in *Question 1* matches the facts connected with, say, Figure 2 in the reading passage, you would write the number **2** in the box on the **Answer Sheet**.



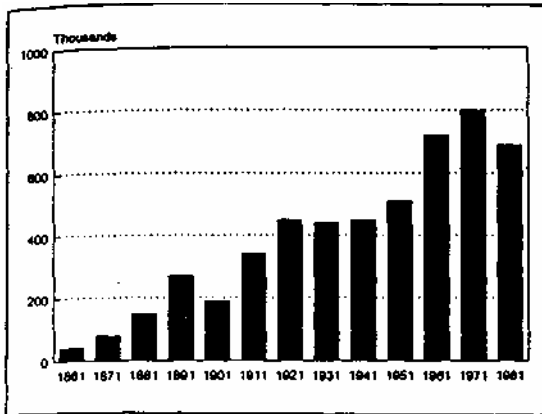
Question 1. Figure ?



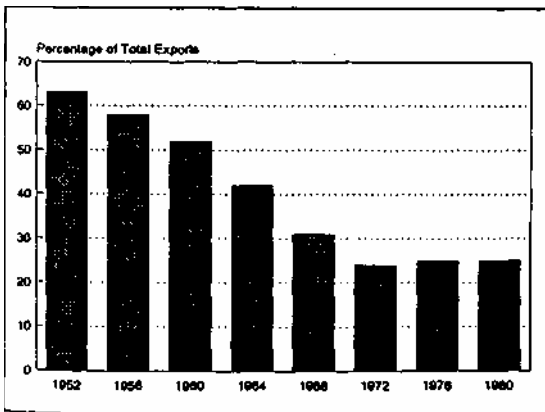
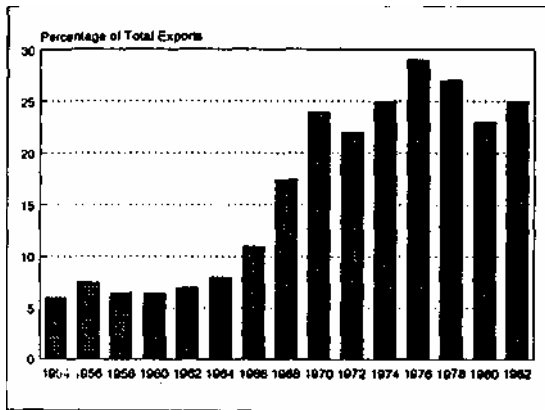
Question 2. Figure ?

part 1 continued

Question 3. Figure ?



Question 4. Figure ?



Question 5. Figure ?

Part 2. Stricken Sea Needs Long-Term Solution

Read the passage below and answer Questions 6 -16 on pages 32 to 33.

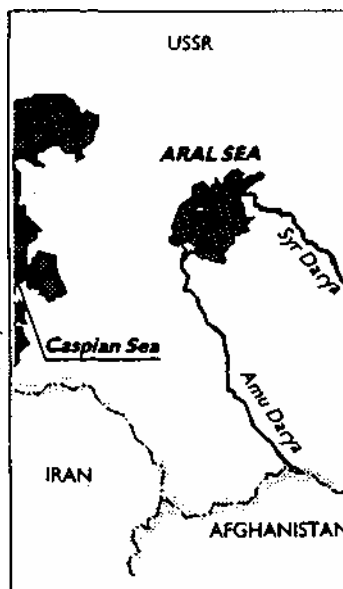
Twenty years ago, anglers might have stood on the Aral seabed, up to their hips in water, and fished for carp under the blazing sun of north-west Uzbekistan. Today they would have to drive 48 kilometres north across flat, grey, salt-scabbed earth to find the disappearing sea, and they would see a briny pool, receding toward a lifeless equilibrium.

This is — or was — the Aral Sea, once the fourth-largest inland body of water. Although it is far less severe in its immediate consequences than the catastrophic earthquake in Armenia, it is the Soviet Union's most mourned and debated ecological calamity. By siphoning off water to irrigate the cotton fields of Uzbekistan and neighbouring Turkmenia, Soviet developers have made sluggish sewers of the two rivers that feed the Aral Sea, the Amu Darya and the Syr Darya.

Since 1960, the surface area of the sea has shrunk 40 per cent, leaving behind 26,000 square kilometres of salty, man-made desert, with unhappy consequences for the health, the economy, and even the climate in the vast Aral Sea basin. All this was obvious on a recent visit, said to be the first allowed into this closed region.

The high concentration of salt and farm chemicals in the rivers and underground water is blamed for high rates of stomach and liver disease, throat cancer and birth defects.

'A catastrophe of no lesser magnitude than Chernobyl,' wrote Sergei Zalygin, editor of the magazine *Nouy Mir*, in *Pravda* in June.



The Aral Sea has become a test of the Soviet Union's newly stated commitment to balancing short-term economic growth against the demands of the environment. Prominent writers and scientists who form the Committee

part 2 continued

to Save the Aral Sea say the sea can be salvaged only by strict measures to curtail the use of water, even if this means cutting back production of water-intensive crops such as cotton and rice. Others, including the officials responsible for water development, want to replenish the sea by reviving a controversial engineering scheme: tapping two Siberian rivers and diverting their water to Central Asia.

The area faces many problems, such as salt storms. From time to time, the northerly wind blows so violently, it whips up vast clouds of salty dust from the desiccated seabed, depositing grit on farms hundreds of kilometres away. Traces of Aral sand have been found as far away as Georgia and on the Soviet coast of the Arctic Sea. Without the moderating influence of the huge lake the summers have become hotter — by two or three degrees Celsius — and drier.

Another Aral Sea oddity has a peculiarly Soviet quality: the fish cannery at Muinak, built on what was then the southern shore to process the catch of the Aral Sea fishing fleet, is now landlocked. It is 48 kilometres from the water, and the commercial fishing catch has fallen to zero because of the high concentration of salt, fertilisers and pesticides. But to avoid closing the plant, the authorities fly in frozen fish at high cost from the Baltic Sea, 2,720 kilometres away.

The ruling Communist Party Politburo approved guidelines in September to reduce the depletion of the sea, mostly involving stricter conservation of water that irrigates cotton crops in Uzbekistan and Turkmenia. The measures are to include a reconstruction of the irrigation system, now consisting largely of leaky, unlined ditches. New collector canals are being built to recycle used irrigation water back to the sea.

Part 2. Stricken Sea Needs Long-Term Solution

Questions 6-10

Read the passage headed 'Stricken Sea Needs Long-Term Solution'. Answer the following questions by choosing the correct answer and writing the appropriate letter in the box on the Answer Sheet. The first one has been done as an example.

Example: The Aral Sea in the south-east of the Soviet Union has:

- (a) disappeared
- (b) diminished by 40 per cent
- (c) been contaminated by industrial pollution

Ex *b*

- 6. The problems in the Aral Sea have been caused by:
 - (a) natural environmental changes
 - (b) man-made changes
 - (c) the Chernobyl nuclear disaster
 - (d) the Armenian earthquake

- 7. The Sea has shrunk because:
 - (a) high temperatures have caused increased evaporation
 - (b) the salt content has increased
 - (c) the sources of its water have been diverted

- 8. The rivers that formerly filled the Aral Sea have been:
 - (a) used to grow cotton
 - (b) diverted to Siberia
 - (c) polluted by industrial chemicals

- 9. The high rates of illnesses in the region have been blamed on:
 - (a) the Chernobyl nuclear disaster
 - (b) salt and farm chemicals in the rivers
 - (c) pollutants in the local fishing industry

- 10. Temperatures in the area have:
 - (a) risen by 2 or 3 degrees
 - (b) decreased by 2 or 3 degrees

Part 2 continued

Questions 11 -16

From the same reading passage, answer the following questions by writing **Correct** in the box on the **Answer Sheet** if the following statements are supported by information in the reading passage. Write **Incorrect** if the statements are not supported by the reading passage. The first one has been done as an example.

Example: The Soviet Union has no stated commitment to protecting the environment.

ex <i>Incorrect</i>

11. Despite the problems of the region, there are no suggestions to reduce the use of water from the rivers feeding the Aral Sea.

12. One proposed solution to the problem would mean less production of cotton and rice in the region.

13. A fish cannery has had to be moved 48 kilometres in order to continue in operation.

14. Violent salty storms sometimes carry salt from the dry seabed to places many hundreds of kilometres away.

15. Government plans to solve the problems include rebuilding inefficient irrigation canals.

16. Government plans also include redirecting irrigation water to the Aral Sea so it is not depleted.

Part 2. Stricken Sea Needs Long-Term Solution

Questions 6-10

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part 2 continued

Questions 11-16

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Part3. The Heat Is On

Questions 17 - 20

Read the passage headed 'The Heat Is On' and the accompanying 'Calendar of Catastrophe'. Match the examples of global climatic change below to the five 'greenhouse predictions' in the passage by writing the number of the prediction in the box on the Answer Sheet. The first one has been done as an example.

Example: An iceberg more than twice the size of the Australian Capital Territory broke off Antarctica in 1987. It floated away, broke into three sections and is slowly melting. Prediction Number ?

<i>ex</i>	5
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17. The grain belts of the US and the Soviet Union suffered some of the worst droughts ever recorded during the last northern summer. Prediction Number ?
18. The four warmest years on record seem to have been in the 1980s (1980, 1981, 1983 and 1987). The globe appears to have warmed up an average of 0.5°C over the past century. Prediction Number ?
19. Drought has lingered over Africa's Sahel region for most of the past twenty years, and over India's vast central plateau for most of this decade. But the models suggest that monsoons may become more intense in the wet tropics. Prediction Number ?
20. The centre of 1988's Hurricane Gilbert, one of the most powerful storms in the Western hemisphere this century, was agreed to be of abnormally low pressure. Its most powerful gusts reached 320km/h as it hit Jamaica, Haiti, Venezuela, the Cayman Islands and Mexico. Prediction Number ?

part 3 continued

Questions 21-25

From the information in the 'Calendar of Catastrophe', complete the following table of climatic disasters. Write your answers in the boxes on the **Answer Sheet**. The first one has been done as an example.

Question	Date	Event	Country
<i>Example</i>	_____	Hurricane Joan	Nicaragua
<i>ex</i>	<i>October 1988</i>		
21	Sept. 1988	Monsoon rains	_____
22	_____	Earthquake in Armenia	USSR
23	_____	Massive mudslide	Papua New Guinea
24	May 1988	Landslides in Trabzon	_____
25	Oct. 1988	Typhoon Ruby	_____

Part 4. Towards Global Protection of the Atmosphere

Read the passage below and answer Questions 26 - 34 on page 40.

At the *International Conference on the Changing Atmosphere: Implications for Global Security*, held in Toronto from June 29 to 30, 1988, more than 300 scientists and policymakers from 48 countries recommended specific actions to reduce the impending crisis caused by pollution of the atmosphere. Working groups presented the scientific basis for concern about atmospheric changes — including climatic warming, ozone layer depletion, and acidification — and described the implications of these changes for global security, the world economy and the natural environment. Among the conference statement's 39 observations and proposals were the following recommendations:

- Governments, the United Nations and its specialised agencies, non-governmental organisations, industry, educational institutions and individuals should act immediately to counter the ongoing degradation of the atmosphere.
- The Montreal Protocol on Substances that Deplete the Ozone Layer should be ratified immediately and revised in 1990 to ensure nearly complete elimination of emissions of fully halogenated CFCs by the year 2000. Additional measures to limit other ozone-destroying halocarbons should also be considered.
- Governments and other international organisations should initiate the development of a comprehensive global convention as a framework for protocols on the protection of the atmosphere, emphasising such key elements as the free international exchange of information and support of research and monitoring. Preparation for such a convention should be vigorously pursued at upcoming international workshops and policy conferences, with a view to having the principles and components of the con-

vention ready for consideration at the intergovernmental Conference on Sustainable Development in 1992. These Activities should in no way impede simultaneous national, bilateral and regional actions and agreements to deal with specific problems such as acidification and greenhouse gas emissions.

- In order to reduce the risks of global warming, energy policies must be designed to reduce the emissions of carbon dioxide and other trace gases. Stabilising atmospheric concentrations of carbon dioxide is an imperative goal — currently estimated to require reductions of more than 50 per cent from present emission levels.
- An initial global goal should be to reduce carbon dioxide emissions by approximately 20 per cent of 1988 levels by the year 2005. About one-half of this reduction would be sought from energy-efficient improvements and other conservation measures and the other half from modifications in energy supplies. Clearly, the industrialised nations have a responsibility to lead the way, through both their national energy policies and their bilateral and multilateral assistance arrangements. Negotiations on ways to achieve this reduction should be initiated now.
- Targets for energy-efficiency and energy-supply improvements should be made. Challenging targets would be a 10 per cent improvement in both areas by the year 2005. A detailed study of the systems implications of these targets should also be made. Systems must be initiated to encourage, review and approve major new projects for energy efficiency.

part 4 continued

- Contributions towards achieving the energy-efficiency goal will vary from region to region; some countries have already demonstrated a capability for increasing efficiency by more than per cent a year for over a decade.
- The desired reduction in carbon dioxide emissions will also require switching to fuels that emit less carbon dioxide; reviewing strategies for the implementation of renewable energy, especially advanced biomass conversion technologies; and reviewing nuclear power. If safety, radioactive waste and nuclear weapons proliferation problems can be solved, nuclear power could play a role in lowering emissions of carbon dioxide.
- There must be vigorous application of existing technologies to reduce emissions of acidifying substances, other substances that are precursors spherical ozone, and greenhouse gases other than carbon dioxide.
- Products should be labelled to allow consumers to judge the extent and nature of atmospheric contamination arising from the manufacture and use of the product.
- The work of the Intergovernmental Panel on Climate Change to conduct continuing assessments of scientific results and to initiate government-to-government discussions of responses and strategies should be supported.
- Resources for research and monitoring efforts within the World Climate Programme, the International Geosphere-Biosphere Programme, and the Human Response to Global Change Programme should be increased. It is particularly important to understand how climate changes on a regional scale are related to an overall global change of climate and to how the oceans affect global heat transport and the flux of greenhouse gases.
- Funding for research, development and energy should be significantly and technology transfer should be extended with particular emphasis on needs of developing countries.
- Funding for more extensive transfer and technical co-operation projects in coastal zone protection management should be expanded.
- Deforestation should be reduced afforestation increased through proposals such as the establishment of a trust fund to provide adequate incentives to enable developing nations to manage their tropical forest resources sustainably.
- Technical cooperation projects to developing nations to participate in international mitigation efforts, including, research and analysis related to the changing atmosphere should be developed and supported.
- Funding should be increased to non-governmental organisations for the establishment of environmental education programmes and public awareness campaigns that would aim at changing public values and behaviour with respect to the environment.
- Financial support should be provided for environmental education at all levels, and consideration should be given to establishing special units in university departments to address the issues of global change.

Part 4. Towards Global Protection of the Atmosphere

Questions 26 - 34

Read the passage headed 'Towards Global Protection of the Atmosphere'. If each statement below is a *correct summary* of one of the recommendations in the passage, write Correct in the box on the Answer Sheet. Write Incorrect if the statement is not a correct summary. The first one has been done as an example.

Example: Everyone from governments to individuals should act immediately to prevent atmospheric degradation from becoming worse.

Ex	Correct
----	---------

26. The Montreal Protocol should be accepted by all countries by 1992.
27. The Montreal Protocol should be accepted immediately.
28. Governments and other international organisations should begin to develop common policies for the protection of the atmosphere as soon as possible.
29. We should aim to reduce carbon dioxide emissions through energy-efficiency and energy-supply improvements by 10 per cent by the year 2005.
30. A worldwide goal of two per cent a year in increasing energy efficiency should be established immediately.
31. If the problems of safety, radioactive waste and the spread of nuclear weapons can be solved, nuclear power may in future be used to reduce the emissions of carbon dioxide.
32. Products should be labelled so that consumers can judge if the product is damaging to the atmosphere.
33. Money should be paid to developing nations to help them to find ways to reduce the number of trees they cut down and to encourage them to preserve and increase their forests.
34. Money should be paid to community organisations to help them to change people's opinions about the environment.

This is the end of the reading test

Write your answers to the reading practice tests in the boxes below.

✂ You may cut out this page to make it easier to use.

Answer Sheet			
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- *Test Number 2*

- *Writing*

Writing Task 1

In some parts of the world where rainfall is close to zero farmers are able to use water from artesian bores (wells). The diagram below shows how water which falls on lands many kilometres away can be utilised in these arid areas.

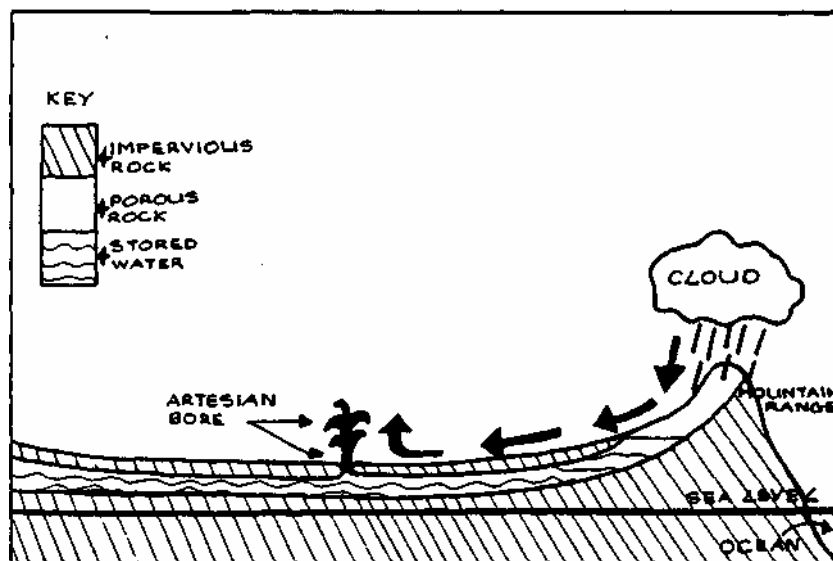
Use the information in the diagram to describe the manner in which water accumulates underground and becomes available for use in arid areas.

*You may use your own knowledge and experience in addition to the diagram.

*Make sure your description is relevant to the task and well organised.

*You should write at least 100 words.

*You should spend no more than 15 minutes on this task.



Writing Task 2

Write an essay for a university teacher on the following topic:

Human beings are rapidly destroying the planet Earth.

*Your essay should be well organised to show your point of view.

*You may use information in the reading passages but do not copy directly from them.

*You should write at least 150 words.

*You should spend about 30 minutes on this task.

Use this space for Notes

The answers to the reading questions and model essays for the writing tasks are in Chapter 7, beginning on page 162.

- *Test Number 3*

- *Reading*

Part 1. First National Literacy Report

Read the passage below and answer Questions 1-12 on pages 51 to 52.

Australia's first national survey of adult literacy reveals that the problem of adult illiteracy is much more serious than previously estimated.

The survey shows that:

- 12 per cent of respondents could not find a simple intersection on a street map
- 31 per cent can't use the yellow pages correctly
- 57 per cent can't figure out a 10 per cent surcharge on a lunch bill
- 73 per cent can't identify the issues in a newspaper article about technology
- 10 per cent failed to achieve at all on quantitative literacy [numeracy tests].

According to the survey's author, ITATE lecturer Ms Rosie Wickert, the study provides evidence to show the need for a long-term national campaign to overcome adult literacy problems. Ms Wickert is a lecturer at the Institute of Technical and Adult Teacher Education (ITATE) which is amalgamating with UTS as the Faculty of Adult Education.

'Before this first national survey we estimated that 10 per cent of the population were having problems with everyday basic literacy and numerical tasks,' Ms Wickert said. 'Obviously many more than 10 per cent are experiencing problems.'

We can therefore assume they are having great difficulty with more complex tasks like fitting in with regrading and upgrading in the restructuring of the workforce.

'The evidence suggests that the majority of the population has significant difficulty reading between the lines, they lack critical thinking skills if you like. We need to follow this up because it is something that employers are emphasising when they ask for broader, more general skills.'

(Reading passage continues over page)

Part 1 continued

'To seriously address the problem we need opportunities for adults to upgrade their literacy and numeracy skills that are free of charge and widely available. It's estimated that 20 per cent of Australia's adults do not receive their schooling in Australia. Also, the population is ageing, and we believe about 70 percent of the workforce of the year 2000 has already left school. So we can't expect schools to be able to solve these problems.

'We need the help of families and communities to raise the understanding of the significance of reading not only during childhood years but life-long.'

Ms Wickert went on to point to the impact of literacy problems on the economy. 'Literacy is now an important part of labour market programmes and economic restructuring. Government plans to promote a "productive culture" and a strong national economy will fail without a workforce which is more adaptable, mobile and highly skilled,' she said.

The controversial nature of the debate about literacy was acknowledged. Differences of opinion arise because 'literacy' is not clearly definable. Ms Wickert said that 'earlier this century people were said to be literate if they could sign their name, but now adults are required to bring different kinds of literacy and problem solving skills to different contexts and these vary in complexity'.

The Report, entitled *No Single Measure*, combines a concern for the individuals who have failed to gain literacy skills adequate for their lives with the national need to bring about the highest levels of skills, training and education among its workforce.

The data collected for the first time enables an estimate of what proportion of the adult Australian population is able to perform literacy tasks at various levels of difficulty. The tasks are grouped in three categories which are referred to as Document Literacy, Prose Literacy and Quantitative or numerical Literacy. A large amount of background data was also collected to gain a greater understanding of the problem. A bigger picture will emerge as the survey data is further analysed.

Parti- First National Literacy Report

Questions 1-7

Read the passage headed 'First National Literacy Report'. Then, answer the questions below in the boxes on the **Answer Sheet**.

If the statement represents the points made in the article, write **Correct**; if the statement contradicts the article, write **Incorrect**; if the statement is not mentioned in the article, write **Not Mentioned**. The first one has been done as an example.

Example: The national survey of literacy levels showed that literacy is a serious problem in Australia.

Ex *Correct*

1. The results of the survey were unexpected.

2. Before the survey it had been estimated that about 10 per cent of the population had literacy and numeracy problems.

3. In fact a much smaller number have these problems.

4. Literacy and numeracy problems may make it difficult for workers to cope with changes in the workplace.

5. The problem cannot be solved simply in schools.

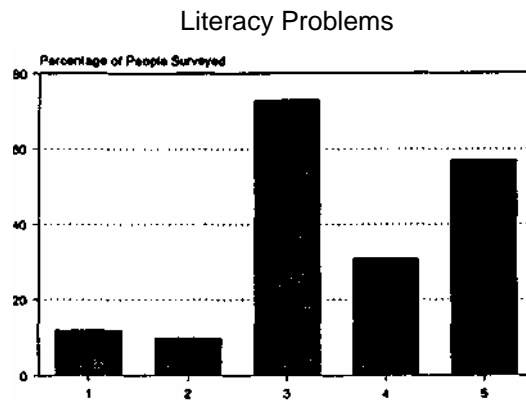
6. Schools cannot solve the problem because large numbers of people leave school at 15 without matriculating.

- 7- Despite the statistics, the literacy levels will not have a significant impact on the future national economy.

Part 1 continued

Questions 8-12

From the information in the same passage, identify the groups with specific literacy and numeracy problems represented by the columns in the graph below. Write your answers in the boxes on the Answer Sheet. For example, if you think that Column No. 1 represents Group A, you would write the number 1 in the box for *Question 8*, and so on.



8. Group A: cannot calculate percentages = Column ?

9. Group B: cannot use a street directory = Column?

10. Group C: cannot make full use of telephone directories = Column ?

11. Group D: cannot add up at all = Column?

12. Group E: cannot fully understand the meaning of what they read = Column ?

Part 2. Hard Work Is Asians' Secret of Success

Read the passage below and answer Questions 13 - 26 on pages 55 to 57.

The authors of a major US study claim to have pinpointed why Chinese and Japanese children are such great school achievers wherever they compete — in Asia, in the US, or in Australia.

'Asians do better in school simply because they try harder ... and because they believe that academic success results from hard work just as much as from intelligence,' says Dr Harold Stevenson, the head of the research team conducting the study.

The study, comparing the school performance of Chinese, Japanese, and American children, shatters myths about why Chinese and Japanese children perform so well in school.

One misconception is that Chinese and Japanese children are innately more intelligent than Western children. Results of the study show that there is no evidence to support such a notion. For instance, compared with American children, Chinese and Japanese children do not score any higher on standardised IQ tests.

Another punctured myth is that too much television viewing by Western children may account for their poorer school performance. Again, evidence for this assertion is weak. In fact, Dr Stevenson points out that it is the Japanese school children who spend more hours in front of the television set than any other group measured.

The study, 'Contexts of Achievement', was undertaken by Dr Stevenson and Dr Shinying Lee. Both are from the Centre for Human Growth and Development at the University of Michigan. Their study appears in the latest issue of *Monographs of the Society for Research in Child Development*.

The study involved 1440 Year 4 and Year 5 children attending schools in Minneapolis (USA), Taipei (Taiwan) and Sendai (Japan). The children did standardised tests which measured reading and mathematics skills. Then they were interviewed in order to reveal their attitudes towards school. Their parents, teachers and principals also were interviewed and given questionnaires in order to uncover additional information about the children's attitudes.

Interestingly, Stevenson says it was data from the parents, particularly the mothers, that were the most revealing. These data point to sharp cultural differences in parental attitudes. He is convinced that such attitudinal differences have an all-important bearing on why Chinese and Japanese children excel in school.

What are these differences? Stevenson and Lee suggest six:

* Chinese and Japanese children pay more attention to school. Stevenson and Lee write that "background information about the children's everyday lives revealed much greater attention to academic activities among Chinese and Japanese than among American children'.

(Reading passage continues over page)

Part 2 continued

* Chinese and Japanese parents are more interested and involved in their children's schooling. The researchers write: 'Members of the three cultures differed significantly in terms of parents' interest in their child's academic achievement, involvement of the family in the child's education, [and] standards and expectations of parents concerning their child's academic achievement'.

* Chinese and Japanese parents are more likely to believe that success comes from hard work, rather than from innate ability. Stevenson and Lee note that Chinese and Japanese parents instil in their children 'beliefs about the relative influence of effort and ability on academic achievement'.

They add that 'Chinese and Japanese mothers stressed the importance of hard work to a greater degree than American mothers and American mothers gave greater emphasis to innate ability than did Chinese and Japanese mothers'.

* Chinese and Japanese parents are more likely to express their child's success in school as a major goal. The two researchers write that, 'whereas children's academic achievement did not appear to be a central concern of American mothers, Chinese and Japanese mothers viewed this as their child's most important pursuit'.

* Chinese and Japanese parents are more committed to their child's schooling success. Stevenson and Lee contend that once the child entered primary school, 'Chinese and Japanese families mobilised themselves to assist the child and to provide an environment conducive to achievement'. In contrast, 'American mothers appeared to be less interested in their child's academic achievement'.

* Chinese and Japanese parents have higher standards and are more knowledgeable. The researchers report that 'Chinese and Japanese mothers held higher standards for their children's achievement than American mothers and gave more realistic evaluations of their child's academic, cognitive, and personality characteristics.

'American mothers overestimated their child's abilities and expressed greater satisfaction with their child's accomplishments than the Chinese and Japanese mothers.'

Stevenson observes that Chinese and Japanese homes, although usually smaller than American homes, are still more likely to provide a special place for the child to do homework. Furthermore, he maintains that research reveals that Chinese and Japanese pupils have better note-taking skills, better study skills and spend more hours per week on homework.

"These kids see school as central to their lives; most American students do not.'

Part 2 continued

Questions 14 - 26

The passage on the next page is a summary of part of the text. Complete the summary by choosing the correct word from the words in the box below and writing it in the appropriate box on the **Answer** Sheet. Not all of the words will be used; each word may be used more than once. The first one has been done as an example.

more	beliefs
harder	innate
effort	actively
clever	American
<i>discovered.</i>	higher
intelligence	expectations
nature	worried
lower	less
skills	myths
mobilised	Asian
realistic	pessimistic

part 2 continued

Example: A research project in the USA claims to have*ex*..... the reasons for an educational phenomenon that has intrigued people for some time.

EX <i>DISCOVERED</i>

The project claims to have found the reasons why Chinese and Japanese children are14.... achievers in their studies than other children. The study says that Asian children put more15.... into their studies and points to the belief of the children and their parents in the value of hard work over 16 intelligence. The study claims to have disproved some false 17 about the differences between children, such as that West- ern children watch18.... television than Japanese children; in fact, it is the other way round. The tests measured19.... as well as attitudes of parents, teachers and the children themselves. The attitudes of American parents tended to put 20. emphasis on the importance of hard work and to give much 21 credit to natural ability in their children's success. The Chinese and Japanese families were more22 in- volved in their children's academic life, and Chinese and Japanese mothers had higher 23 for their children's achievement. In addition, whereas 24 mothers tended to believe their children were doing better and were more able than in fact was the truth, the 25 mothers surveyed were more 26 in their assessment of their children.

Part 3. Got What It Takes To Be A Marketing Manager?

Read the passage below and answer Questions 27 -36 on page 60.

David Corkindale, Head of Marketing at the South Australian Institute of Technology, outlines 11 basic skills you must acquire if you are to make it as marketing manager in these tough times.

<p>Marketing is fast becoming key role in all sorts of tries. Many organisations exploring the role of This article spells out the abilities needed by a manager* who is lo survive prosper during the next ten Eleven trails are identified article. This list is by no finitive but constitutes the of effective marketing in the 1990s.</p>	<p>understand how competitors ence buying habits. The marketing manager skilled in analysing strengths and weaknesses, ing that analysis to her own marketing 2 The organisation of new development is critical lo survival and growth of every company.</p>	<p>First, strategic thinking much further into the forced lo think not about month's sales figures, but company performance years hence. Without (hat horizon, strategic thinking annual plan must be short- Secondly, the variables that strategic thinking arc more ous and their interactions plex than in thinking about nearer term, so the ager must be thoroughly with such tools as portfolio and the directional policy industry analysis issuc'of sustainable vantage.</p>
<p>1 Too often marketing in firms outside the fast-consumer goods companies skilled either in analysing haviour or in research.</p>	<p>The management of starts with the vigilant manager identifying a opportunity, particularly tinal monitoring of the place, the environment, his tors' activities, and the self.</p>	<p>4 Planning is the most of marketing management At worst it is an annual sued with ill grace and</p>
<p>Skilled salesmen use their to understand the factors mine whether a contact is ible into a customer. The marketing manager must stand the key factors that mine the decision to buy in the market segments that consideration.</p>	<p>The marketing manager proactive in the search for and in establishing a and proactive environment monitoring new product marketing company is products that will satisfy the of market segments, and it end that research and should be dedicated.</p>	<p>Planning is a continuing Plans too often find their drawer and arc re-under duress. A plan as a living organism, environment requires, not torical document. Planning comcof a complex process and should reflect the thinking and activity that in the preceding stages.</p>
<p>Buying factors are complex interactive system both by factors internal to and responses to external Consumer's perceptions of ual products are influenced range of product offerings them, and it is very</p>	<p>The new product introduction system, careful management of a intra company interfaces exposure of the product to ket place through test direct launch, requires marketing management</p>	<p>That activity should be therefore the plan should ously benefit from ing and analysis. Too many senior marketing manag- ers send their plans to oblivion once the annual planning exercise is com- plete. Thus, planning skills are a first requirement for the marketing manager.</p>
<p><i>*In many organisations the marketing manager is occupied by both men and women. For conven- ience I have used the term 'he' to represent either sex: no preference is intended.</i></p>	<p>3 Most marketing managers have tactical marketing skills. But the skills needed for thinking strategi cally are of a high order</p>	<p>.</p>

<p>Market research is a vital support to the marketing manager's decision-making.</p>	<p>The proactive marketing manager must be thoroughly at home with the profit and loss statement and the balance sheet, with productivity ratios, with calculating rates of return on investment, with calling-cost per customer calculations.</p>	<p>be tempted by the management game that produces dramatic short-term results, induced primarily by a desire for glory leading to promotion or enhanced self marketability.</p>
<p>Market research can best serve the manager when the skills exist to understand the scope of market research, to differentiate between good and bad research agencies, and particularly to commission good research.</p>	<p>The financial illiterate has no place in the ranks of the marketing department of the marketing company.</p>	<p>10 Managers are paid to be dynamic organisers of resources — that quality is what should separate managers from bureaucrats! But</p>
<p>The market researcher cannot be expected to specify the problem facing the marketing manager; it is the marketing manager who must identify the problem and the role that additional data will play in resolving that problem. He must also be able to calculate the cost/benefit equation relating to buying additional information.</p>	<p>8 The marketing company is a resource management enterprise. resources extend from places to place, from manufacturing back to procurement of materials, forward to distribution from factory to market place.</p>	<p>they must continually ask the question: is that company organised to serve the needs of its chosen market?</p>
<p>6 The marketing manager's job is to blend together all elements of the marketing mix, each of which represents an investment, into an optimal mix, one in which no element is out of phase.</p>	<p>The marketing company is a very complex system, each part of the system relating to all other parts of the system.</p>	<p>Since markets are in continuous change, since product offerings are likely to be in continuous change, the skill to alter the organisation of the company to meet changing needs is a skill that must be found in the marketing manager, perhaps to a much greater degree than in any other functional area.</p>
<p>The right products, existing or in process of development, the right level of service support, the right prices (right in terms of yielding optimum revenue given the demand conditions prevailing), the right channels of distribution, the right advertising support, the right sales support — all elements must work together to produce a coherent and effective market offering.</p>	<p>The system manager has an understanding of how to analyse and understand complex systems in order to make them work more effectively.</p>	<p>Every department of a company feels, as an instinct for self preservation would demand, that it is indispensable to the future survival of the company. The reality is that without full and complete co-operation between all departments survival chances are measurably reduced.</p>
<p>Productivity analysis will be an important tool in making such measurements, but the marketing manager must be a skilful energy manager.</p>	<p>The marketing manager, as senior member of the management team, must be a systems thinker and a team manager.</p>	<p>The sources of conflict between the marketing and other departments are well known, but conflict resolution requires considerable managerial skill, often of the interpersonal kind.</p>
<p>7, Long gone are the days when we left it all to the accountants. They are the historians of past errors!</p>	<p>9 The marketing manager as guardian of the company's future has a role not well understood. often the preoccupation with present-day problems, typical of the active manager's style, precludes intelligent thinking about the long term, typical of the proactive manager, the strategic thinker, living in an environment characterised by ceaselessly rapid change.</p>	<p>The highest skill is identifying potential conflict and removing its cause — preventative rather than remedial management. Much of this skill can in fact be taught and learned.</p>

Part 3. Got What It Takes to be a Marketing Manager?

Questions 27 - 36

Read the passage headed 'Got What It Takes to be a Marketing Manager?'. Listed below are eleven titles for the eleven numbered points in the passage. Write the correct point number for each title in the boxes on the Answer Sheet. The first one has been done as an example.

		Title		
I	<i>Example:</i>	Planning Skills	=	Point No. ? j
	Ex	4	=	
27.		Conflict Resolution	=	Point No. ?
28.		Organisational Ability	=	Point No. ?
29.		Commissioning Research	=	Point No. ?
30.		Strategic Skills		Point No. ?
31.		Market Behaviour Analysis	=	Point No. ?
32.		Innovation Management	=	Point No. ?
33.		Financial Management	=	Point No. ?
34.		Systems Thinking	=	Point No. ?
35.		Marketing Skills		Point No. ?
36.		Long-Term Thinking	=	Point No. ?

This is the end of the reading test

Module C Reading & Writing Practice Test 3

Write your answers to lite reading practice tests in the boxes below.

✂ You may cut out this page to make it easier to use.

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

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- *Test Number 3*

- *Writing*

Writing Task 1

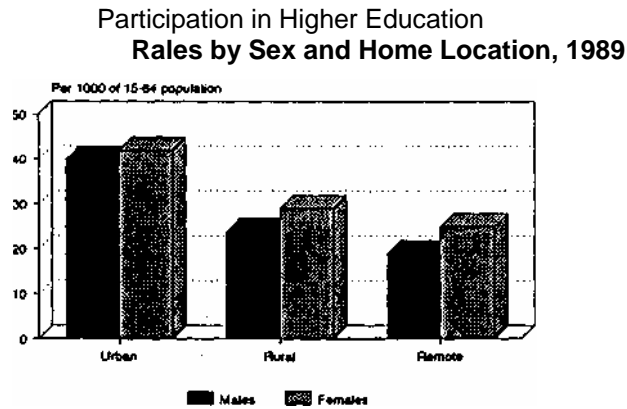
'In 1989 significantly fewer students in higher education in Australia came from rural areas than from urban areas, with an even smaller number coming from remote areas. Also, women students in higher education outnumbered male students.'

Use the statistics in the graph and the chart below to support this statement.

* You should write at least 100 words.

*You should take about 15 minutes for this task.

Figure 1.



Source: Data from DEET. Sept 1990

Figure 2.

Students in Higher Education, 1989

<i>Home area</i>	<i>Total number of students</i>	<i>% female</i>
Urban	320 561	52.3
Rural	77925	54.8
Remote	13959	54.8
Total	412 445	52.8

Writing Task 2

Write an essay for a university lecturer on the following topic:

The attitude of parents to the education of their children is more important than the quality of schools and teachers in producing well-educated people.

*You should write at least 150 words.

*You may refer to the reading passages in your answer but do not copy directly from them.

*Your essay should be well constructed to show your point of view.

*You should take about 30 minutes for this task.

Use This Space for Notes

Chapter 4







- *General Training Module* *Reading & Writing Practice Tests*
- *Test Number 1*
- *Reading*

Part 1. Dial-It Information Services

Read the following information and answer Questions 1 - Son page 69.

Dial-it Information Services

(One local call fee is charged for each call)

 Time		1194
 News		1199
 Sportsfone		1187
 Cricket and Major Sporting Events		1188
 TAB Racing Service *Day Meetings		1181
	*Night Meetings	1182
 Weather		1196
Alpine Accommodation and Snow Report	11539	Life. Be-in-It. Activities 11629
Cancer Information Service	11648	Lottery Results 11529
Cash Management Trust Information	11625	Lotto Results and Dividends 11521
Computerline	11504	NRMA Road Report 11571
Dairy Line	11638	Ski News and Weather 11547
Defence Force Careers Line	11609	Shipping Movements (Passenger and Cargo) 11551
Dial-a-Horoscope	11635	Smoking Quit Line 11640
Dial-a-Prayer	747 1555	Stock Exchange Reports Mining 11511
Dial-a-Record	11661	Oil 11517
Fire Restrictions Information	11540	Industrials A-H 11513
Fresh Food Line	11538	Industrials I-Z 11515
Gas Company Information	11535	Sydney Futures Exchange Reports Financials and Metals 11518
Hints for Healthy Living	747 1133	Rural 11519
Hoyta Cinema Programme and Session Information	11680	Television Programmes 11660
Insurance Information Service	11570	Thredbonews 11544
Job-Line	11503	Venereal Disease Information 11646

General Training Module Reading & Writing Practice Test I

Part 1. Dial-It Information Sendees

Questions 1-5

Read the information on the page headed "Dial-It Information Services". Answer the following questions by writing the correct telephone number in the box on the Answer Sheet. The first one has been done as an example.

I *Example:* What number do I telephone to find out the time?

ex	1194
----	------

1. What number do I call to find out the time of a movie at the Hoyts centre?
2. We want to go on a picnic today but don't know what the weather will be like. What number can we ring to find out?
3. What number will tell me if lighting a fire in the open is forbidden today?
4. I have invested money in some mining shares and would like to know what the value of my shares is today. What number can I call?
5. What number can I telephone to get help to stop smoking?

Part 2. University of Technology, Sydney
General Information for Students

Read the information below and answer Questions 6-12 on pages 71 to 72.

Stamps:

These are sold at the Union Newsagency at both Broadway (Level 3A) and Markets (A Block) Campuses.

⇒ Street Directory:

A copy can be found at the Students' Association Office, Level 3A, Broadway.

⌘ Lecture Timetables

Lecture timetables can be obtained from your Faculty Office, but if you are one of the many that suffer timetable hassles, the Faculty Clerk (at the Faculty Offices) will help you to sort out those frequent mix-ups. However, you can also see your nearest lecturer who is dubbed 'Academic Advisor' when performing this role.

Student ID Cards:

This piece of plastic allows you to borrow library books and table tennis equipment, get discounts at local stores, borrow sports equipment, and get cinema concessions at the smaller movie houses. It also acts as proof of identity where required. You will be given a card when you enrol. A lost card can be replaced by the Student Information Office, Level 4, Broadway.

Travel Concession Cards:

These get you half price on public transport and they are issued upon enrolment. If you lose it or you need a replacement then contact Student Information on Level 4.

Movie Concession Pass:

To get a discount on movie tickets at major cinemas you need a special card, available from the Union Office at Broadway.

☞ Library Book Return:

Just in front of the Security Office at the Broadway Campus there is a library book return box which will save you a trip to the library. Overdue books cannot be left there and must be returned directly to the library.

→- Travel:

The International Student Identity Card gets you discounts at museums, theatres, cinemas and retail outlets all over the world. It costs \$8 (plus a passport-sized colour photograph of yourself) and is only available to full-time students. It is available at the Students' Association Office, Level 3A, Broadway.

*General Training Module Reading & Writing
Practice Test 1*

part 2. University of Technology, Sydney
General Information for Students

Questions 6-12

From the information in Part 2 of the reading section, answer the following questions by writing the letter corresponding to the correct answer in the boxes on the **Answer Sheet**. The first one has been done as an example.

- Example:* To replace a lost student ID card you would:
- (a) Go to the Students' Association Office, Level 3A, Broadway
 - (b) Go to the Union Office at Broadway
 - (c) Go to the Student Information Office, Level 4, Broadway

Ex C

6. A copy of a Sydney Street Directory can be found at:
- (a) Students' Association Office, Level 3A, Broadway
 - (b) Student Information, Level 4
 - (c) Union Newsagent, Level 3A
7. To purchase stamps you would go to:
- (a) The Students' Association Office, Level 3A, Broadway
 - (b) The Union Newsagency
8. Overdue library books:
- (a) can be returned in the library book return box near the Security Office at the Broadway campus
 - (b) must be returned to the library itself

Part 2 continued

9. A lost travel concession card can be replaced by contacting Student Information on:
- (a) Level 3
 - (b) Level 2
 - (c) Level 4
10. Do you need a special card to get a discount on movie tickets?
- (a) Yes
 - (b) No
 - (c) It depends on the movie house
11. Can you use your student ID card to get a half price concession on public transport?
- (a) Yes
 - (b) No
 - (c) It depends on the form of transport
12. If you have a problem with your timetable, you can get help from your lecturer and also from:
- (a) the Students' Association
 - (b) the Student Information Office
 - (c) the Faculty Clerk at the Faculty Offices

part 3. TAPE Course Descriptions

Questions 13 - 20

Read the TAPE course descriptions in Part 3 of the reading passages, on pages 74 to 75. Each course has a Course Number. From the descriptions given, match the Course Titles below to their description by writing the Course Number in the boxes on the Answer Sheet. The first one has been done as an example.

	Course title	Course number
	<i>Example:</i> Accounting	
		Ex 8635

- 13. Creative Arts - (Visual Arts)
- 14. Pilot Licence, Commercial
- 15. Management
- 16. Travel and Tourism
- 17. Public Administration
- 18. Garment Cutting - Trade
- 19. Sewing Machine Maintenance - Trade
- 20. Creative Arts - (Music)

Part 3. TAPE Course Descriptions

Read the following information and answer Questions 13 - 20 on page 73.

Course No: 5418
Award: Associate Diploma
Stage I
Creative Studies I
Art theory I
* Painting I
* Ceramics I
• Fibre I
* Photography I

* Printmaking I

* The student will select two of the subjects marked with an asterisk, one will be continued as a major study for the duration of the course

Course No: 5419
Award: Associate Diploma
Stage I
Major instrumental elective
Minor instrumental elective
Harmony & composition I
History of music I
Ensemble & conducting I
Electronic music & recording I
Concert practice I
Aural training I

Music in the community I
General education elective

Course No: 8635

Award: Associate Diploma
Attendance: Two years, thirty-six weeks, 18 hours per

week (1476 hours total); Four years, thirty-six weeks, nine hours per week (1260 hours total); Available Externally

In this course, students develop the skills necessary to become professional accounting personnel. Students become proficient at understanding and processing financial data, from which they learn to produce reports, financial statements, analyses and forecasts. The accounting information, which they learn to produce, complies with institutional, legal, social and managerial standards.

Course No: 8510

Award: Advanced Certificate
Attendance: Three years, thirty-six weeks, six hours per week (648 hours total)
In this course, students become familiar with the broad fields covered by the public administration, and the relationship between the social, political, financial and managerial aspects of government. Students also develop the skills and attitudes necessary for coping with technological and organisational change. The course has been designed around five strands: Finance and Economics, Management and Organisation, Communication, Office Administration and Public Administration.

Course No: 0843
Award: Certificate

Attendance: Three years, eight hours per week

This course provides the theoretical and practical training required by garment cutters in the clothing industry. On completion of the course, they should be capable of drafting, culling and grading a basic fabric width, and understanding the processes of garment construction operations for mass production and special-measure orders in clothing manufacture.

In particular, the course provides training in metric measurements related to a variety of anatomy, body proportions and body types. Students learn to apply the concepts of design and pattermaking theory to garment styling, to understand the basic colour theories, and line and shape considerations.

In addition, students learn about the use and maintenance of cutting-room equipment, organisation and processes.

General Training Module Reading & Writing Practice Test 1

part 3 continued

Course No: 3534 -
Award: Associate Diploma

9

This course is designed for persons pursuing or developing careers at management level in the sales, marketing and related administrative areas of the travel and tourism industry. It provides education and training related to those occupations in the following kinds of firms and organisations, travel agencies, tour operators, tour wholesalers, regional and national tourism organisations, and in sales-marketing facets of airlines, other carriers, hotels and other accommodation businesses.

Compulsory subjects

Geography
Economics
Tourism I
Marketing I
Business and consumer psychology
Business communication
Statistics
Tourism II
Management I
Marketing II
Financial management
Business law
Marketing III

Course No: 3519
Award: Advanced Certificate
Attendance: Three years, thirty-six weeks, six hours per week (648 hours total)

This course has been designed to assist the individual's advancement to the position of manager of a profit centre in a small or medium size corporation, or in the division or branch of a large scale organisation. It aims to develop his or her ability to function effectively in specialist area, such as sales management, understand the work performed in other functional areas, such as finance, marketing, production and personnel departments, and direct the managerial functions of planning, organising, directing and controlling. Satisfactory completion of the course together with relevant work experience can lead to membership of the Australian Institute of Management and the Management Graduate Society.

Course No: 0842
Award: Certificate

Attendance: Three years, eight hours per week (8)

Trainee mechanics receive theoretical and practical instruction so that they may efficiently service the various

machines used in apparel plants. An understanding is developed of the importance of maintaining the best possible production-flow through the various departments of the plant and-a mechanic's responsibilities in relation to this concept.

Entrance requirements: None

Stage I
Workshop procedures I
Textiles process theory I
Sewing machine servicing I

Course No: 3103
Award: Statement of Attainment
Attendance: Eighteen weeks, twelve hours per week, part-time, or nine weeks full-time.

This course prepares students for the appropriate nations set by the Civil Aviation Authority. Enrolments will be accepted either for the full course or for dual subjects.

Applicants should have completed the Private Pilot Licence theory examinations.

Subjects
Aeroplane performance and operation
Engines, systems and instrumentation
Meteorology

Navigation and flight planning
Principles of flight
Flight rules and radio procedures

Part 4. The TAPE Tertiary Preparation Certificate

Read the following passage and chart and answer Questions 21 - 34 on pages 78 to 79.

The Tertiary Preparation Certificate (TPC) is a matriculation course for mature age students. The TPC aims to help students develop confidence and competence in a range of skills. It is particularly suitable for people who have not studied for some time, and who need to develop effective study skills. These skills include: use of a library, writingskills (including word usage, essays and report writing), speaking to small groups of people, techniques for successful independent learning, note taking, organising lesson material, presenting seminars, efficient reading and research techniques.

Successful completion of the TPC will allow entry to TAFE Diploma and Associate Diploma courses. The TPC is accepted by most universities and tertiary institutions for entry into most courses. It is also recognised by the NSW Public Service, the Defence Forces, and the NSW Police.

NOTE: The completion of a TPC course does not guarantee eligibility for entry into all tertiary institutions or courses. You should contact the relevant tertiary institution(s) to ensure you are eligible for entry into the course and institution of your choice.

Entry Requirements

The entry requirement for TPC courses is either the NSW School Certificate or TAFE's Certificate in General Education, or equivalent. Students who lack these qualifications need to show that they could succeed in the course. In general, preference will be given to older students.

Age: Minimum age 18 years at time of enrolment.

Attendance: Full-time — weekly attendance is 22 hours (1 year course);

Part-time — weekly attendance is up to 11 hours (2 year course)

The Course

There is only one compulsory subject — Language and Learning Skills. Other subjects include: (Anthropology, Australian Politics and Government, Australian Society, Biology, Chemistry, Computing, Experimental Processes, Education and Society, Environmental Studies, Literature, Mathematics, Media Studies, Physics, Statistics, The Australian Economy, and World History Turning Point.

The grid on the next page shows which colleges offer the TPC course. Not all colleges offer all subjects. You must ensure that the subjects you select will allow you entry to your chosen course(s). For example, most tertiary science courses require a background in mathematics and chemistry and/or physics.

If you wish to enter a university course you must complete at least five subjects (a total of ten semester units of study). If you wish to enter a TAFE Diploma or Associate Diploma you must complete at least four subjects (eight semester units of study). You may find it helpful to discuss your subject selection with a TAFE Counsellor.

Assessment

TPC students are assessed throughout the year. The final mark includes written assignments, tutorials, practical work and tests. Assessment tasks are worth 80 per cent of the total mark for each subject. The end-of-year examination is worth 20 per cent of the total mark for each subject. The TPC is assessed by TAFE.

Expected locations of T.P.C. and subjects 1991

COLLEGE SUBJECT	ARMIDALE	RATHURST	BLACKTOWN	CAMPBELLTOWN	CESSROCK	DOVER HEIGHTS	GOSFORD	GOLLBURN	GRANVILLE	GRIFFITH	GUNNEDAH	INVERELL	KATOONBA	LISMORE	LIVERPOOL	MEADOWBANK	MOREE	MT DRUITT	NEWCASTLE	NORTH SYDNEY	NOWRA	PENRITH	RANDWICK	SHELL HARBOUR	ST GEORGE	SYDNEY	TAMWORTH	TAREE	TUWUT	WOLLONGONG		
	Anthropology		•	•						•			••		•			•	•				•				•					
Australian Economy			•			•		•							•	•			••	•		••	•		•	••						
Australian Politics & Government		•		••		•						••		•								•		•		•	•			•		
Australian Society	•			•	•		•	•	•	•				•	•	•	•				•	••	•	•	•	•	•	•	•	•		
Biology	•		•	••	•	•			•				•	•	•				•	••					•	•					•	
Chemistry														•	•				••			••				•		•				
Computing	•	•		••	•		•	•			•	••						••	•			••	•	•		•	•					
Experimental Processes				••															••							•						
Education & Society				•																		••					•			•		
Environmental Studies		•	•	•	•	•	•		•		•	••	••			•	•	•	•	••	•	•	••	•	•	••	••		•	•	•	
Language & Learning Skills	•	••	•	••	•	•	•	•	••	•	•	••	••	•	•	•	•	•	•	•	•	••	••	••	•	••	••	•	•	•	•	••
Literature			•	••		•	•		•	•		••	•		•	•			•		•	•	•	•	•	•	•	•	•	•	••	
Mathematics I, II, III		••	•	••	•	•	•		•	•				•				••	••		•		•	•		•	•				•	
Media Studies	•		•	•				•	•	•		••	••	•	•			•		•	•	••	••			•	•	•			•	
Physics																			••			•				•						
Statistics	•		•	••	•		•		•				••	•	•				•	••	•	•	••	•	•	••	•			•		
World History Turning Point		•	•	••	•				•	•			••		•	•	•	•	•	•	•	•	•	•	•	••	•				•	

KEY: ● DAY CLASSES
○ EVENING CLASSES

All courses will be offered subject to sufficient enrolments.
In each case check with the college to confirm subjects.

General Training Module Reading & Writing Practice Test 3

Part 4. The TAPE Tertiary Preparation Certificate

Questions 21 -29

Read the passage on page 76. The passage below is a summary of some information about the TPC. Use the information in the passage to complete the text by choosing the correct word from the words in the box below. Write your answer in the boxes on the Answer Sheet. The first one has been done as an example. Note that there are more words than spaces. Each word can be used only once.

Example: The Tertiary Preparation Certificate will be offered at several TAFE Colleges in 1991 as a one year *example*.....-time course.

Ex	Full
----	------

The weekly attendance by a full-time student in this course is21 ... hours per week. The course aims at giving students confidence as well as22 in a range of skills which will help them in their23..... studies at TAFE colleges and universities. Most students who take the TPC will not have studied... 24..... and may have left school some time ago, as the course is especially designed for25..... age students. There is one..... 26..... subject and many others to choose from, depending on the college. In the TPC,27..... is continuous throughout the year; tasks such as written assignments, tutorials and practical work are worth..... 28..... of the total mark for each subject, and the end-of-year examination is worth..29

optional	20%	future	recently	plan
assessment	80%	compulsory	mature	22
assignment	full	competence	soon	current
100%	tasks	obliged	younger	necessary
nothing	old	11	essays	

Part 4 continued

Questions 30 - 33

From the information in the chart 'Expected Locations of TPC and Subjects 1991', decide if the following proposed subjects are possible or not. Write Yes in the box on the Answer Sheet if the proposed subjects are possible; write No if the subjects are impossible. The first one has been done as an example.

Example: Biology and Media Studies at Granville

<i>ex</i>	Yes
-----------	-----

30. Education and Society, and Statistics at Liverpool
31. Statistics in the evening at Sydney
32. Biology, Computing and Mathematics in the evening at Campbelltown
33. Physics and Computing at St. George

Question 34

From the information in the same chart, answer the following question. Write your answer in the box on the Answer Sheet.

34. What subject is missing from this list of subjects available at North Sydney College of TAFE?

Subjects offered:

* Australian Economy	* Statistics
* Environmental Studies	* Australian Society
* Language and Learning Skills	* Media Studies
* World History Turning Point	

Part 5. Ready, Get Set, But Know What You're Going For

Read the passage below and answer Questions 35 - 40 on page 81.

Being a member of a university's chocolate club or campaigning in its local conservation group are not the only requirements necessary for adaptation to life on campus.

This is the advice of 20-year-old Michael Francis, a second year student at the University of NSW, who, like other students, believes newcomers to tertiary life can make it if they follow their own rules.

Many would say Michael entered university the hard way — he didn't get enough marks when he completed his Higher School Certificate at Waverley College in 1987, so he did it again in 1988 at Randwick Technical College. One year later and 150 marks more, Michael was accepted into the social science course at the University of NSW with an entry score of 355.

'It took me six months to adapt and feel confident about myself and I can honestly say it has taken others up to a year to fit in,' Michael said.

Michael felt that he matured fast at technical college last year, where he was constantly surrounded by older people and required to do a lot of work on his own.

Michael said that while he loved being at university, he had several criticisms about the university system in general.

'There needs to be some sort of bridge between Year 12 and first year at university because students need to be told what to expect on enrolment day. Perhaps they should visit the university and meet students before they go there.'

Michael described university as being intimidating at first — being in tutorials with older people who seemed to have so much knowledge — but said students must realise they too had knowledge in other areas. 'Students should not be embarrassed if they make mistakes — everybody makes mistakes.'

Kylie, 18, knew she had made the right move when she started the Bachelor of Business Management course at the University of Western Sydney this year. However, she said one of the biggest problems many students had was choosing the most suitable course. Kylie put a great deal of thought into her future when she left Blaxland High School last year. She made the choice knowing that she wanted a job which would pay well, allow her some freedom and time to bring up

children later on.

'The hardest thing at university is keeping up with the pace,' Kylie said. 'University is different to high school as students are left to work on their own and if they fall behind they're in trouble.'

Kylie said she was lucky that some of the lectures were held in small groups and that the lecturers at the university were approachable.

'There appears to be less work at university than at school, but we are required to work much faster. Sometimes you can go three weeks with next to nothing to do and then all of a sudden mid-semester exams and assignments just hit you.'

Students needed to be able to learn quickly if they were contemplating tertiary study and should start thinking about assignments as soon as they were given them.

The major difference between university and school was that at university students did their own 'pacing', she said.

Narelle Oxley, 18, has wanted to be a nurse since she was a young girl. She started her three-year course at Charles Sturt University, Mitchell campus, last year and has not run into any problems so far.

'I don't really know how different university life at Charles Sturt is to life in a city university — I would imagine it is the same,' she said.

'The first couple of weeks were scary because I felt alone. But then I realised that all the students were in the same boat.'

It was totally different from school because there were more essays, and students seemed to help you more. Whereas at school there was so much competition and little help from classmates, she said.

'It is more relaxing at university and lectures are so different to the classroom atmosphere. I thought lectures would be difficult, but the lecturers are helpful, often dictating the important parts.'

Narelle suggests that students try to make the right decision in the beginning, rather than starting a course, finding out they don't like it, then either dropping out or seeking a transfer.

part 5- Ready, Get Set, But Know What You're Going For

Questions 35 - 40

Read the passage headed 'Ready, get set, but know what you're going for'. Listed below are paraphrases of the opinions of the three students about tertiary study. In the boxes on the Answer Sheet write one letter to show whose opinion each statement is:

Write: M for Michael Francis
K for Kylie Dance
N for Narelle Oxley.

The first one has been done as an example.

Example: Joining clubs and societies at college is not the only thing you should do to adapt to life on campus.

Ex m

35. It may take six months or a year to feel that you belong at college.
36. There seems to be less work at university than in high school but a lot of assignments can fall due at the same time.
37. The first few weeks are frightening but after that students realise that there are many students who have the same problems.
38. Other students seem to be more helpful at university than at school, and there is less competition.
39. Year 12 students need to be given more information about university life and enrolment procedures before they go there.
40. Every student at university is responsible for how fast or how slowly they work. They should not fall behind.

This is the end of the reading test

**The answers to all the reading questions are in Chapter 7,
beginning on page 162.**

General Training Module Reading & Writing
Practice Test I

Write your answers to the reading practice tests in the boxes below.

✂ You may cut out this page to make it easier to use.

Answer Sheet			
<i>i</i>		21	
2		22	
J		23	
4		24	
S		25	
6		26	
7		27	
8		28	
9		29	
10		30	
11		31	
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	

This page has been deliberately left blank.

General Training Module Reading & Writing Practice Test 1.

T

Test Number 1

Writing

Writing Task 1

Write a letter to the Information Officer at the TAPE Information Office asking for information about the Tertiary Preparation Certificate. Describe your educational background and your reasons for wanting to do the course.

- * You should write at least 80 words.
- * Allow yourself 15 minutes for this task.

General Training Module Reading & Writing Practice Test 1

Writing Task 2

Many students going to tertiary colleges for the first time find it difficult to adjust to their new life because it is so different from high school.

Write a short report with suggestions for new students to help them to survive in tertiary study. Include suggestions about making friends, study habits, leisure activities and how to make best use of the college facilities.

*You should write at least 250 words.

* You may use ideas from relevant reading passages but do not copy words or phrases directly from them.

*You should spend about 30 minutes on this task.

Use This Space for Notes

□ *Test Number 2*

□ *Reading*

Part 1. University of Technology, Sydney. Information Evenings

Read the following advertisement and answer Questions 1 and 2 on page 91.



Kiirring-gai Campus

INFORMATION EVENINGS

Bachelor of Business
Wednesday 29 August, 6.30pm

Diploma of Applied Science (Nursing)
*Wednesday 15 August, 6.00pm and Monday
17 September, 6.00pm*

Bachelor of Applied Science (Information)
Bachelor of Education (Teacher Librarianship)
& Postgraduate Information Courses
Tuesday 28 August, 6.30pm

Bachelor of Arts (Human Movement Studies)
Bachelor of Arts (Leisure Studies)
Bachelor of Arts (Tourism Management)
Contact Schools for details 413 8497

Bachelor of Education (Primary), Sandwich
Bachelor of Education (Teacher Librarianship)
Friday 7 September, 6.30pm

Telephone Enquiries: 413 8200

part 1. University of Technology, Sydney. Information Evenings

Questions 1-2

Read the advertisement on page 90 and answer the questions below by writing the correct letter in the box on the **Answer Sheet**. The first one has been done as an example.

Example: If I am interested in studying Business I should go to find out about the course on:

- (a) Tuesday 15 August at 6pm
- (b) Wednesday 25 September at 7pm
- (c) Wednesday 29 August at 6.30pm

Ex C

1. To find out about Nursing studies I can go to the information evening on:
 - (a) Wednesday 29 August at 6pm
 - (b) Wednesday 15 August at 6pm
 - (c) Monday 17 September at 6pm
 - (d) Either (b) or (c) above

2. To find out about Tourism studies I should:
 - (a) telephone 413 8497
 - (b) attend the information night on Friday 7 September at 6.30pm
 - (c) attend the information night on Wednesday 15 August at 7pm

- Test Number 2*
- Reading*

Part 1. University of Technology, Sydney. Information Evenings

Read the following advertisement and answer Questions 1 and 2 on page 91.



Kiirring-gai Campus

INFORMATION EVENINGS

Bachelor of Business
Wednesday 29 August, 6.30pm

Diploma of Applied Science (Nursing)
*Wednesday 15 August, 6.00pm and Monday
17 September, 6.00pm*

Bachelor of Applied Science (Information)
Bachelor of Education (Teacher Librarianship)
& Postgraduate Information Courses
Tuesday 28 August, 6.30pm

Bachelor of Arts (Human Movement Studies)
Bachelor of Arts (Leisure Studies)
Bachelor of Arts (Tourism Management)
Contact Schools for details 413 8497

Bachelor of Education (Primary) Sandwich
Bachelor of Education (Teacher Librarianship)
Friday 7 September, 6.30pm

Telephone Enquiries: 413 8200

part 1. University of Technology, Sydney. Information Evenings

Questions 1-2

Read the advertisement on page 90 and answer the questions below by writing the correct letter in the box on the Answer Sheet. The first one has been done as an example.

i

Example: If I am interested in studying Business I should go to find out about the course on:

- (a) Tuesday 15 August at 6pm
- (b) Wednesday 25 September at 7pm
- (c) Wednesday 29 August at 6.30pm

Ex	C
----	---

To find out about Nursing studies I can go to the information evening on:

- (a) Wednesday 29 August at 6pm
- (b) Wednesday 15 August at 6pm
- (c) Monday 17 September at 6pm
- (d) Either (b) or (c) above

2. To find out about Tourism studies I should:
- (a) telephone 413 8497
 - (b) attend the information night on Friday 7 September at 6.30pm
 - (c) attend the information night on Wednesday 15 August at 7pm

Part 3. Consumer Bookshelf

Read the following descriptions of books and answer Questions 8 -13 on page 95.

Book 1: A very interesting and comprehensive book, especially if you want to do something practical to 'green' Australia. It offers constructive techniques for the regeneration of native species in both urban and rural settings. Chapters on botany, plant ecology, weeds, regeneration techniques, bushland management and project management are extremely well illustrated with colour photos and diagrams. A beautiful book and a real bargain.

Book 2: Cut your energy bills and maximise the efficiency of your home with this specialised consumer guide.

Book 3: David Suzuki gives an excellent introduction to the topic of environmental science. Children aged 7-14 should enjoy this book with its interesting projects and activities — from testing air for pollution to making recycled paper.

Book 4: Anyone who uses pesticides in the house or garden would benefit from this book about the hazards of their use and about safer alternatives.

Book 5: If you want to avoid the plethora of specialised, packaged cleaning products (and pesticides) available and make your own from basic ingredients such as vinegar, baking soda and pure soap, this little book offers recipes trialled by the author and her friends.

Book 6: How much do you really know about the greenhouse effect? Written in a very readable style, this book fulfils the need for clear, scientifically accurate and useful information about the greenhouse effect and its impact on Australia's climate, patterns of land use and energy consumption. A sobering book, but also helpful.

Book 7: Advice on which products are the most environmentally friendly to buy, and also an interesting and comprehensive explanation of the major environmental issues affecting Australia. Find out why the critics agree this is the best book of its kind.

Part 3. Consumer Bookshelf

Question 8 -13

Read the descriptions of books in Part 3 of the reading passages. Answer Questions 8 -13 by matching the book titles below to the descriptions. Write the number of the book in the box on the Answer Sheet. The first one has been done as an example.

!

Example: Helen Wellings, *Home Energy Guide*

<i>Ex</i>	2
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8. David Suzuki, *Looking at the Environment. Activities for kids.*
9. Dr Ian Lowe, *Living in the Greenhouse. What to Expect; What to Do.*
10. Paul Rogers, *Safer Pest Control for Australian Homes and Gardens.*
11. John Elkington and Julia Hailes, *The Green Consumer Guide.*
12. Barbara Lord, *The Green Cleaner. How to Clean Nearly Everything.*
13. Robin A. Buchanan, *Bush Regeneration. Recovering Australian Landscapes.*

Part 4. A Guide to Toxics in the Home

Read the following passage and answer Questions 14 • 20 on page 97.

Widespread contamination of groundwater, soil and air is not entirely due to the irresponsibility of large industry. While this is a major factor it is also true that you and 1 in our everyday lives are contributing to the slow poisoning of the planet. Commonly used substances such as many types of paint thinners, household pesticides, cleaners and solvents and some produce hazardous waste.

This fact sheet brings good news. There ARE alternatives to 'household toxics'. Some of these products take time to prepare but they're cheaper than commercial products and, more importantly, they represent an investment in the future of the planet.

Household Cleaners and Polishes. When cleaning your home, keep in mind that you don't have to replace grease and dirt with chemicals dangerous to your family and the environment.

Most of your household cleaning needs can be met with seven simple ingredients: vinegar, pure soap, bicarb soda, washing soda, borax, cloudy ammonia and strong solution ammonia. All these are available in your local supermarket or chemist. Various combinations of these simple substances can accomplish most household cleaning jobs cheaply and safely. Use caution with all cleaners and remember that even environmentally sound cleaners may be unsafe if consumed.

All Purpose Cleaner (Mild Mixture):	Key
4L hot water	1 C = 1 Cup = 250ml
1/4 C cloudy ammonia	1 T = 1 Tablespoon
1 T bicarb soda	1 l = 1 Teaspoon
	1 L = 1 Litre

This solution is safe for all surfaces, can be rinsed with water, and is very effective for most jobs. For a stronger cleaner or wax stripper, double the amounts of all ingredients except water. Use gloves and do not mix with other compounds, especially chlorine bleach.

WARNING: Never mix ammonia and bleach: an extremely toxic gas is produced.

Laundry. The best alternative for cleaning your clothes is pure soap! Soap has accomplished the task of getting garments white and bright for generations. Try this recipe for washing: Add 1/3 C washing soda (sodium carbonate) to water as machine is filling. Add clothes. Add 1/2 C of soap flakes. If water is hard, add extra washing soda. The following list gives some specific solutions for stains:
HEAVILY SOILED: Rub with solution of 2 T washing soda in 1 C warm water. FRUIT AND WINE: Imme-

diately pour salt or hot water on the stain and soak in milk before washing. GREASE: Pour boiling water on stains and follow with dry bicarb soda. Or try ammonia and water. INK: Soak in milk or remove with hydrogen peroxide. BLOOD: Soak in warm water or remove with hydrogen peroxide. For a more stubborn stain, mix cornflour or talcum powder with water and apply mixture. Allow to dry and brush away. COFFEE: Mix egg yolk with lukewarm water and rub on stain. CLEWING GUM: Rub with ice. Gum will flake off. Alternatively try a dab of eucalyptus oil. LIPSTICK: Rub with cold cream and wash with washing soda.

Ovens. Combine strong version of all purpose cleaner with bicarb soda: wear gloves when scrubbing. An easier oven cleaner is ammonia. (CAUTION: this ammonia is strong solution ammonia available only from chemists. It is a very caustic solution and great care should be taken with handling. Rubber gloves should be worn. If skin contact should occur wash with water immediately and bathe affected area with vinegar, a neutralising solution.) Place about 1/4 C of ammonia in a shallow pan (not aluminium) and add enough hot water to cover the bottom of the pan. Heat oven for 20 minutes, turn off and place pan in oven overnight. Take care to avoid inhaling ammonia fumes. Baked on food will be loosened, then the oven can be cleaned with bicarb soda and scrubbing.

Uathroom. Most commercial tile cleaners do more harm than good because they contain chlorine, a irritant to nose, eyes and skin and one of the most dangerous chemicals found in Australian sewers. For general bathroom cleaning, use a firm bristled brush with either bicarb soda and hot water or a mild version of the all purpose cleaner. To clean toilet apply a thick paste of borax and lemon juice to stubborn areas. Leave for two hours and scrub. Alternatively, a strong solution of vinegar can be used.

Garden Pests. Pesticides carry the suffix 'icides' which means 'killer'. Natural pesticides are cheaper and safer for your family and pets. Here are three alternative pest sprays. SOAP: Use only pure soap, detergents will damage your plants. Liquid soaps: 2 T per litre of water. Dry soaps: 50 grams per litre of water. TOBACCO WATER: This can be used against soft bodied insects such as aphids, thrips and caterpillars. Place a large handful of tobacco in 4 litres of warm water. Let stand for 24 hours. Dilute and apply with a spray bottle. This tobacco water is poisonous to insects. Use caution when handling. HOT PEPPERS: Blend 2 or 3 very hot peppers, 1/2 onion and 1 clove garlic in water, boil, steep for two days, and strain. This spray does not damage indoor or outdoor plants.

Part 4. A Guide to Toxics in the Home

Questions 14 - 20

Read the passage headed 'A Guide to Toxics in the Home'. Answer the following questions in the boxes on the Answer Sheet. The first one has been done as an example.

Example: What do many commonly used household substances produce that damages the environment?

Ex Hazardous waste

14. Do safe alternatives to environmentally dangerous household cleaners cost more or less than the commercial products?

15. If we take the advice of the writer of the passage, how many basic ingredients do we need to do the household cleaning?

16. What do you mix with bicarb soda and cloudy ammonia to make a general all purpose household cleaner?

17. Does milk help to remove wine stains from clothing? (Yes/No)

18. What very dangerous chemical can be used with care to clean ovens?

19. What serious skin irritant is found in most commercial tile cleaners?

20. Of the three alternatives to commercial plant sprays for use in the garden, which one is dangerous for humans?

Part 5. What Do Humans Eat?

Questions 21-29

Complete the text on the next page by choosing the correct word from the box and writing it in the boxes on the Answer Sheet. Note that there are more words than spaces. Each word can be used only once. The first one has been done as an example.

crops	diet	meat	consume
available	nutritional	little	cultural
increased	technological	doing	availability
religious	trying	trial	great

Part 5 continued

Example: People eat very different foods. In Australia, for example, the variety of restaurants in the major cities reveals the varied *example* of people from different ethnic and cultural backgrounds.

Ex continued

Although some people eat no meat at all, as a whole Australians21 more meat and sugar than any other nation. The reasons for the different food customs in the world may be due to22.... differences between countries, as shown by people from different countries choosing and eating quite different foods, and preparing them in many different ways. The reasons may also be 23 as we can see in the religious beliefs about food that particular groups have. If we look at history, we can see that food habits developed because of the24.?... of food, fashions in food and cultural influences. But how did people know what was good for them to eat and what was not good or even poisonous? It is likely that early humans learnt what to eat and what not to eat by25.... once all the kinds of food naturally available to them in their environment. Later, when people began to grow26.... and keep domesticated animals, the amount of food 27.... increased .

In the 20th century much attention has been paid to food processing and technology, but we have remained aware of the need to retain28.... value in processed foods. Many processed foods retain much of their value as nourishment, but in developed countries at least a dietary problem can arise because many foods of29.... nutritional value are now readily available as processed foods and are probably overconsumed.

Part 6. UTS — A Smoke-Free Zone

Read the following passage and answer Questions 30 - 38 on pages 102 to 103.

'To achieve a smoke-free working environment, smoking will not be permitted inside any building on any campus of the University or in any vehicle owned by the University from April 1, 1990.'

The 'Smoke-Free Working Environment' policy at UTS was implemented in two stages:

Stage 1: an introductory stage which allowed staff and students who smoke time to consider the effects of this policy on themselves. This stage also provided assistance to smokers who wished to quit, and it allowed for the adequate signposting of buildings and vehicles. Stage 1 began on January 1, 1990.

Stage 2: from April 1, 1990 smoking was totally prohibited in any building on any campus and within vehicles owned by the University.

The general aim of the gradual implementation was that by April 1, 1990, staff, students and visitors would have accepted that they cannot smoke in the buildings and facilities of the University of Technology, Sydney in the same way that people now accept that they cannot smoke in public transport, public hospitals or cinemas. Advertisements for positions vacant at UTS now carry an explanatory note stating 'This University has implemented a "Smoke-Free Working Environment" policy'.

Reasons for this Policy

Section 15 of the Occupational Health and Safety Act, 1983 states that 'Every employer shall ensure the health, safety and welfare at work of all his employees.' It also states the employer should 'provide or maintain a working environment for his employees that is safe and without risks to health ...'. The penalty for not complying with these statements is \$100,000 in the case of a corporation and \$10,000 in other cases.

The University therefore has a legal obligation to comply with the Act or risk incurring prosecution and a subsequent fine. UTS, by implementing this policy, will also safeguard itself against potential workers' compensation or damages claims from employees or students who have been exposed to passive smoking.

Smoking

Smoking is the largest single preventable cause of death in Australia today. Approximately 23,000 Australians die each year as a result of diseases caused by smoking.

Short-Term Effects: * increased heart rate * increased blood pressure * increased production of stomach acid * increased levels of carbon dioxide, causing dizziness * increased hand tremor * decreased urine formation * decreased sensation of taste/appetite/smell * decreased physical endurance * irritation of allergies * staining of teeth and fingers * production of halitosis (bad breath).

Long-Term Effects: * narrowing/hardening of blood vessels in heart and brain * shortness of breath, cough and respiratory infections * chronic bronchitis * cancer of lung/larynx/kidney/oesophagus/bladder/mouth * stomach ulcers.

Liabilities and Loss to Employers

To December 1986 there were seven successful passive smoking workers' compensation cases in Australia. Settlements ranged from \$8,000 to \$20,000. (In four of these cases settlements were undisclosed.)

passive Smoking

Passive smoking involves either smokers or non-smokers inhaling either side stream and/or exhaled smoke. Research has identified the following effects on non-smokers experiencing passive smoking:

Acute: * eye irritation * coughing and headaches * asthmatic non-smokers have shown declines in respiratory function;

Chronic: * increased risk of lung cancer * increased risk of lung damage * increased risk of coronary heart disease.

There are many misconceptions related to passive smoking. These issues include: chemical exposure of non-smokers to mainstream and exhaled smoke; the priority of passive smoking as opposed to other safety issues; the invasion of privacy of smokers; ventilation and airconditioning.

Research has dealt with these issues to show that:

- chemical exposure to non-smokers from mainstream and exhaled smoke is significant;
- the health problems associated with passive smoking are a matter of priority as are other safety issues;
- the matter of choice exists with both smokers and non-smokers. Not only may smokers choose to smoke but non-smokers may also choose not to breathe main- stream or exhaled smoke;
- many non-smokers remain silent so as not to enter into conflict with co-workers or be branded as troublemakers by unsympathetic management;
- typical airconditioning may be overwhelmed by pollutant levels produced by smokers.

Further Facts on Smoking

Lost Working Days: In 1981 a total of 8.4 million working days were lost in Australia from absenteeism due to smoking-related illness.

Accidents: Research has shown that smokers have higher accident rates than non-smokers.

Cleaning and Maintenance Costs: American industries that have introduced non-smoking policies have reported 10-15 per cent savings on cleaning maintenance costs.

Life Insurance Policy Costs: Most Australian Life Assurance companies now offer reduced premiums to non-smokers and ex-smokers.

Fires: In 1980 the Board of Fire Commissioners of NSW found that discarded cigarettes or matches caused a total of 13,600 fires (including 900 building fires).

Information supplied by *Iht* UTS Occupational Health and Safety Branch.

Part 6. UTS — A Smoke-Free Zone

Questions 30-38

Read the passage on pages 100-101. Choose the correct answer for the following questions and write its letter in the box on the **Answer Sheet**. The first one has been done as an example.

Example: When did the total prohibition on smoking in campus buildings and vehicles begin?

- (a) April 1, 1990
- (b) January 1, 1990
- (c) April 1, 1991

Ex a.

- 30. In which of the following places is smoking generally prohibited in Australia?
 - (a) hospitals
 - (b) public transport
 - (c) cinemas
 - (d) all of the above

- 31. As well as its legal obligation as an employer, which of the following reasons is given in the passage for the University's non-smoking policy?
 - (a) Public opinion has forced all public institutions to ban smoking indoors
 - (b) The University is concerned about the health of students
 - (c) The University wishes to protect itself against potential workers compensation claims from employees or students exposed to smoke

- 32. How many Australians die each year as a result of diseases caused by smoking?
 - (a) Approximately 230,000
 - (b) Approximately 23,000
 - (c) Approximately 2,300

part 6 continued

33. Which of the following descriptions best describes passive smoking?
(a) smoking but not inhaling very deeply
(b) breathing in smoke breathed out by other smokers
(c) breathing in smoke either exhaled by other smokers or simply from their burning cigarettes
(d) giving up smoking
34. How many successful passive smoking workers' compensation claims have there been in Australia?
(a) none
(b) 8,000
(c) at least seven
35. Passive smoking can cause which of the following effects?
(a) increased risk of lung cancer
(b) eye irritation
(c) coughing and headaches
(d) greater risk of heart attacks
(e) all of the above
36. 'Airconditioning safely removes the pollutants produced by smoking from a typical building.' Is this statement:
(a) supported in the reading passage
(b) contradicted in the reading passage
(c) not mentioned in the reading passage
37. 'People who smoke have fewer accidents than people who don't smoke.' Is this statement:
(a) supported in the reading passages
(b) contradicted in the reading passages
(c) not mentioned in the reading passages
38. Insurance policies for non-smokers and ex-smokers are often:
(a) cheaper than for smokers
(b) more expensive than for smokers

This is the end of the reading test

The answers to the reading questions are in Chapter 7, beginning on page 162.

Write your answers to the reading practice tests in the boxes below.

✂ You may cut out this page to make it easier to use.

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

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Test Number 2

Writing

Writing Task 1

Most people today are aware that smoking, although perfectly acceptable a few years ago, is now known to do great damage to a person's health and to cost industry and governments a great deal in lost wages and health expenses.

Write a brief description of some of the dangers of smoking both for smokers and non-smokers.

*You should write at least 80 words.

*Do not write in note form; use sentences.

*You may use information from the reading passages but do not copy directly from them.

*You should spend about 15 minutes on this task.

This page has been deliberately left blank.

Test Number 2

Writing

Writing Task 1

Most people today are aware that smoking, although perfectly acceptable a few years ago, is now known to do great damage to a person's health and to cost industry and governments a great deal in lost wages and health expenses.

Write a brief description of some of the dangers of smoking both for smokers and non-smokers.

*You should write at least 80 words.

*Do not write in note form; use sentences.

*You may use information from the reading passages but do not copy directly from them.

*You should spend about 15 minutes on this task.

Remember there are model answers to all the writing tasks for each practice writing test in Chapter 7.

- Test Number 3*
- Reading*

Parti. Union Buys Student Accommodation

Read the following passage and answer Questions 1-3 below.

The Union at the University of Technology, Sydney, has taken a leap into the student accommodation business by purchasing a boarding house in Chippendale for use by students.

The building, on the corner of City Road and Myrtle Street, cost \$1.1 million. Some renovations are needed, however, before students can move in from the beginning of the 1990 Spring semester.

The Union's aim is to provide accommodation at a reasonable cost to students in most need of it, such as younger students whose home is not in the metropolitan area.

Question 1-3

Choose the correct answer and write the letter in the box on the Answer Sheet.

1. Which statement is true?
 - (a) the building has been rented by the University of Technology
 - (b) the building cost \$1.1 million
 - (c) the building is for the use of academic staff

2. The building is:
 - (a) in need of some renovations
 - (b) ready for students to move in immediately

3. The students who will have most need of accommodation in the new building are:
 - (a) students whose parents live in Sydney
 - (b) students whose parents do not live in Sydney
 - (c) students who would like to live in the suburb of Chippendale

Part 2. University Library Guide for Students

Read the following information and answer Questions 4 - 12 on page 115.

Campus Libraries

There are five libraries in the University of Technology, Sydney, each on different campuses, and each having different collections.

Balmain

The design Library at Balmain contains reference materials, books, periodicals and audiovisual material in the areas of industrial and interior design, costume, fashion, textiles, graphic design and illustration, photography and computer graphics as well as the collection of Sydney College of the Arts.

Kuring-gai

The name 'Kuring-gai' reflects the aboriginal word 'Kuringgai' or 'Guringai', believed to be a generic term for Iribes along the eastern coast from Port Jackson, north beyond the Mawkesbury River and west to the Lane Cove River.

The collection of the George Muir Library at Kuring-gai is broad and particular areas of interest are Family History, Business, leisure, Tourism and Information Studies as well as the Curriculum Library which caters for Teacher Education.

Markets

The Markets Library, City Campus, is in the laymarket on the corner of Quay Street and Ultimo Road, with the entrance to the library in Quay Street. A restored bell

lower is outside the Library's four floors of concave walls which reflect a busy urban landscape during the day and become a brightly lit stage set of readers and book stacks at night.

The major holdings of the Markets Library are in the following subject areas: Adult Education, Architecture, Building, Business, Computer Studies, Economics, Engineering, Film, Humanities, Mathematics, Science and Social Sciences.

North Shore - Gore Hill

The Gore Hill Library is on Level 4 of the Dunbar Building in Woolsbourne Street, Gore Hill. This Library's collections are principally in the areas of Life Sciences and Nursing.

North Shore - St Leonards

Part of the facilities at St Leonards are a Central practice court rooms equipped with audiovisual equipment, a large lecture theatre and small group training rooms. The Library at St Leonards caters for the needs of students undertaking practical legal training. The College of Law is an affiliated School within UTS.

Loan Conditions and Periods

A summary of the loan conditions at all libraries of UTS is as follows:

Academic Staff: 8 week loan, one renewal, one week recall. Loan limit: 99 items

Research Degree Students: 4 week loan, one renewal, one week recall. Loan limit: 50 items

Undergraduate / Postgraduate Diploma Students: 2 week loan, no renewal, one week recall. Loan limit: 10 items

Special Conditions - Balmain: Loan conditions at Balmain vary from those throughout the rest of UTS as the Library is administratively within Sydney College of the Arts. The loan period is two weeks with one renewal and the maximum number of loans is six.

Higher Degree Students: Students who are undertaking a higher degree are eligible for - reciprocal borrowing rights at the other metropolitan universities and for inter-library loans, both privileges normally unavailable to undergraduate students. For further information contact the Information Desk.

part 2. University Library Guide for Students

Questions 4-12

Select the particular Library within the libraries of the University of Technology that has the best collection for a student studying the subjects below. Write the name of the Library in the box on the Answer Sheet. The first one has been done as an example.

Example: Graphic Design

Ex	Balmain
----	---------

4. Tourism
5. **Law**
6. Nursing
7. **Economics**
5. **Fashion**

According to the library information, are the following statements True or False?
Write True or False in the box on the Answer Sheet. The first one has been done as an example.

Example: All libraries in the UTS network have the same loan conditions.

Ex	False
----	-------

9. Undergraduate students can get inter-library loans.
10. Undergraduates may borrow books for two weeks with no renewal period.
11. Research Degree students may borrow books for four weeks and may renew the loan once.
12. There is no limit on the number of books that may be borrowed by Postgraduate Diploma students.

Part 3. Don't Risk A Life Sentence

Read, the following text and answer Questions 13 - 21 on page 117.

In a recession atmosphere, the need for security grows, and many school leavers will soon make, or be tempted to make, career choices on the basis of job security and labour shortages.

That is natural, but while they should take note of the state of the labour market in various occupations, they shouldn't go into a safe career in which they will spend a life sentence of job dissatisfaction, say job market experts.

On the other hand, they should not be swayed by the glamour of some professions, such as medicine and law, when they would be far happier in, say, engineering — a discipline which has long suffered an image problem but which has strong openings and very satisfying career prospects.

Despite the recession, job experts predict job opportunities for young people will stay bright because fewer of them are entering the skilled workforce due to a fall in the birthrate in Australia and to longer average time spent in education.

There are job openings for new, skilled entrants in scores of fields according to a new study by the Information Analysis Branch of the Department of Employment, Education and Training (DEET).

Here are some of the conclusions from the study:
Health: Involves 80,000 professionals in NSW. Most fields have some degree of shortage except for general medical practitioners and social workers. There is a shortage of medical records administrators, specialist nurses, resident medical officers, dietitians, prosthetists, physiotherapists and radiographers.

DEET points out that the health care needs of Australians will continue to increase, although publicly funded care will be limited by budgetary constraints.

Business Professions: This is a very big area, employing 180,000 in NSW, but the economic downturn has moderated the previous strong demand for professionals. There is a minor shortage of new entrants to accountancy, an area that employs up to 40,000 in the state,

while for newly skilled computer programmers the job outlook is now 'in balance'.

Newly skilled secretaries will find that supply slightly exceeds demand. —

Hospitality Trades: With 30,000 people in this workforce in NSW, there is still a strong demand even though the tourist boom has weakened. There is a shortage of pastrycooks and minor shortages of newcomers to other occupations such as chef/cook, hotel/motel manager and formal service waiter.

Science: New graduates in materials science and metallurgy are in short supply, while environmental scientists are in oversupply.

Teaching: In a workforce of 96,000, the overall labour market has moved to a balance, partly due to a drop in student numbers and to government cuts. But shortages persist in rural areas and in specialisations such as maths and science. * *

Engineering: There is an oversupply of newly skilled aeronautical engineers but a minor shortage of new electronics engineers and civil engineers.

For students looking at TAFE qualifications, a TAFE spokesperson listed occupations in which new graduates are in strong demand.

These include computer-aided drafting, electronics, computing (programming and systems analysis), hospitality (pastrycook and skilled chefs), sheetmetal and flat glass trades, aircraft maintenance engineering, secretarial work and plumbing.

Young people should also consider wastage rates in various professions in ascertaining likely job and monetary satisfaction.

Wastage rates are higher in trades than in professions and para-professionals according to the DEET report. It shows at least half of trained clothing and textile, aircraft and boilermaking tradespersons leave their occupations before retirement, compared with only 20 per cent of dentists and doctors.

Part 3. Don't Risk A Life Sentence

Questions 13 - 21

Read the passage on page 116. Listed below are some of the occupations mentioned. According to the information in the passage, if there are not enough qualified people and therefore plenty of positions available for job-seekers in that field, write **S** for **Shortage** in the box in the **Answer** Sheet. If there are too many qualified people and therefore not enough positions available, write **O** for **Oversupply**. The first one has been done as an example.

Example: social workers

<i>Ex</i>	<i>O</i>
-----------	----------

Occupation

13. dietitians
14. specialist nurses
15. pastrycooks
16. metallurgists
17. teachers in rural areas
18. newly skilled secretaries
19. systems analysts
20. plumbers
21. newly skilled aeronautical

Part 4. UTS Student Loan Fund

Read the following passage and answer. Questions 22 - 28 on page 119.

The guidelines set down by the government which cover administration of the 'Student Loan Fund' are complex. We have simplified them so that students have only to demonstrate a need to borrow money to further their academic career.

If you demonstrate a capacity to repay, your loan will normally be interest free.

If you have financial needs that you cannot meet from any other sources, come to Student Services and ask for an application form. At the same time make an appointment to see the Student Welfare Officer. You must bring your application form filled out with as much information as you are able to supply.

Normally, the maximum amount that you may borrow is \$500 but in exceptional circumstances, and with supporting documentation, the Student Loan Committee will lend up to \$1000. The repayment period for a \$500 loan is up to nine months and up to eighteen months for \$1000.

If you have repayment difficulties, you must make an appointment with the Student Welfare Officer to submit an application to the Student Loan Committee requesting an extension of time on your repayment period. Normally you will be expected to have repaid at least 50 per cent of what you have borrowed before an extension will be granted.

Non-payment of your loan by an agreed repayment time could result in your being charged 15 per cent interest, having your examination results stopped, being unable to enrol further, or being unable to graduate. As a last resort you may also be reported and listed as a UTS debtor with the Credit Reference Association.

Part 4- UTS Student Loan Fund

Questions 22 - 26

Read the passage on the previous page. Use the information in the passage to answer the following questions in the boxes on the Answer Sheet. The first one has been done as an example.

Example: Can you borrow money from the Student Loan Fund to buy anew car?
(Yes/No)

Ex *No*

22. If you prove that you will be able to repay the loan from the Student Loan Fund, do you normally have to pay interest on it? (Yes / No)
23. How much is the maximum loan in normal circumstances?
24. How long is the maximum repayment period for a loan of \$1000?
25. How much of your loan should you have repaid before you can get an extension of your loan repayment period?
26. If you do not repay your loan by an agreed repayment time, will you still receive your examination results? (Yes / No)

Part 5. What Australians Are Like and How To Get To Know Them

The following passage is from a handbook for overseas students in Australia. It contains both information and suggestions to help overseas students become accustomed to life in Australia. Read the passage and answer Questions 27 - 36 on page 122.

Conversation

Do not be worried if you are not fluent in the English language. Your hosts will understand this and if they speak too fast, ask them to speak a little more slowly. Meeting an Australian family is a very good way to improve your English and the more you speak the English language the more fluent you will become.

Some questions are never asked in Australia unless you know the person very well or you are related to them. For example:

Never ask a woman, especially an older woman, her age.

Never ask men or women how much money they earn at their jobs.

Questions about the cost of a person's house, the land on which the house is built, and the cost of the various items in the home are considered impolite in Australia. If you would like to know the cost of a particular item, ask the question in a non-personal way. For example, you could say 'How much does the average house cost in Perth?' This type of question is quite acceptable to your host and will not cause embarrassment.

Humour

The national characteristics of equality and informality are reflected in Australian humour, much of which is directed against those people who give the impression that they consider themselves superior. Teasing or 'rubbishing' as it is sometimes called is also a favourite pastime and if spoken in a joking way, it is an indication that you are liked and accepted by the persons concerned.

Some Characteristics of Australians

Individuality: Many Australians want to be treated as individuals, rather than as representatives of a certain class or position or group. This independence and individuality tends to make them suspicious of authority. Their basic concept of government is that it exists to serve them, not the other way around.

Equality: Australians grow up believing that people should have equal social, legal and political rights. The Australian Constitution protects the equal rights of individuals and recent anti-discrimination laws seek to prevent discrimination on the basis of race, gender and marital status.

Many Australian women seek the same rights, status opportunities as men. They have responsible jobs and it is common for women to continue to work after they are married. There is great informality in social relationships between men and women. Many young women leave their parents' home before they marry, to live on their own or with friends of either sex. Women have great freedom in the way they dress but this does not suggest that they have loose morals.

Directness: Discussing issues, events and ideas openly with other individuals is considered quite proper in Australia. Australians are also quick to get to the point, particularly in business situations. They do not spend a lot of time on polite social talk, as do many other nationalities.

Informality: In most cases, young Australians avoid elaborate social rituals. Australians are not without polite forms, but they tend to be casual and informal most of the time. This is due more to a lack of concern for social ceremony, rather than a lack of respect.

Punctuality: You are expected to be 'on time' — punctual — in Australia. If you cannot avoid being late and you have not telephoned, you may find the person you are meeting to be abrupt and even unpleasant. Concerts, lectures, church services, etc begin on time.

Asking Questions: Australians ask a lot of questions, usually because the person is sincerely interested in and in learning about your country and culture and in trying to find out what you are like. Remember, Australian students here may not know much about your way of life.

Customs and Culture

Australia, as every country of the world, has its own set of customs and its own pattern of behaviour. These are things most Australians know and might not think to tell you. Below are a few notes to guide you in practical situations.

Greetings: Women and men usually shake hands (firmly) the first time they meet. 'How do you do', 'Good morning' and 'Good afternoon' are formal greetings. Usually students and young people just say 'Hi'. People often appreciate it if you add their name: e.g. 'Hi Peter'. And they really do say 'G'day'.

Parts continued

Social Invitations: Australians believe that invitations should be answered as soon as possible. On a written invitation, 'RSVP' means 'Please reply', and you should do so as soon as you know whether or not you will attend. It is also wise to get the family's telephone number, in order to call and notify them if you must change your plans or are delayed.

Under normal circumstances a person who extends an invitation to you and takes you to a restaurant or a theatre pays for the meal and/or tickets. However, since students are often short of money, an invitation may merely

mean, 'We'd enjoy it if you joined us', suggesting that you would be expected to pay your way. If you are in doubt, ask. 'Dutch' (really 'Dutch') means that each person pays his or her own way.

You may receive an invitation to a barbecue or another meal and be asked 'to bring your own steak'. This is strange to most overseas students (and to some Australians) but it is an acceptable way to entertain. Purchase a steak at the supermarket (they come neatly packaged), put it in a bag and give it to the person who greets you when you arrive at the party. If you are asked to 'bring a plate' this means bring a plate of food as a contribution to the meal — don't just bring an empty plate! Groups

often have 'potluck' suppers. Everyone brings a prepared cooked dish, salad or dessert and everyone's contribution is put on the table. A special dish from your own country would be greatly appreciated at a potluck meal.

Saying thank you: It is always polite to send a thank you note to your hostess. It is not necessary to take a gift to your hostess, especially if you go only for dinner or a short stay. If you are invited to a party celebrating someone's birthday, or for Christmas, take a small gift. It is never necessary to give an expensive gift, but a small souvenir from your country would be received with delight.

'Thank you' is a phrase used often in Australia. Even for small favours done by a person who is only doing his or her job (as a clerk in a store) it is customary to say 'thank you'.

The use of names: Here are a few guidelines on the use of names:

- First names are more readily used in Australia than in other countries. It is acceptable automatically to use the first name of someone of approximately your same age and status or younger.

- A man or woman older than yourself is often addressed as Mr, Mrs, Miss or Ms until the individual requests that you use his or her first name, or until you get to know the individual better.

- Some Australian women prefer the new form of address, 'Ms' (pronounced 'Mizz'). Ms is used for both single and married women and replaces Miss or Mrs. Ms is an acceptable form of address if you do not know if a woman is single or married.

- Men and women will be confused if you use Mr, Mrs, Miss or Ms with a first name, as is the custom in some

countries. These titles are used with the last or family name. Thus it is wrong to say 'Miss Barbara'.

- If you have any doubts about what to call someone, simply ask, 'What shall I call you?' If people seem unsure what to call you, tell them the name you prefer.

^ The use of 'nicknames' is very common in Australia. A nickname is not the person's real name but a name given him by his friends (usually). Someone whose name is Andrew for instance might be given the nickname 'Andy'. Being called by a nickname is not uncomplimentary; it is often a sign of acceptance and affection.

Part 5. What Australians Are Like and How To Get To Know Them

Questions 27 - 36

Read the passage on pages 120 to 121. The statements on this page express similar ideas to those in the reading passage. If the statement agrees with the information in the passage, write the word **Agrees** in the box on the Answer Sheet. If the statement contradicts the information in the passage, write the word **Contradicts**. If there is no information on the subject given in the passage, write **Not Mentioned**. The first one has been done as an example.


Example: In Australia it is considered very impolite to ask a woman her age.

<i>Ex</i>	<i>Agrees</i>
-----------	---------------

27. Australians often react aggressively towards foreigners.
28. Australians are often very suspicious of authority.
29. Australians are taught from their childhood that everyone is equal in law, in society and in their political rights.
30. Australians spend as much time in polite social chat in business situations as do other nationalities.
31. The general atmosphere of informality in Australian society is not caused by a lack of respect but by the fact that Australians do not like social ceremony.
32. Children in Australia do not expect to be greeted by adults.
33. Shaking hands is a normal greeting for both men and women.
34. The custom of kissing a woman friend on the cheek when you meet is becoming more common in Australia.
35. If you are asked to "bring a plate" to a social event in Australia, this means that the host or hostess does not have enough plates and needs you to bring your own.
36. Australians say 'Thank you' very often, even for small services such as being served in a shop where the service is simply part of the person's job.

This is the end of the reading test

Write your answers to the reading practice tests in the boxes below.

 You may cut out this page to make it easier to use.

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

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- Test Number 3
- Writing

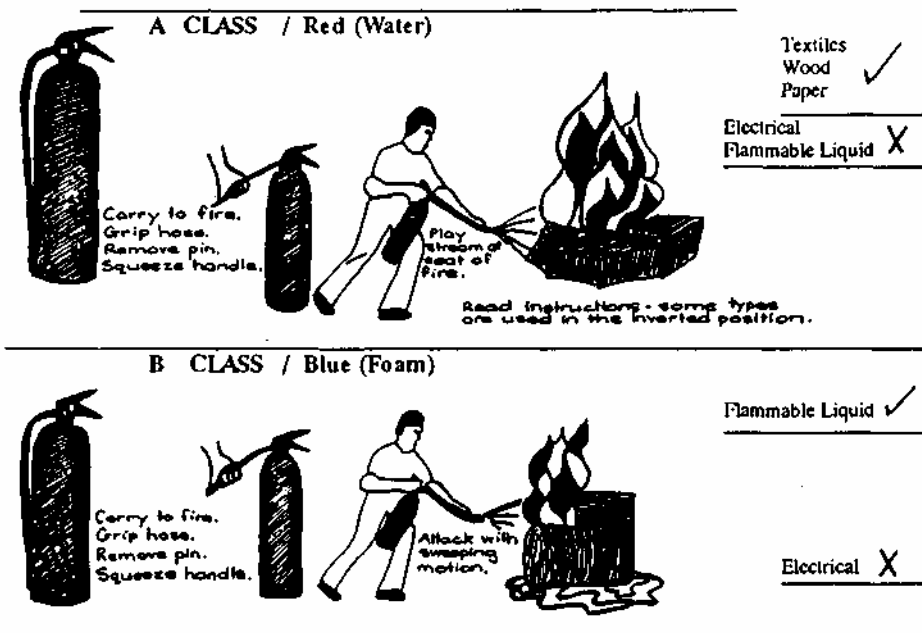
Writing Task 1

The diagram below shows the correct way to use two types of fire extinguishers and the situations in which they should be used.

Describe the differences between the two types of fire extinguishers and explain how to use them.

- *You should write at least 80 words.
- *Do not write your answer in note form; use sentences.
- *You should spend about 15 minutes on this task.

The Correct Use of Fire Extinguishers



Writing Task 2

Write a letter to a friend in your home country describing some of the differences in culture and behaviour that you have experienced in Australia. Mention such things as greetings, dress, food, and topics of polite conversation.

* You should write at least 120 words.

* You should spend about 30 minutes on this task.

* You may use your own knowledge as well as information from the reading passages, but do not copy directly from the reading passages.

Remember there are answers to the reading questions and model answers to the writing tasks for each practice reading and writing test in Chapter 7.

Chapter 5

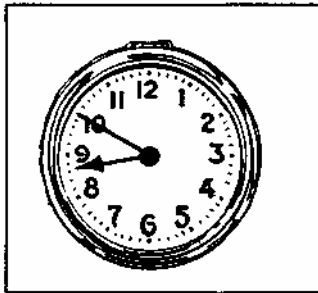
- Listening Practice Tests
- Test Number 1 (Cassette Side A)

Section 1

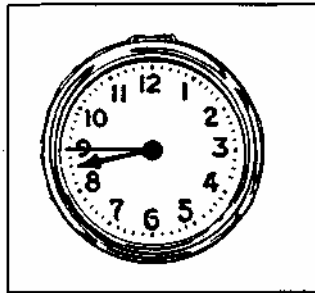
Questions 1-4

Choose the picture that best matches what you hear on the tape and circle the letter under that picture. The example below has been done for you.

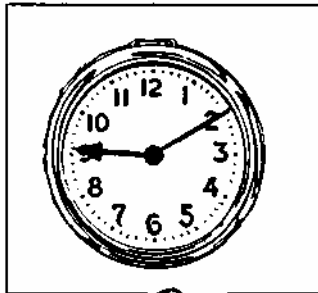
Example: What time is it now?



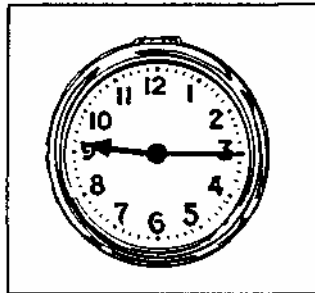
A



B



C



D

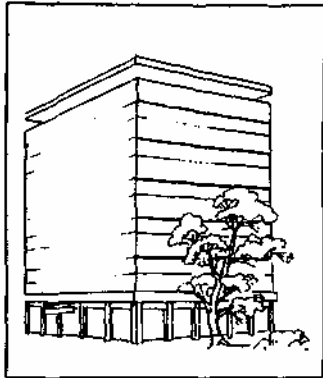
Question 1. Which building are they looking for?



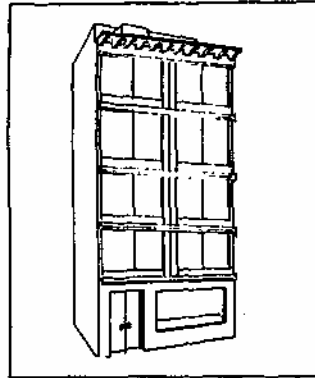
A



B

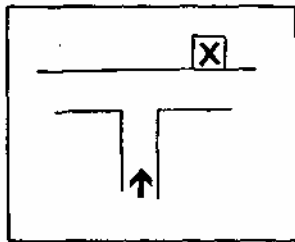


C

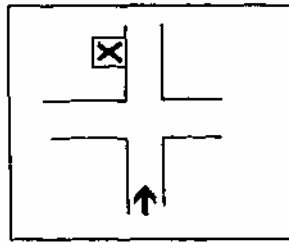


D

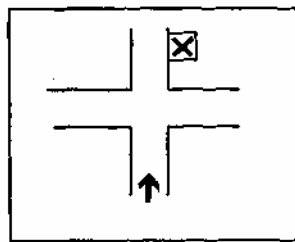
Question 2. Where is the office?



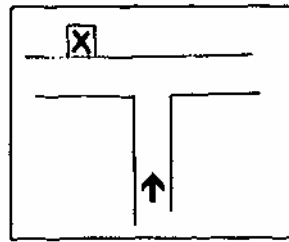
A



B



C



D

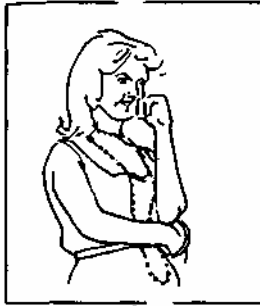
Question 3. Which one is Ms Frobisher?



A



B



C



D

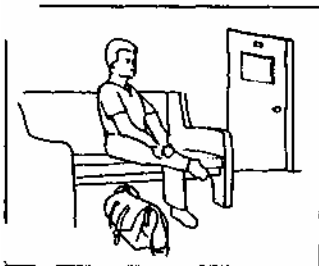
Question 4. Where does Henry wait?



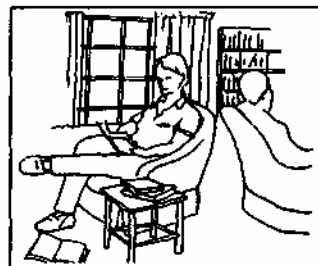
A



B



C



D

Questions 5-10

Fill in the spaces numbered 5 to 10 with the information you hear on the tape.

Family Name	(5)	_____
Given Name	 <i>LUCY</i>
Date of Birth	(6)	_____
Sex		Female
Nationality	(7)	_____
Address	(8)	_____
	(9)	_____
		NSW 2040
Telephone No.	(10)	_____

Section 2

Questions 11 - 23

Complete the notes below by writing a word or words in the gaps numbered 11 to 23.

Safety on Australia's **Beaches**

- DONT swim beyond a (11)
.....
and don't swim in (12) sea.
 - DONT swim at (13)
or after drinking (14)
 - DONT swim after (15)
and one shouldn't swim (16)
 - DO swim between the (17)
and obey all signs.
If caught in a rip, DON'T (18) and swim back to
the beach,
but DO swim (19) to the beach.
 - DO treat all sharks over (20)
as (21) •
-
- DO keep clear of jellyfish. They can cause (22)
..... to humans.
Sea snakes (23) ' : attack people.
-

Section 3

Questions 24 - 32

Complete the summary of the news item by writing in the missing word or words in the **Answers** column. The first one has been done as an example.

	Answers
Since last week serious <i>example</i>	<i>ex...storms</i>
have been sweeping the east 24..... of	24.....
Australia. Sixteen people have died and at	
least seven have been injured. Early today an	
..... 25.....capsized off the New South	25
Wales coast. Not all the missing crew have	
been found.	26
Three.....26 tourists were crushed by a	27
falling ...1 ...27 Their names have not	28
yet been.... .. 28.....An Australian also died	
in the same incident. Some men sleeping in a	29
..... 29..... were injured and falling	30.....
..... 30..... injured two other people. The	
weather tomorrow is expected to be	31
.' 31..... However, the weather is ex-	32
pected to improve..... 32.....	

Section 4

Questions 33 - 37

For Questions 33 to 37, choose the correct answer and circle the letter next to the correct answer.

33. Gold was first discovered in Australia in:

- (a) 1831
- (b) 1841
- (c) 1851
- (d) 1861
- (e) 1863

34. Before the gold rush, not many Chinese came to Australia because:

- (a) they didn't want to
- (b) Australia didn't allow them to
- (c) China didn't allow them to
- (d) all the above reasons
- (e) none of the above reasons

35. The first Chinese came to Australia:

- (a) to look for gold
- (b) because cheap labour was needed
- (c) to become farmers
- (d) for political reasons
- (e) to study English

36. When the gold began to run out:

- (a) the Chinese looked for a scapegoat
- (b) the government looked for a scapegoat
- (c) the miners regulated the Chinese
- (d) the miners blamed the Chinese
- (e) the government Banned the Chinese

37. The discovery of gold was important to Australia because it:

- (a) made Australia wealthy
- (b) showed Australia had resources
- (c) developed Australia culturally
- (d) started Australia's export industry
- (e) improved relations between Australia and China

The Answers for all the Listening Practice Tests are in Chapter 7, beginning on page 170.

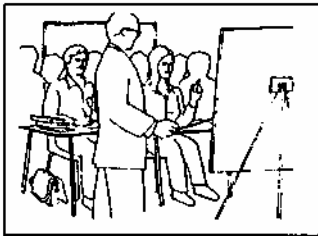
- Listening Practice Tests*
- Test Number 2 (Cassette Side A)*

Section 1

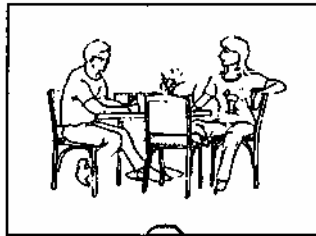
Questions 1-4

Choose the picture that best matches what you hear on the tape and circle the letter under that picture. The example has been done for you.

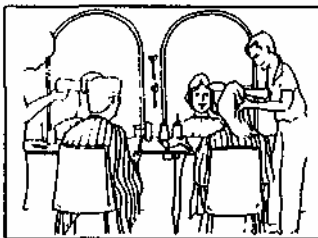
Example: Where are they?



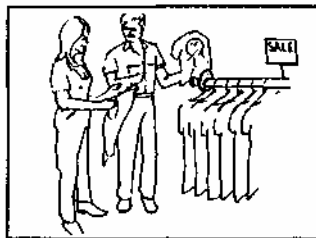
A



B



C

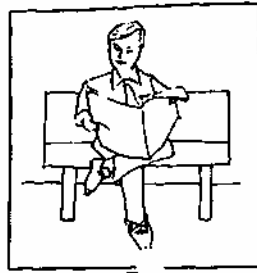


D

Question 1. Who do they ask for directions?



A



B

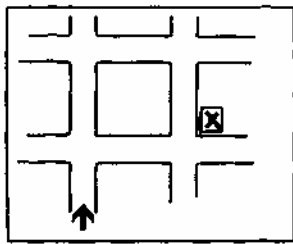


C

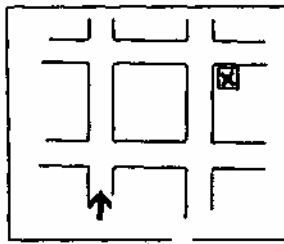


D

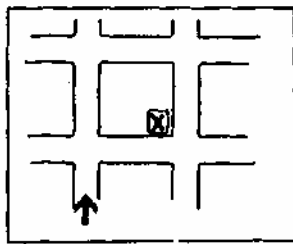
Question 2. Where are they going?



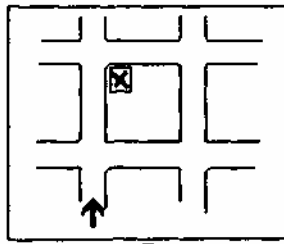
A



B

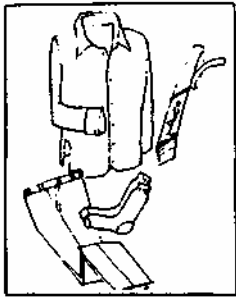


C

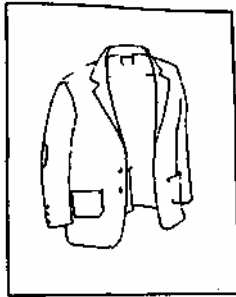


D

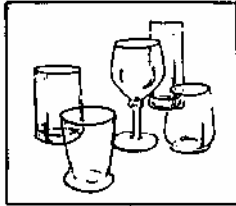
Question 3. What do they go into the shop to buy?



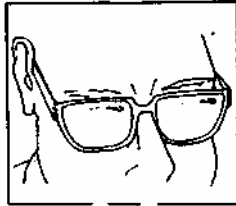
A



B

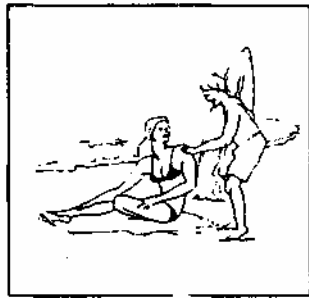


C

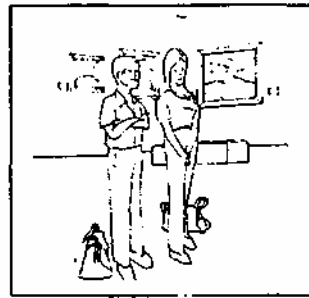


D

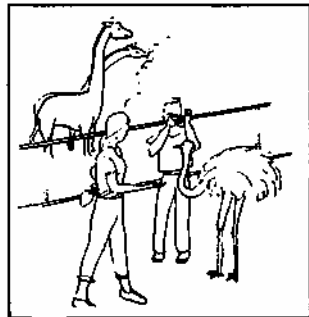
Question 4. Where do they decide to go?



A



B



C



D

Questions 5-12

Fill in the spaces numbered .1 to 12 with the information you hear on the tape.

ACME Car Rentals Registration Form

Family Name *YORK*

Given Name: (5)

Address: (6) (street)

(7)..... (town/suburb)

Date of Birth (8)

Home City: (9)

Days Booked for.(10)

Nationality: (11) :

Passport No.: (12)

Section 2

Questions 13 - 25

Fill in the *gaps* with the correct word or phrase. The first one has been done as an example.

India

Population: (example)..880 millions'
Area: (13) :... sqkm.
Type of government: republic;
(the world's largest (14)...:.....)
Landscape: fertile flood plains;
tropical (15) and deserts.
Tourism: a large number of tourists;
most go to the (16)

Pakistan

Population: (17)
Area: 796,000 sq km.
Type of government: (18).....
Landscape: largely hilly (19)
and mountains in the (20)
Tourism: (21)..... tourists.

Nepal

Population: (22) :... :
Area: 141,415 sq km.
Type of government: kingdom
Landscape: almost completely (23)
.....
Tourism: a (24) tourist industry;
most visit in autumn and (25)

Section 3

Questions 26 - 31

Choose the answer that best fits what you hear on the recording and circle its letter.

26. The fighting in Liberia:
- (a) is between two rival parties
 - (b) stopped on Thursday
 - (c) is only in the capital city
 - (d) has lasted nine months
27. The strikes in Athens:
- (a) were successful
 - (b) have finished
 - (c) will finish on Saturday
 - (d) got little support from workers
28. The number of people on trial for the fire on the ship was:
- (a) 0
 - (b) 1
 - (c) 2
 - (d) 3
29. In Poland:
- (a) abortions have always been illegal
 - (b) women are not punished for having an abortion
 - (c) abortions have recently become free
 - (d) abortions are now legal
30. Flights from the Soviet Union to Israel will begin:
- (a) one month later
 - (b) in less than a month
 - (c) in a month's time
 - (d) after a month
31. The New Zealand election candidate:
- (a) has never previously broken the law
 - (b) cannot take part in the election
 - (c) made a plot to damage the image of the police
 - (d) may go to prison for two years

Section 4

Questions 32-41

Circle **T** if the statement is **True**; circle **F** if it is **False**. The first one has been done for you.

Example: Only students less than 30 years old can get a travel concession.
T (F)

32. You must show your passport to get a concession card.
T F
33. Some students under 18 can get free travel.
T F
34. Only college students and staff can use the counselling service.
T F
35. Counsellors offer group and individual help.
T F
36. You must make an appointment to see the counsellor.
T F
37. An adult of any age can apply for financial assistance.
T F
38. Migrants attending an English course may get financial help.
T F
39. Child Care is free for full-time students.
T F
40. Cheating may be acceptable in exams if you are affected by illness.
T F
41. Being late too often for class may result in punishment.
T F

The Answers to all the Listening Practice Tests are in Chapter 7, beginning on page 170.

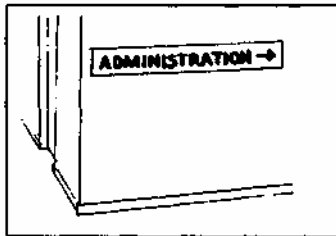
- Listening Practice Tests*
- Test Number 3 (Cassette Side B)*

Section 1

Questions 1-4

Choose the picture that best matches what you hear on the tape and circle the letter under that picture. The example has been done for you.

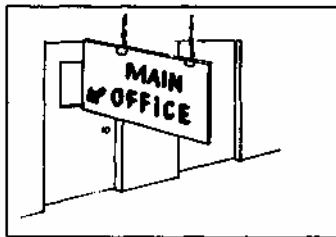
Example: What sign are they looking for?



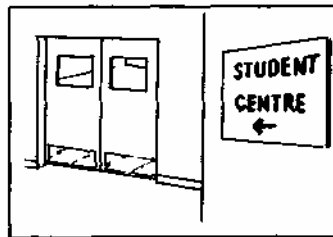
A



B

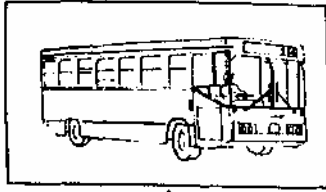


C

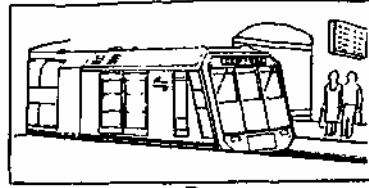


D

Question 1. How did they get to the university?



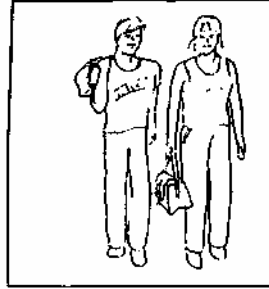
A



B

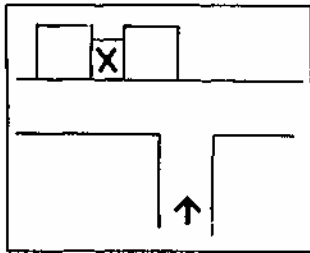


C

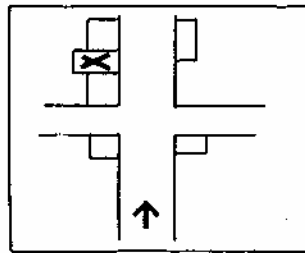


D

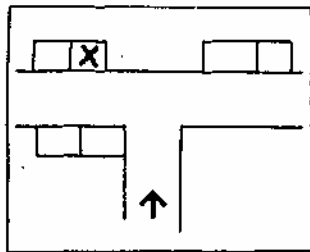
Question 2. Which way is the student centre?



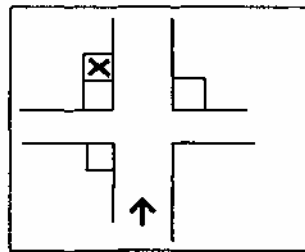
A



B

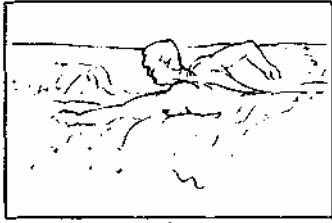


C



D

Question 3. What club will they both join this year?



A



B

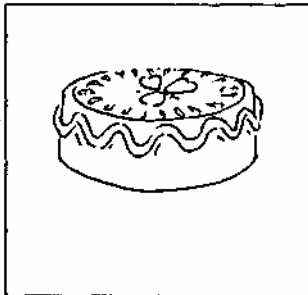


C



D

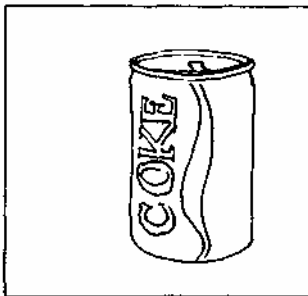
Question 4. What are they going to buy?



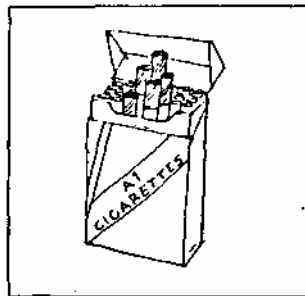
A



B



C



D

Questions 5 -10

Will in the spaces numbered 5 to 10 with the information you hear on the
tape.

Timetable

	Am	Pm
Monday	enrolment	(5)
Tuesday	<i>(6)...'</i>	<i>Foreing student party</i>
Wednesday	(7)	(8)
Thursday	(9)	Cultutal festival
Friday	Fvist tutorial	

Section 2

Question 11 - 20

Answer Questions 11 to 20 by writing a word or a short phrase on the line under each question. The first one has been done as an example.

Example: How many years has Lee been studying?

11. Which of Kylie's ancestors migrated to Australia?

12. What subject does Lee study?

13. Why did Lee not consider studying in Britain?

14. Why did he not go to the USA?

15. What was Leo's main problem when he arrived in Australia?

16. What club did Lee join?

17. What is the subject of his thesis?

18. For how long must Lee work for the fish company?

19. What kind of business do Kylie's parents have?

20. What will Kylie probably do when she graduates?

tion 21-28

plete the summary of the news item by writing in the missing word or words in the answers column.

	Answers
A new 21..... has opened in	21.....
Australia. It was initiated by a group of	
businessmen and at the moment has	22.....
..... 22..... students. It has links	
with a Dutch and an American university.	
It offers an MBA	23.....
course which costs a total of.....23	/
Students will study part-time in Australia	t
and then go to 24/ to finish their	24.....
studies. Most senior..... 25..... are	25.....
from the New York School of Business.	26.....
The school hopes to have 26...: students	
in the next four years. This is a new	
concept in education. Previously, MBA	27.....
students had to leave their work to study	28.....
..... 27..... or	
take..... 28..... years to study on a part-	
time basis.	

Section 4

Questions 29 - 34

For questions 29 to 34 choose the correct answer and circle the letter next to the correct answer.

29. The productivity crisis in Australia:
- (a) is a problem of Australian industry
 - (b) has not affected Australia yet
 - (c) is not thought to be important by most people •
 - (d) will be solved by increased population
30. Which statement is NOT true?
- (a) bad agricultural practices have made Australia 70 per cent arid •'
 - (b) Australia has never had much fertile land
 - (c) Australia is usually considered underpopulated -
 - (d) Australia is not densely populated by world standards
31. Politicians want to:
- (a) increase the amount of fertile land
 - (b) increase the population of Australia •
 - (c) decrease the population of Australia
 - (d) keep the population stable
32. Australia's population growth rate:
- (a) is almost stable
 - (b) is greater than most countries in the world
 - (c) is average for industrialised countries
 - (d) will strain the Australian economy
33. The speaker thinks Australia should follow Sweden's example by:
- (a) having a small population
 - (b) having a higher quality population .
 - (c) having a larger rural population
 - (d) not having a natural resource-based economy
34. Which of these does the speaker NOT recommend for Australia?
- (a) concentrating more on an export/import economy
 - (b) educating people about the environment -
 - (c) maintaining a constant population
 - (d) having a larger population of people living in the countryside

The Answers to all the Listening Practice Tests are in Chapter 7, beginning on page 170.

Chapter 6

□ *The Interview*

I Description of the Interview

The interview takes between 11 and 15 minutes. Every interview has five sections, which are the same for every student.

The aim is to assess your ability to talk in everyday situations. As some sections are intended to be harder than others, the time each section lasts may vary according to the proficiency of different students. The interview tends to become more difficult from section one to section four, but section five is generally easier.

The interview is recorded. This is not to assess you, but to standardise marking. Try to forget the recorder is there by concentrating on the interviewer.

Section One

The interviewer will introduce him/herself and may begin the interview by asking you some questions about the information you gave on a form you filled in before the reading and writing test. This form has details of your educational and work background as well as information about your interests and plans. It will help you in this section if you filled out the form carefully. The more information you give about your interests and plans the better.

This section tests your ability to use social greetings, provide information about yourself and to state facts. It is not likely to seem very difficult. The interviewer's main aim at this stage is to help you relax.

Section Two

You will be asked to talk about one or more topics. The topic, or topics, will generally be some aspect of your own country, of its life, culture and customs, or some aspect of your own experiences. This section tests your ability to talk about a familiar general or personal topic. It tests how well you can give general information, describe directions, provide a description, make a comparison, describe sequences of events or describe how something works.

It is not a good strategy to memorise a 'talk' on a likely subject. Firstly the interviewer will change your topic if it seems you have learnt something by heart. Secondly interviewers want you to be able to have a conversation on the topic, not to deliver a lecture. The interviewer may prompt you with questions or change the direction of the conversation. However, you are still expected to take the initiative in this section. This means that you should develop the topic as far as you can, offer your own ideas and give explanations if necessary. Do not simply answer "Yes" or "No" to the interviewer's questions.

Section Time

The interviewer will show you a card which presents an imaginary situation and invite you to ask questions about it. Your task is to get as much information as possible about the situation that he/she is pretending to be in. So, you must show curiosity about the imaginary situation, and ask a lot of questions. This section tests your ability to ask questions and to find out information about objects, events, sequences, opinions, attitudes, values or how things work.

On pages 159 to 161 you will find examples of the kinds of activity this section might have. These examples describe a situation and show you the type of card that may be given to you to help you ask questions. Each example also has suggested questions that you could ask and more ways for you to practise for section three.

Some candidates find this section difficult because they have to stop talking about real experiences and have to start 'playing a game' or 'taking a role'. It is important that you are prepared for this change of focus. You will be judged by how successfully you find out the information that the game requires. There is no need to be embarrassed by asking 'personal questions'. The interviewer is playing the game as well, and the answers he or she gives will not be about herself in real life. Be prepared to adjust your language according to the role she plays. For example if the interviewer pretends to be a fellow student, use direct questions ('Where are you going?') and if she is pretending to be someone socially superior to you, use polite indirect forms ('Could you tell me ...?', or 'Would you mind telling me ...?'). It may be helpful to think of this stage of the interview as being like the communication tasks that are part of the training in many English classrooms. The interviewer wants you to use a variety of question forms, to ask questions in a logical order, to ask sensible questions and to ask them in a natural way. Avoid starting questions with 'How about' too much of the time.

Section Four

The interviewer will refer to the information you gave in section one and ask you about your plans for your studies and what you intend to do after you complete the next stage of your education and in the future. You may have to talk about your ambitions and hopes or what you will do if some of your plans do not work out the way you hope they will. This section tests:

- how well you can talk about your own attitudes, opinions, emotions and plans
whether you can speculate about the future and use conditional verbs
- how well you can talk about your academic interests
- how well you can describe and compare objects and events
whether you can cope with changes between formal and informal language.

Section four is intended to push your English to the limit of your ability. The interviewer is likely to include some surprising questions. This means that you will almost certainly experience some difficulty by the end of the test. Don't worry, it is the aim of the test to find out the level at which you begin to experience difficulty.

If you are asked to discuss your future plans and hopes it is not a good idea to answer briefly. Nor should you say that you have no plans or that you don't know. Firstly, it appears weak to our (Western) eyes if a person has no plans for their future. Secondly, at this point in the interview the interviewer is looking at how well you can use the language of conditionals and hypothesis, of "what might happen if...", or what you 'might do if...'. Talk about your hopes, plans, fears: 'I hope to ...', 'I intend to...'. In Australian culture a personality does not seem weak when a person expresses possible alternative plans. If you really are unsure of your future, you can talk about your options, or you can invent some plans — it does not 'have to be the truth, although clearly the truth is usually easier to talk about.

This section also covers your *personal* plans as well as your *professional* plans. It is acceptable to talk about your hopes of (maybe) getting married and rearing a family, of your sporting and non-professional interests. Remember that Australians enjoy a lot of sport and hobbies, so the interviewer expects to hear you talking about these things as well as about your professional career.

Finally, bear in mind that this section is your last chance to show the interviewer just how good your spoken English is, so give it everything you have!

Section Five

This is the conclusion of the interview. The interviewer will thank you, and give you the opportunity to ask questions if you wish. Responding to this section will probably not seem as difficult as responding to section four.

The interview is now over.

II How You Can Prepare for the Interview

- 1 For section one think of all the questions you might be asked about who you are, where you come from and about your education. With a friend practise asking and answering these questions. Go to social occasions, like parties, where you can practise these kinds of questions on people you meet.
- 2 For section two practise talking with a friend about aspects of life in your country or experiences you have had. Think of various topics associated with your country that you could be asked about, and then think of things to say about them. Check that you know the vocabulary that belongs with these topics. Think of as many questions as possible to ask your friend on these topics and together practise answering them. But remember that your aim is to practise speaking naturally in English; section two is not a general knowledge test.
- 3 For section three practise forming and asking questions on all sorts of subjects. You could use some of the pair activities in books such as:

Wacyn-Jones, Peter, 1984, *Pair Work One*, books A & B, Penguin Books

Wacyn-Jones, Peter, 1981, *Pair Work*, books A & B, Penguin Books

Study the structure of the different question types. Two grammar books recommended for self-study are:

Schrampf Azar, Betty, 1989, *Understanding and Using English Grammar*, Prentice Hall, Chapter 1

Murphy, Raymond, 1986, *English Grammar in Use*, Cambridge University Press, Units 49-52

Play question and answer games such as 'Twenty Questions' with your friend. Practise forming different types of questions without using 'How about...!'

- 4 For section four hold conversations about your professional and personal plans, goals, hopes, studies. Practise especially talking about what will happen if something does not work out as you have planned it.
- 5 For section five practise saying goodbye, shaking hands and leaving with a smile. If you are in an English-speaking situation, watch how people say goodbye after long conversations at enquiry counters in banks or shops.
- 6 Do these exercises with friends who are also preparing for the IELTS test.
- 7 Practise with any other friends or family members who are willing to help you. If their English is better than yours that's good, but do not worry if it is not; you will increase in confidence and fluency even if you have to talk to a mirror or to a pet!
- 8 Tape record your practice. Then listen to the recording and think how you could have extended your answers. See if you can pick out and correct mistakes in grammar or pronunciation. Ask your friends and relations to find mistakes in the recording.
- 9 While you are practising do not let people keep stopping you to make corrections. This will not help you gain fluency. Correction is better done from a recording.
- 10 Remember that you cannot study for the interview from a book. Practice is the key. It is important to keep talking. If you cannot find anyone to talk to, talk to yourself, talk to the bedroom wall, talk to the mirror, talk in the shower.

III Examples of Phase 3 Tasks

Example 1

The interviewer may give you a card with information like this:

Photograph

You are a friend of the interviewer. The interviewer will show you a photograph and a letter. You must ask questions to find out as much as you can about the letter and photograph.

Some things to find out:	Sender
	Where from
	When
	Identity of person in photo
	Event
	Interviewer's feelings

In this task, you can ask questions like:

Who is the letter from?
'Where does he/she live?'¹
Why did he/she write to you?
Who is the person in the photo?
Do you know the person who wrote the letter very well?¹
Were you pleased or worried when you received the letter?
When was the photo taken?
Where is the place in the photo?

Try to ask a follow-up question to one of the interviewer's answers. For example, for the last question, if the interviewer answered 'The photo was taken in Colorado', you could then ask, 'Why were they in Colorado?'

Practise this exercise with a photo belonging to a friend: ask your friend to show you a photograph of a place or a person you don't know and ask as many questions as you can to find out all about the subject of the photo.

Example 2

You may be given a card with information like this:

Student Skiing Holiday

The Student Union at your university is organising a skiing trip. You are interested in going on the trip. Ask the interviewer questions to find out as much as you can about it.

Some things to find out:

- Cost
- Accommodation
- Transport
- Food
- Location
- Facilities
- Ski Equipment
- Numbers going on trip

The interviewer will answer your questions using information that he/she has, for example:

1. The trip is to Perisher Valley in the Snowy Mountains.
2. The cost is \$300 (all inclusive).
3. This includes 2 nights' accommodation and 2 meals each day.
4. Transport is by bus.
5. One hundred and fifty people are going.
6. It's possible to hire all equipment (extra.cost).
7. Ski lessons are available (extra cost).
8. Payment must be in advance.
9. Dormitory-style accommodation (4 people share room).

Your questions could include:

'Where is the trip to?'
'How much does it cost?'
'Do I have to share a room?'
'Can I hire skis there?'
'How many people are going?'
'What if I can't ski?'
etc

To practise this exercise, give a friend the interviewer's information and ask them questions, taping the conversation to check your question forms. Try a different excursion using information in tourist brochures and the same kind of questions.

Example 3

You may be shown a card like this:

**ACME Academic Book
Supplies**

No.: 52379

Signature:

You would also be given a question card like this:

Discount Card

By asking the interviewer, find out as much you can about the bookshop discount card.

Some things to find out: Where it can be used
Where it can be
obtained
Validity
Cost
Restrictions
If you lose the card
Uses

The interviewer will have the following information:

1. Anybody can get a card.
2. It costs \$15.
3. It is a life membership.
4. Friends cannot use your card.
5. It gives a 13 per cent discount on all books.
6. There is no discount on stationery.
7. It can be used at all ACME bookshops.
8. There are 5 ACME bookshops in (your town).
9. If lost, it costs \$5 to replace.
10. ACME bookshops only sell academic books and stationery.

Your questions might include:

- 'Where can I get a discount card?'
- 'Where can it be used?' and a follow-up 'How many ACME bookshops are there?'
- 'For how long is the card valid?'
- 'Does it cost anything?'
- 'What benefits does it give me?'
- 'What happens if I lose the card?'
- 'Is it only for books or can I use it for other things?'

Practise this kind of exercise with any kind of membership card that you or a friend may have. Remember to tape the conversation to check the way you ask questions.

Chapter 7

- Answers
- Reading & Writing Practice Tests

Answers to the reading questions for each practice test are given first, followed by a typical or model answer to the writing tasks. The model essays represent one satisfactory way of completing the task, but not necessarily the only way.

□ Module C Practice Test 1

□ Reading

Part 1. Australia's Linguistic History

- Q.1 1850s (paragraph 2)
- Q.2 1901 (paragraph 2)
- Q.3 1891 (paragraph 2)
- Q.4 1946 (paragraph 3: 'The period from the turn of the century to 1946 saw the consolidation of the English language in Australia.')
- Q.5 1971 (paragraph 4: 'between 1947 and 1971...')
- Q.6 1973 (paragraph 4: 'Since 1973, Australian immigration policies have not discriminated against people on the grounds of race...')

Part 2. The Composition of Australia's Overseas Horn Population by Birthplace

- Q.7 Europe
- Q.8 Italy (footnote 1: 'To add the USSR here is incorrect; the figures for Europe include the USSR but the USSR was not one of the principal source countries for immigrants')
- Q.9 Asia
- Q.10 Vietnam (footnote 2)
- Q.11 Turkey (footnote 2)
- Q.12 Middle East
- Q.13 New Zealand
- Q.14 45 (footnote 4: '45% of the African total were from South Africa')

Part 3. Some Traits of Language

- Q.15 T
- Q.16 C
- Q.17 G (English is a 'cousin' of Latin, paragraph 3)
- Q.18 False (paragraph 1: 'The latter [that there are

5,000 or more languages] is probably closer to the Truth'; 'the latter' = the last fact or name mentioned, as in, for example, 'Australia has close relations with both Britain and the USA, with the former for historical reasons and with the latter for reasons of defence and trade.')

- Q.19 False (paragraph 2: 'medium' = means by which

something is done or through which something passes; 'all languages use the same channel' or medium, i.e. the vibrations of the atmosphere)

- Q.10 False (paragraph 3: a cultural relationship comes from contact between two different cultures)
- Q.21 True (paragraph 4: genetic and cultural relationships 'lend to' mean also a typological relationship, but related languages may diverge radically)
- Q.22 True (paragraph 4, last sentence)

Part 4. The Optimum Age for Language Learning

- Q.23 level ('examination' is not logical)
- Q.24 optimum ('optimum' = best; the 'however' at the beginning of the sentence clearly shows that an opposite point of view to the previous sentence is about to be stated)
- Q.25 acquire (the space needs an infinitive verb)
- Q.26 worst ('early adolescence' reminds the reader that secondary school language learning is being discussed, and the use of 'in fact' gives emphasis to this opposing view that is being expressed)
- Q.27 emotional ('given' here means 'if we take into account'; that is, if we consider the problems of teenagers we would realise that adolescence is not a good time for the extra stress of learning a language)
- Q.28 no (that is, one can learn a language at any age: note the double negative)
- Q.29 accent (clear from the next sentence)
- Q.30 debated ('controversy' is not possible here; the space needs a past participle to complete the verb)

Part 6. Purposes of Language Study

- Q.31 C
 - Q.32 G
 - Q.33 A
 - Q.34 H
 - Q.35 J
- Note: all the other summaries are supporting arguments and comments relating to these main points.

O Writing

Writing Task 1: model answer

Many factors affect the successful learning of English as a second language. Some factors relate to the student's first language and ability in that language. For example, learning English is easier for people whose first language is from the Indo-European group of languages. A learner's fluency, degree of literacy and level of education also affect the capacity to learn English.

Teaching methods also influence the success of the learner. The skill and experience of the teacher are important as are the teaching strategies used by the teacher and the quality of the teaching aids and technology available.

Students of English are also affected by various personal factors. The motivation of the learner, their age, the learning conditions and the time available for study are all important influences. The student's feelings of security about learning English are similarly significant.

A clear understanding of all these factors will obviously assist in the learning of English as a second language.

Part 1. Australia's Exports

- Q.1 Figure 4
- Q.2 Figure 3
- Q.3 Figure 1
- Q.4 Figure 5
- Q.5 Figure 2

Part 2. Stricken Sea Nets Long-Term Solution

- Q.6 b (the changes have been caused by the humans, paragraph 4)
- Q.7 c (paragraph 4)
- Q.8 a (paragraph 4)
- Q.9 b (paragraph 6)
- Q.10 a (paragraph 12)
- Q.11 Incorrect (paragraph 9)
- Q.12 Correct (paragraph 9)
- Q.13 Incorrect (paragraph 13)
- Q.14 Correct (paragraph 11)
- Q.15 Correct (paragraph 15)
- Q.16 Correct (paragraph 15)

Part 3. The Heat Is On

- Q.17 Prediction No. 2
- Q.18 Prediction No. 1
- Q.19 Prediction No. 3
- Q.20 Prediction No. 4
- Q.21 India
- Q.22 Dec. 1988
- Q.23 Sep. 1988
- Q.24 Turkey
- Q.25 Philippines

Part 4. Towards Global Protection of the Atmosphere

- Q.26 Incorrect
- Q.27 Correct
- Q.28 Correct
- Q.29 Incorrect (paragraphs 7 & 8: the 10% figure refers to improvements in energy-efficiency and energy supply; the target for reduction of carbon dioxide emissions is 20% by the year 2005, paragraph 5)

Answers

Q30 Incorrect (paragraph H: the goal is 2% by 2005) Q.34 Correct
Q.31 Correct (paragraph 10)
Q.32 Correct
Q.33 Correct

Writing

Writing Task 1: model answer

Artesian water is a vital source of water in some areas where there is little rainfall. An artesian water source can only form under certain geological conditions. A layer of porous rock must lie between two layers of impervious rock. Water, which may be run-off from a distant mountain range, is trapped in the layer of porous rock below the surface of the earth. For this to provide usable water, the layer of porous rock must be above sea level to prevent the water either seeping away into the sea or being contaminated by salt water. At weak points in the surface layer of impervious rock, or when a bore is drilled, the artesian water rises to the surface and is available for use.

Writing Task 2: model answer

Many people believe that human beings are destroying the planet Earth. I have to agree with this statement and I believe there is plenty of evidence for it if we look at some of man's agricultural and industrial practices. In addition, the use of nuclear energy further increases the danger to the world.

Man's agricultural practices are severely damaging the environment. The incorrect use of land causes the formation of deserts; this is a particularly serious problem in Australia and the USA. Diversion of water from lakes and rivers for irrigation can also cause severe problems. The use of water from the Aral sea in the Soviet Union is an example of this.

Industrial wastes have caused critical pollution of water and the atmosphere. Atmospheric pollution has resulted in the 'greenhouse effect' — a phenomenon that is resulting in a dangerous increase in the temperature of the world. Similarly chemical pollution is damaging the ozone layer of the Earth. This results in dangerous ultraviolet rays entering the Earth's atmosphere.

Nuclear power also poses serious problems. One nuclear bomb can have devastating long-term effects. Even if nuclear power is used for peaceful purposes, the wastes are so toxic and so long-lasting that we are endangering the lives of generations to come.

Some people may think that improved technology will solve the problems of the Earth. Others believe that man will eventually learn to cooperate and use resources intelligently. However, I think this is naive, wishful thinking, and from all the evidence man is destroying the Earth.

Module C Practice Test 3

Reading

Part 1. First National Literacy Report

Q.1 Correct

Q.2 Correct

Q.3 Incorrect

Q.4 Correct

Q.5 Correct

Q.6 Not mentioned

Q.7 Incorrect ('Government plans to ductive culture' and a strong national fail without a workforce which is more mobile and highly skilled.)

Q.8 Group A = Column 5 (57%)

Q.9 Group D = Column 1 (12%)

Q.10 Group C = Column 4 (31%)

Q.11 Group D = Column 2 (10%)

Q.12 Group E = Column 3 (73%)

Part 2. Hard Work is Asians' Secret

Q.13 B (the pattern of agreeing and the statements in the questionnaire is American parent)

Q.14 higher ('harder' is not 'high achiever' in modern English is

often used to describe a person with ambitious goals who usually achieves them)

2.75 effort

Q.16 innate (a quality you are born with, not learnt, as in 'innate good sense')

Q.17 beliefs ('false beliefs' = 'misconceptions, myths') 'false myths' is a tautology, and wrong)

Q.18 more (paragraph 5)

Q.19 skills (paragraph 7)

2.20 less ('Chinese and Japanese mothers stressed the importance of hard work to a greater degree than American mothers and American mothers gave greater emphasis to innate ability than did Chinese and Japanese mothers.')

Q.21 more

Q.22 actively ('Chinese and Japanese parents are more interested and involved in their children's schooling-Chinese and Japanese families mobilised themselves to assist the child...')

Q.23 expectations ('Chinese and Japanese mothers held higher standards for their children's achievement than American mothers...')

Q.24 American ('American mothers overestimated their child's abilities...')

Q.25 Asian ('Chinese and Japanese mothers gave more realistic evaluations of their child's ... characteristics.')

Q.26 realistic

Part 3. Got What It Takes to be a Marketing Manager?

Q.27 Conflict Resolution = Point 11 ('...conflict resolution requires considerable managerial skill...')

Q.28 Organisational Ability = Point 10 ('...the skill to alter the organisation of the company ... is a skill that must be found in the marketing manager...')

Q.29 Commissioning Research = Point 5 ('Market research is a vital support ... [A manager must be able to] commission good research.' Note how this section develops Point 1)

Q.30 Strategic Skills = Point 3 ('...the skills needed for thinking strategically are of a high order.' Note that you have to read past the first sentence, and that the passage is contrasting 'strategy' with 'tactics'.')

Q.31 Market Behaviour Analysis = Point 1 (the passage discusses buyer behaviour; market research is actually discussed in Point 5)

Q.32 Innovation Management = Point 2

Q.33 Financial Management = Point 7

Q.34 Systems Thinking = Point 8 (Note how this section develops to state its main point in the last two paragraphs.)

Q.35 Marketing Skills = Point 6 (This section describes the components of the 'marketing mix', the things that make up a marketing manager's job.)

Q.36 Long-Term Thinking = Point 9 (The section contrasts short-term and long-term thinking.)

□ Writing

Writing Task 1: model answer

The statements are clearly supported by the graph and the statistics. The table gives the actual number of students from the different locations who attended higher education in 1989. For example, 320,561 from urban areas attended higher education whereas 13,959 rural students attended. However, students from remote areas who participated in higher education numbered only 13,959. The table indicates that from all locations, just over half the students were women.

The graph shows the same trends but in a different form. Participation of people from the different locations in higher education in 1989 is plotted as the number of people per thousand (p.th.). Males and females are plotted separately. In remote areas approximately 40 males p.th. attended higher education while in rural areas the corresponding figure was about 23 males p.th. In remote areas, however, the number of males who participated in higher education was only about 19 p.th. In all locations, more females p.th. attended higher education than did males.

Writing Task 2: model answer

The education of a child is significantly affected by both the attitude of the parents and the quality of the child's school and teachers. I would not say, however, that the parents' attitude is necessarily the more important of these two factors.

A good parental attitude definitely helps a child's school progress. Studies have shown that Asian students are often higher achievers in school than their American counterparts because Asian parents usually take a more active interest in their children's education. Educationally minded parents can in fact compensate to a certain extent for a poor quality school or teachers. Such parents might provide extra work at home, encourage the child to read more or study by himself or herself. Concerned parents may even hire the services of a tutor.

On the other hand, educationally minded parents are usually not enough to ensure the good education of a child. Parents often don't have the resources of a good school, or the collective knowledge and training of a good teaching staff. Furthermore, time or money may limit what the well intentioned parent can actually do for the child's education in practical terms.

Consequently, although parental attitude and quality of school and staff are both important to a child's education, I don't feel that one is necessarily more important than the other. Perhaps ironically, it is usually the children of educationally minded parents that finish up being sent to good schools with good teachers.

General Training Module, Practice Test 1

Reading

Part 1. Dial-It Information Services

- Q.1 11680
- Q.2 11%
- Q.3 11540
- Q.4 11511
- Q.5 11640

Part 2. UTS General Information

- Q.6 (a)
- Q.7 (b)
- Q.8 (b)
- Q.9 (c)
- Q.10 (c) (compare 'Student ID cards' and Concession pass")
- Q.11 (b)
- Q.12 (c)

Part 3. TAKE Course Descriptions

- Q.13 5418
- Q.14 3103
- Q.15 3519
- Q.16 3534
- Q.17 8510
- Q.18 0843
- Q.19 0842
- Q.20 5419

Part 4. Tertiary Preparation Certificate

- Q.21 22
- Q.22 competence (paragraph 1)
- Q.23 future (an adjective is needed and none of the others are logical)
- Q.24 recently
- Q.25 mature ('old' is never used in this context)
- Q.26 compulsory ('necessary' is not used in this way, and 'obliged' is incorrect grammar)
- Q.27 assessment (final paragraph)
- Q.28 80%
- Q.29 20%
- Q.30 No
- Q.31 Yes *
- Q.32 Yes
- Q.33 No
- Q.34 Literature

Part 5. Ready, Get Set, But Know What You're Going For.

- Q.35 M (paragraph 5)
- Q.36 K (paragraph 15)
- Q.37 N (paragraph 20)
- Q.38 N (paragraph 21)
- Q.39 M (paragraph 8)
- Q.40 K (paragraphs 13 and 17)

Writing

Writing Task 1: model answer

Dear Sir/Madam,

I would like some information about the Tertiary Preparation Certificate. If possible I would like to enrol in this course as a part-time student in 1992.

I left school eight years ago after completing the HISC. Since then I have worked as a sales assistant in both Grace Bros and David Jones. From the beginning of this year I have been in charge of the Children's Wear Department in Grace Bros, Lilyfield. However, in order to advance any further in my career into a managerial position, I will need to do some further study, such as a Marketing or Business Course. Because I have not studied for many years, I believe that I should complete the TPC before enrolling in a Business course.

Could you please send me the information as soon as possible, and tell me the dates for enrolling in the Tertiary Preparation Certificate.

Yours faithfully.

Writing Task 2: model answer

Studying at college or university can have its difficulties. For example, making friends can be a problem. Joining a sports or interest club is a good way to meet people with similar interests.

New students at college will be faced with a new range of leisure activities. Students should be adventurous in trying new activities, but should also be careful that their leisure activities don't disrupt their studies.

College requires different study habits from school. Students must learn to study independently and it is important to establish a study routine.

Universities and colleges have a large number of facilities such as counselling services and sports centres. These services are often cheap and convenient, so new students should do their best to find out what facilities are available on campus.

With a bit of common sense, most students will not have any trouble adapting to college or university life.

O General Training Module Practice Test 2

O Reading

Part 1. UTS Kuring-gai Campus Information

Evenings

Q.1 (d)

Q.2 (a)

Part 2. Positions Vacant

Q.3 4443331

Q.4 write a letter

Q.5 7765489 -

Q.6 driver's licence

Q.7 (names of) 2 referees

Part 3. Consumer Bookshelf

Q.8 Book Number 3

Q.9 Book Number 6

Q.10 Book Number 4

Q.11 Book Number 7

Q.12 Book Number 5

Q.13 Book Number 1

Part 4. A (itiide to Toxics in the Home

Q.14 less

Q.15 7 (section on 'Household Cleaners and Polish-
es')

Q.16 [4 litres of] hot water (section on 'All 1'urposec

Cleaner')

Q.17 yes (section on 'laundry')

Q.18 (strong solution] ammoniu (section on 'Ovens')

• Q.19 chlorine (section on 'Bathroom')

Q.20 tobacco water (section on 'Garden Pcsis')

Part 5. What Do Humans Eat?

Q.21 consume

Q.22 cultural (in this question and the next, the word is indicated by the rest of the sentence)

Q.23 religious

Q.24 availability (a noun is needed)

Q.25 trying (a gerund is needed)

Q.26 crops (the only possible thing you can 'grow' of the words in the box)

Q.27 available ('increased' is the verb here, 'available' is an adjective)

Q.28 nutritional (the word is indicated by the discussion of the 'nourishment' or 'food value' that food must provide)

Q.29 little (an adjective is needed, which cannot be 'great' because that would not be a problem for people's diet)

Part 6. UTS — A Smoke-Free Zone

Q.30 (d) (see 'Stage 2' of implementation of the policy)

Q.31 (c) (see 'Reasons for This Policy')

Q.32 (b) (sec 'Smoking')

Q.33 (c) (sec 'Passive smoking'; *and/or* means that -

passive smoking is exposure to either source or both sources of cigarette smoke)

• Q.34 (c) (sec 'Liabilities and Loss to Employers')

Answers

- Q35 (e), non-smokers.)
Q36 (b) ('typical airconditioning may be overwhelmed by pollutants ...') Q38 (a) ('Most Australian Life Assurance companies now offer reduced premiums to non-smokers ...')
Q.37 (b) ('...smokers have higher accident rates than

Writing

Writing Task 1: model answer

In the last twenty years it has been recognised that smoking causes great health problems for human beings. As we can see from information supplied by the UTS Occupational Health and Safety Branch in Reading Passage number 6, people who smoke are much more likely to suffer from illnesses such as cancer, especially of the lungs and throat, bronchitis, ulcers and increased blood pressure. They also have a much greater chance of suffering a heart attack. Even the short-term effects are unpleasant, such as bad breath and staining of teeth and fingers.

There are similar health dangers in passive smoking, when non-smokers are exposed to cigarette smoke. Airconditioning in buildings cannot remove all the tobacco smoke from the air, so even if people do not smoke they can become ill if they are near smokers. For example, they can suffer eye irritation, coughing and headaches, and have more chance of getting lung cancer.

Writing Task 2: model answer

If you are thinking of studying English in Australia, you should realise that Australian eating habits and food can be very different from those in Korea.

Australians don't eat rice at every meal as we do in Korea, and most Australians have never heard of Kimchee. A formal Australian meal can consist of a number of courses starting with soup, going on to a main course and then onto dessert. At each course you usually receive only one plate of food and not the variety of dishes and soups that we get in Korea. Another thing about the food in Australia is that it is not so highly flavoured as in Korea.

Fortunately, finding suitable food to eat in Australia is no problem. Because there are quite a few Korean immigrants in Australia, there are plenty of Korean restaurants in the main cities. The large cities also have supermarkets and shops specialising in Korean and other Asian food.

In fact, a good aspect of living in Australia is that it gives you an opportunity to try food from all over the world at quite cheap prices.

General Training Module Practice Test 3

Reading

Part 1. Union Buys Student Accommodation

- Q.1 (b)
Q.2 (a)
Q.3 (b)

Part 2. UTS Library Guide

- Q.4 Kuring-gai
Q.5 North Shore - St Leonards
Q.6 North Shore - Gore Hill
Q.7 Markets
Q.8 Balmain

- 2.9 False
Q.10 True
Q.11 True
Q.12 False

Part 3. Don't Risk A Life Sentence

Note: the 'life sentence' of the headline is explained in paragraph 2. The key to the passage is to understand that if there is a 'labour shortage' in a particular occupation, this means that there are more jobs available than there are qualified people to fill them, so it is easier to find a job in that occupation than in one with an 'oversupply' of qualified people.

- Q.13 S (see 'Health')
Q.14 S (see 'Health')
Q.15 S (see 'Hospitality Trades')
Q.16 S (see 'Science')
Q.17 S (see 'Teaching')
Q.18 O (see 'Business Professions')
Q.19 S (see paragraphs on TAFE qualifications)

Q.20 S(dillo)
Q.21 O (see 'Engineering')
Part 4. UTS Student Loan Fund
Q.22 No
Q.23 5500
Q.24 up to 18 months
Q.25 at least 50%
Q.26 No

Part 6. What Australians Are Like and How To
Get To Know Them
Q.27 Not Mentioned
Q.28 Agrees (see 'Individuality')
Q.29 Agrees (see 'Equality')
Q.30 Contradicts (see 'Directness')
Q.31 Agrees (see 'Informality')
Q.32 Not Mentioned
Q.33 Agrees (see 'Greetings')
Q.34 Not Mentioned
Q.35 Contradicts (see 'Social Invitations')
Q.36 Agrees (see 'Saying "Thank you"')

□ *Writing*

Writing Task 1: model answer

The diagram shows two types of fire extinguishers, A Class and B Class. The A Class fire extinguisher, coloured red, is used for fires occurring in textiles, wood and paper. It contains water. It must not be used for electrical or flammable liquid fires. You should carry the extinguisher to the fire, grip the hose, remove the pin, and squeeze the handle. You should point the liquid stream at the seat or base of the fire. However, you should read the instructions because some types are used upside-down, or inverted.

The B Class fire extinguisher, coloured blue, is used for flammable liquid fires but must not be used for electrical fires. This fire extinguisher contains foam. It is used in the same way as the A Class extinguisher, except that the fire should be attacked with a sweeping motion.

Writing Task 2: model answer

Dear Vivienne,

How is life back in Taiwan? Australia is quite interesting but very different from Taiwan. People are much more informal here. They usually call each other by just their first names! And everybody dresses so casually! Everyone wears jeans, sometimes even to work.

Australian food takes some getting used to. Beef and lamb are very popular and Australians seem surprised that we eat rice at every meal. I much prefer rice to potatoes, though.

Oh, and another thing. When I asked my landlady how much her house cost, she told me not to be rude. Apparently it is also bad manners to ask someone how much they earn. Though people don't seem to mind asking me how much I weigh. I think that's a bit rude!

Well, I had better get back to work.

All the best,

Xiao Dong

- Answers
- Listening Practice Tests

Listening Test 1

- | | |
|---|---|
| Q.1 A | Q.22 fatal injuries |
| Q.2 D | Q.23 seldom/rarely/hardly ever |
| Q.3 B | |
| Q.4 D | Q.24 coast |
| Q.5 Ashlon (It must be spent correctly) | Q.25 oil tanker |
| Q.6 12-12-1969 | Q.26 American |
| Q.7 British | Q.27 tree |
| Q.8 5 Henry Si | Q.28 released |
| Q.9 Leichhardt (It must be spelled correctly; for the street and suburb, as long as the information is correct, it doesn't matter which line you write them on) | Q.29 van |
| Q.10 58-5989 | Q.30 rocks (It must be plural) |
| Q.11 Safe distance | Q.31 worse/worsening |
| Q.12 rough | Q.32 next week |
| Q.13 night | Q.33 C (This is stated in the first sentence.) |
| Q.14 alcohol | Q.34 C (The lecturer says that the Chinese government didn't allow emigration.) |
| Q.15 eating | Q.35 B (The lecturer states that as the transportation of convicts from England decreased, the squatters and other employers looked for another cheap |
| Q.16 alone | Q.36 D (The lecture says that the men began to look for a scapegoat to blame for their problems and that they found it in the Chinese.) |
| Q.17 panic | Q.37 B (This is stated in the last sentence of the lecture.) |
| Q.18 parallel | |
| Q.19 1 metre | |
| Q.20 dangerous | |

Listening Test 2

- | | |
|---|--|
| Q.1 C | Q.20 north |
| Q.2 B | Q.21 (very) few |
| Q.3 D | Q.22 19 million |
| Q.4 A | Q.23 mountainous/covered in mountains |
| Q.5 Andrew (The spelling must be correct) | Q.24 huge |
| Q.6 32 City Road | Q.25 spring |
| Q.7 Newlown 2040 | |
| Q.8 12-12-1968 | Q.26 D (The newsreader says 'all three sides in the nine month civil war' which eliminates A. Furthermore, a <i>ceasefire</i> stopped on Thursday, not the fighting; and the fighting was 'in and around the capital city'.) |
| Q.9 Darwin | Q.27 B (The newsreader says that union leaders 'called off three weeks of crippling strikes on Saturday...', and that more than one million workers 'lured' joined the protest'.) |
| Q.10 3 | Q.28 D (The newsreader lists the three people — the company owner, the director, and the captain — and states that they have <i>all</i> been charged.) |
| Q.11 Canadian | Q.29 B (Abortions <i>were</i> legal and free but under the |
| Q.12 TJ11965 | |
| Q.13 3 million | |
| Q.14 democracy | |
| Q.15 jungles | |
| Q.16 famous | |
| Q.17 113 million | |
| Q.18 republic | |
| Q.19 deserts | |

new government bill abortion is now illegal.)
 Q.30 B. (The reader states that the flights will begin *within a month*.)
 Q.31 D. (The reader says that i/lhc candidate is convicted, he will almost certainly be sentenced to at least two years imprisonment.)
 Q.32 False (You need a passport-sized photograph.)
 Q.33 True (If they are unemployed and live at least 3kms from the university.)
 Q.34 False (People thinking about studying can also

use the counsellors.)
 Q.35 True (Counsellors provide individual assistance and workshops.)
 Q.36 False (It is a *good idea* to make an appointment.)
 Q.37 True (An adult *is* a person over sixteen; there is no upper age limit.)
 Q.38 True (If they are full-time.)
 Q.39 False (A small *fee* is charged.)
 Q.40 False (There is no mention of this.)
 Q.41 True (Poor punctuality is classified as inappropriate behaviour and may be penalised.)

O Listening Test 3

Q-1 C
 Q-2 A
 Q-3 C
 Q.4 B
 Q5 enrolment
 Q.6 opening ceremony
 Q.1 general orientation
 Q.8 sports carnival
 Q.9 first lecture
 Q.10 free

 Q.11 great grandparents
 Q.12 marine biology
 Q.13 too cold
 Q.14 too expensive
 Q.15 making friends
 Q.16 water polo
 Q.n sharks (feeding habits)
 Q.i a 2 years
 Q.19 trading company
 Q.20 travel

 Q.21 university
 Q.22 15
 Q.23 \$49,000
 Q.24 New York
 Q.25 (faculty) staff

Q.26 40
 Q.27 full-time
 Q.28 three

Q.29 C (The second sentence of the lecture states that few people want to acknowledge or recognise the productivity crisis. Furthermore, answers A, B and D directly contradict information given in the lecture.)
 Q.30 A (While Australia is 70% arid or semi-arid, this is largely a natural occurrence. Bad agricultural practices have aggravated this.)
 Q.31 B (The relevant information is given in the sentence '... while the major political parties are enthusiastically promoting an increased population for Australia ...')
 Q.32 D (Answer A is incorrect as there is a yearly increase in population. The lecturer also states that the growth rate is far higher than almost all *industrialised* countries, not most countries, so answers B and C are incorrect. Furthermore, answer D is the central theme of the entire lecture.)
 Q.33 D (The speaker's emphasis is on a *stable* rather than necessarily a *small* population (answer A); answer B is nonsensical; there is no reference to answer C with regard to Sweden; this leaves only answer D.)
 Q.34 A (Answers B, C and D are all recommendations made at the end of the lecture.)

O Acknowledgements

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