IELTS

READING

(GENERAL TRAINING)

Actual Tests With Answers

JUNE - SEPTEMBER 2021

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IELTS General Reading Recent Actual Tests with Answers (January – April 2021)

PREFACE

As far as you know, IELTS candidates will have only 60 minutes for this IELTS Reading part with a total of 40 questions. Therefore, it is absolutely necessary that you invest time in practicing the real IELTS reading tests for this module.

Beside Cambridge IELTS Practice Tests series published by Oxford University Press, IELTS General Reading Recent Actual Tests with Answers aims to develop both test-taking skills and language proficiency to help you achieve a high IELTS Reading score. It contains IELTS General Reading Tests in the chronological order of the recent tests and an Answer Key. Each test contains three sections which cover a rich variety of topics and give a lots of practice for a wide range of question types used in the IELTS Exam such as multiple choice questions, short-answer questions, sentence completion, summary completion, classification, matching lists / phrases, matching paragraph headings, identification of information – True/False/Not Given, etc. When studying IELTS with this e-book, you can evaluate at the nearest possibility how difficult the IELTS Reading section is in the real exam, and what the top most common traps are. Moreover, these tests are extracted from authentic IELTS bank source; therefore, you are in all probability to take these tests in your real examinations.

Don't just trust to luck in your IELTS exam – the key is practice!

IELTS Material

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IELTS General Reading Actual Test 1

Reading Passage 1

Questions 1 - 14

Questions 1 -5

Look at the five restaurant advertisements A - E.

For which restaurant are the following statements true?

Write the correct letter A-E in boxes 1 - 5 on your answer sheet

NB: You may use any letter more than once

1. You can't eat at this restaurant on Monday evening.

2. . You can have a meal here in peaceful country surroundings.

3. You can eat here on a Sunday night.

4. You can have your order delivered for an extra fee.

5. You can have dinner here and then stay the night.

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A

THE AUTHENTIC TASTE OF THAILAND

CHANGTOM

THAI RESTAURANT AND HOTEL

12-3 6-12 CLOSED SUNDAYS

- SET IN 40 ACRES OF SCENIC WOODLAND
- OUTSIDE DINING AREA
- FRESH PRODUCE ALWAYS USED
- CREDIT CARDS ACCEPTED
- SEATING FOR UP TO 50
- FULLY LICENSED BAR.
- SMALL FUNCTION ROOM AVAILABLE FOR HIRE
- LUXURY ACCOMMODATION AVAILABLE
- EASY PARKING
- VIEWS OVER BEAUTIFUL LANDSCAPED GARDENS

FOR THE FINEST STANDARDS OF CUISINE & SERVICE

B

JACK'S

TRADITIONAL AND AMERICAN RESTAURANT

For a Family Treat or that Special Occasion...

- SUPERB SELECTION OF CLASSIC AMERICAN BURGERS & STEAKS
- FISH & CHIPS & VEGETARIAN PLUS CHILDREN'S MENU
- LICENSED BAR
- WEDDINGS & PARTY BOOKINGS WELCOME
- TAKEAWAY SERVICE

LUNCHTIMES
TUESDAY-SATURDAY
EVENINGS
WEDNESDAY - SATURDAY

C

MOGUL EXPRESS

INDIAN TAKEAWAY

ENJOY FINE INDIAN FOOD IN THE COMFORT OF YOUR HOME
OPEN 7 DAYS A WEEK INCLUDING PUBLIC HOLIDAYS
GOOD PARKING FACILITIES
HOME DELIVERY SERVICE WITHIN A 4-MILE RADIUS OF
OUR TAKEAWAY - SMALL CHARGE

TEL: NORWICH 420988/588980

TOP UK TAKEAWAY AWARD & HYGIENE & QUALITY AWARD FOR TWO YEARS RUNNING

D **THE MARINA RESTAURANT**

OPEN ALL DAY FOR
DELICIOUS INTERNATIONAL CUISINE AT LOCAL PRICES
WE HAVE A CONSTANTLY CHANGING MENU OF HOME-PRODUCED FRESH FOOD
USING ONLY THE BEST LOCAL PRODUCE
* BUSINESS LUNCHES * ANNIVERSARIES AND WEDDINGS * ALL SPECIAL OCCASIONS
SNACKS $ LIGHT MEALS, LUNCHES & DINNERS, FULL BAR & EXTENSIVE WINE LIST
DINE N STYLE ABOARD THE MARINA IN RELAXED & INFORMAL SURROUNDINGS &
SAMPLE THE PLEASURES OF NORWICH'S PREMIER RESTAURANT

OPEN ALL DAY, MON-SAT
LARGE VIDEO SCANNED CAR PARK OPPOSITE

E PEKING HOUSE

RESTAURANT AND TAKEAWAY

DELICIOUS HIGH CLASS CHINESE FOOD COOKED BY EXPERIENCED CHEFS IN OUR OWN UNIQUE & ULTRA-MODERN KITCHEN

FREE DELIVERY - AMPLE CAR PARK

TELEPHONE ORDERS WELCOME

ASK ABOUT OUR CHEF'S SPECIALITY

	LUNCHTIME	EVENING
SUNDAY	CLOSED	5-11 pm
MONDAY	CLOSED	5-11.30 pm
TUESDAY	CLOSED	5-11.30 pm
WEDNESDAY	CLOSED	5-11.30 pm
THURSDAY	CLOSED	5-11.30 pm
FRIDAY	CLOSED	5-midnight
SATURDAY	CLOSED	5-midnight

NORWICH (01603) 571122
40 QUEEN STREET, NORWICH

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Read the text below and answer the questions 6 - 14

A RICHMOND EXPERIMENTAL THEATRE

'Learn to act' introduces people to a broad range of acting techniques. It is specially geared to people with little or no aging experience. The atmosphere is relaxed and unthreatening and great emphasis is placed on developing the confidence and abilities of people who may initially be a little apprehensive.

B WORLD CULTURE DAY

Brazilian street percussion

2.30 - 4.30

Samba percussion workshop. Lift your spirits with the taste of carnival! It doesn't matter whether you are an experienced musician or complete beginner, you'll be creating complex exotic rhythms in no time.

African storytelling

3:45 to 4:45

The magical African story-telling tradition of narration, poetry and proverbs (mainly from Ghana and Nigeria). An event for all the family.

C SCOTTISH DANCING

IT'S FUN

IT'S GOOD EXERCISE

- We have classes for dancers of all abilities.
- Previous experience is not essential.
- All you need to bring is a pair of soft shoes and enthusiasm.
- Classes are held in a number of places and at different times.
- We guarantee you a warm welcome.

D THE RENAISSANCE SINGERS

New singers are invited to join our choir, formed in 1993, to perform a wide variety of music in Cambridge. We meet every Wednesday evening from 7:30 to 9:30 pm and this term we are rehearsing for a special concert with audience participation on Saturday 1st December.

An ability to sight read previous experience in choral singing is desirable, although not essential.

E DRAWING WITH COLOUR

An intensive workshop for beginners

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Saturday 13th and Sunday 14th October

The unusual workshop offers instructions in effective ways to draw in colour. Activities will include study of light and shade and ways to express mood and emotion in colour.

The smart class (12 students) assures maximum attention for each student. Professional quality materials are included in the fee of $95.

Question 6 - 14

The passage on the reading page has five sections A - E

For which section are the following statements true?

Write type correct letter A - E in boxes 6 -14 on your answer sheet.

NB: You may use any letter more than once

6. A friendly greeting awaits new members

7. Some relevant skills are preferred

8. The activity could cheer you up.

9. The activity is suitable for a variety of ages.

10. Individual guidance will be provided

11. Participants can take part in a public performance

12. This activity could help someone who wants to overcome shyness.

13. This activity promises rapid progress.

14. This activity is not held during the day.

Reading Passage 2

Diving: Take the Plunge

Have you always wanted to learn how to dive?

Getting a diving certificate will be one of the most exciting experiences of your life as you learn how to explore underwater!

Here's the 10-step path to becoming a certified diver

STEP 1: Decide you really want to do it

STEP 2: Find a dive store and dive instructor you like.

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STEP 3: Discuss how you will complete your open water certification: meeting weekly for classroom and pool sessions, weekend classes, home study, class trip for your open water dives and more.

STEP 4: With your instructor, decide on a plan that best fits your schedule

STEP 5: Put on a mask, a snorkel and a pair of fins. These are the basic items of personal equipment that need to be fitted to you by a dive store professional.

For reasons of safety and comfort, we recommend that you buy diving equipment only at a dive store.

STEP 6: Be enthusiastic. An important part of your training involves going back to the classroom and learning about the dive environment, physics and safety practices.

STEP 7: Get wet! Your first dives will take place in a swimming pool. Be prepared for your first breath on a regulator (breathing apparatus) under water!

STEP 8: Go diving. Your open water training dives provide the opportunity to practice the skills you learned in your classroom and pool work!

STEP 9: Use your 'C-Card' now that you're a certified diver! Only card-carrying divers can buy scuba life supporting equipment. We also encourage you to begin right now selecting your personal equipment, especially a regulator, buoyancy compensator and dive computer. Having your own equipment will make you safer and more comfortable under water.

STEP 10: Go for more. Your certification is really just the beginning. You still need to serve a diving internship with your instructor and other experienced divers. Sign up for more training or dives under supervision as soon as you can.

Questions 15 - 20

Use **NO MORE THAN THREE WORDS FROM THE PASSAGE** answer the following questions.

15. What THREE pieces of personal equipment do you need to buy before starting the course?

16. Why should you buy your equipment from a dive store?

17. Name ONE topic studied in classroom

18. What must you show before being allowed to buy a scuba diving equipment.

19. What thing can make you feel more comfortable and safer by possessing it

20. What thing do you need to do with instructor and other experienced divers before being certified?

Questions 21 -24

The Section 'Fear No More' on the next page has 5 paragraphs (A-E) .

Choose the most suitable headings for paragraphs B - E from the list (i to ix) below:

List of headings

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i do not panic

ii if you get lost

iii do not be trapped

iv I won't be able to swim

v if I get the bends

vi I won't be able to see

vii don't get eaten viii if you run out of air

21. Paragraph B

22. Paragraph C

23. Paragraph D

24. Paragraph E

Fear No More

A It's natural to be scared at first, but statistics show scuba diving is not particularly dangerous. It is estimated that there are 2.4 million divers and 17 million dives made in the US per year. Divers Alert Network, the leading safety organization for divers reported only 85 fatalities in the past year. Most of us find that as our ability increases, our fears decrease. The risks in scuba diving while real, can all be reduced significantly by what you do for your own safety. Here are some of the most common fears of new scuba divers.

B It's understandable if you mistrust your scuba regulator. But mechanical failure of your breathing equipment is highly unlikely. A regulator is simple, strong and designed so that if it does fail, it delivers more air than you need, not less. You will also have an extra breathing system, and so will your diving buddy. Keep an eye on your air gauges and time. If you are running out of air you will find that you will have to suck harder to breathe. You will still have time to ascend slowly, even if you have to hold your breath, If you stay above 60 feet and stay out of caves and wrecks - good advice for all new divers - there is no reason to be afraid of running out of air and water.

C The 'bends' is the decompression sickness most people associate with diving, but in fact it is almost preventable. Divers most often get the bends by going too deep and coming up too quickly. It is not a serious risk if you stay above 60 feet. A safety shop of three minutes at 15 feet is a wise precaution. Cases of the bends do occur rarely, but the sickness is rarely treatable.

D Most fish ignore you or swim away. They have very narrow diets and eat only what they are accustomed to; however sometimes sharks have been known to make attacks on humans. Even here, there is evidence that a shark mistakes a human for his regular meal, a seal or sea-lion, and shark attacks are very rare. In the presence of sharks, remain calm. Don't annoy sharks by poking at them. Almost all fish will leave you alone if you do the same to them.

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E Fear can sometimes overwhelm the intellect and leave some people paralysed. The best prevention is training. You will be taught the correct response to danger. When you practise the response, it will be there when you need it. When you know just what to do, you're much less likely to lose self-control. And experience - simply diving again and again - reduces the general anxiety level that is natural when diving is still new. When you realise you are not helpless, your fears are likely to disappear.

Questions 25 -28

Complete the notes below using **NO MORE THAN THREE WORDS** from the passage for each answer:

Dive with a buddy

Check your gauges so that you don't run out of air

Dive no deeper than (25) ……. until you feel comfortable

Don't mind coming up (26) …….make a 3-minute safety stop at 15 feet

If you see a shark (27).....avoid splashing, kicking or poking at fish.

Visualise emergencies and (28).....your responses. Experience gives you confidence.

Reading Passage 3

You should spend about 20 minutes on **Questions 29 - 40** which are based on Reading Passage 3 below:

In the last century, Vikings have been perceived in numerous different ways - vilified as conquerors and romanticized as adventurers. How Vikings have been employed in the nation - building is a topic of some interest.

In English, Vikings are also known as 'Norse' or 'Norsemen'. Their language greatly influenced English, with the nouns, 'Hell', 'husband', 'law' and 'window' and the verbs 'blunder', 'snub', 'take' and 'want' all coming from old Norse. However the origins of the word 'Viking' itself are obscure: it may mean a 'scandinavian pirate' or it may refer to an 'inlet', or a place called 'Vik', in modern-day Norway, from where the pirates came. These various names - Vikings, Norse or Norsemen, and doubts about the very word 'Viking' suggest historical confusion.

Loosely speaking, the Viking age endured from the late eighth to mid-eleventh centuries. Vikings sailed to England in AD 793 to storm coastal monasteries, and subsequently, large swathes of England fell under the Viking rule - indeed several Viking Kings sat on the English throne. It is generally agreed that the battle of Hastings, in 1066, when the Norman French invaded, marked the end of the English Viking age, but the Irish Viking age ended earlier, while Viking colonies in Iceland and Greenland did not dissolve until around AD 1500.

How much territory Vikings controlled is also in dispute - Scandinavia and Western Europe certainly, but their reach east and south is uncertain. They plundered and settled down the Volga and Dnieper rivers, and traded with the modern-day Istanbul, but the archeological record has yet to verify that Vikings raided as far away as North west Africa, as some writers claim.

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The issue of control and extent is complex because many Vikings did not return to Scandinavia after raiding but assimilated into local populations, often becoming christian. To some degree, the Viking age is defined by religion. Initially, Vikings were polytheists, believing in many Gods, but by the end of the age, they had permanently accepted a new monotheistic religious system- Christianity.

This transition from so-called pagan plunderers to civilised Christians is significant and is the view promulgated throughout much of recent history. In the UK, in the 1970s for example, schoolchildren were taught that until the Vikings accepted Christianity they were nasty heathens who rampaged throughout Britain. By contrast, today's children can visit museums where Vikings are celebrated as merchants, pastoralists, and artists with a unique worldview as well as conquerors.

What are some other interpretations of Vikings? In the nineteenth century, historians in Denmark, Norway, and Sweden constructed their own Viking ages for nationalistic reasons. At that time, all three countries were in crisis. Denmark had been beaten in war and ceded territory to what is now Germany. Norway had become independent from Sweden in 1905 but was economically vulnerable, so Norwegians sought to create a separate identity for themselves in the past as well as the present. The Norwegian historian, Gustav Storm, was adamant it was his forebears and not the Swedes' or Danes' who had colonised Iceland, Greenland, and Finland, in what is now Canada. Sweden, meanwhile, had relinquished Norway to the Norwegians and Finland to the Russians; thus, in the late nineteenth century, Sweden was keen to boost its image with rich archaeological finds to show the glory of its Viking past.

In addition to augmenting nationalism, nineteenth-century thinkers were influenced by an Englishman, Herbert Spencer, who described peoples and cultures in evolutionary terms similar to those of Charles Darwin. Spencer coined the phrase 'survival of the fittest', which includes the notion that, over time, there is not only technological but also moral progress. Therefore, Viking heathens' adoption of Christianity was considered an advantageous move. These days, historians do not compare cultures in the same way, especially since, in this case, the archaeological record seems to show that heathen Vikings and Christian Europeans were equally brutal.

Views of Vikings change according to not only to forces affecting historians at the time of their research but also according to the materials they read. Since much knowledge of Vikings comes from literature composed up to 300 years after the events they chronicle, some Danish historians call these sources 'mere legends'.

Vikings did have a written language carved on large stones, but as few of these survive today, the most reliable contemporary sources on Vikings come from writers from other cultures, like the ninth-century Persian geographer, Ibn Khordadbeh.

In the last four decades, there have been wildly varying interpretations of the Viking influence in Russia. Most non-Russian scholars believe the Vikings created a kingdom in western Russia and modern-day Ukraine led by a man called Rurik. After AD 862, Rurik's descendants continued to rule. There is considerable evidence of this colonisation: in Sweden, carved stones, still standing, describe the conquerors' journeys; both Russian and Ukrainian have loan words from Old Norse; and, Scandinavian

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first names, like Igor and Olga, are still popular. However, during the Soviet period, there was an emphasis on the Slavic origins of most Russians. (Appearing in the historical record around the sixth century AD, the Slavs are thought to have originated in Eastern Europe.) This Slavic identity was promoted to contrast with that of the neighbouring Viking Swedes, who were enemies during the Cold War.

These days, many Russians consider themselves hybrids. Indeed recent genetic studies support a Norsecolonisation theory: western Russian DNA is consistent with that of the inhabitants of a region north of Stockholm in Sweden.

The tools available to modern historians are many and varied, and their findings may seem less open to debate. There are linguistics, numismatics, dendrochronology, archaeozoology, palaeobotany, ice crystallography, climate and DNA analysis to add to the translation of runes and the raising of mighty warships. Despite these, historians remain children of their times.

Questions 29-33

Complete the notes below.

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

Origins:

• Word 'Viking' is 29…….

• Vikings came from Scandinavia.

Dates of the Viking Age

• In Britain: AD 30…….-1066

Write your answers in boxes 29-33 on your answer sheet.

• Length varies elsewhere

Territorial extent:

• In doubt – but most of Europe

• Possibly raided as far away as 31…….

End of the Viking Age:

• Vikings had assimilated into 32……., & adopted a new 33……. system.

Questions 34-41

Look at the following statements and the list of times and places below.

Match each statement with the correct place or time: A-H.

Write the correct letter, A-H, in boxes 34-40 on your answer sheet.

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34 A geographer documents Viking culture as it happens.

35 A philosopher classifies cultures hierarchically.

36 Historians assert that Viking history is based more on legends than facts.

37 Young people learn about Viking cultural and economic activities.

38 People see themselves as unrelated to Vikings.

39 An historian claims Viking colonists to modem-day Canada came from his land.

40 Viking conquests are exaggerated to bolster the country's ego after a territorial loss.

List of times & places

A In the UK today

B In 19th-century Norway

C In 19th-century Sweden

D In 19th-century England

E In Denmark today

F In 9th-century Persia

G In mid-20th century Soviet Union

H In Russia today

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IELTS General Reading Actual Test 2

Reading Passage 1

Question 1-14

Read the text below and answer **Question 1-7**

EASTERN ENERGY

We are here to help and provide you with personal advice on any matters connected with your bill or any other queries regarding your gas and electricity supply.

Moving home

Please give as much notice as possible if you are moving home, but at least 48 hours is required for us to make the necessary arrangements for your gas and electricity supply. Please telephone our 24-hour line on 01316 753219 with details of your move. In most cases, we are happy to accept your meter reading on the day you move. Tell the new occupant that Eastern Energy supplies the household, to ensure the service is not interrupted. Remember we can now supply electricity and gas at your new address, anywhere in the UK. If you do not contact us, you may be held responsible for the payment for electricity used after you have moved.

Meter reading

Eastern Energy uses various meters ranging from the traditional dial meter to new technology digital display meters. Always read the meter from left to right, ignoring any red dials. If you require assistance, contact our 24-hour line on 0600 7310 310.

Energy Efficiency Line

If you would like advice on the efficient use of energy, please call our Energy Efficiency Line on 0995 7626 513. . Please do not use this number for any other inquiries.

Special services

Passwords – you can choose a password so that, whenever we visit you at home, you will know it is us. For more information, ring our helpline on 0995 7290 290.

Help and advice

If you need help or advice on any issues, please contact us on 01316 440188.

Complaints

We hope you will never have a problem or cause to complain, but, if you do, please contact our complaints handling team at PO Box 220, Stanfield, ST55 6GF or telephone us on 01316 753270.

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Supply failure

If you experience any electricity supply problems, please call free on 0600 7838 836,24 hours a day, seven days a week.

Question 1-7

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

In boxes **1-7** on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. Customers should inform Eastern Energy of a change of address on arrival at their new home.

2. Customers are expected to read their gas or electricity meters.

3. It is now cheaper to use gas rather than electricity as a form of heating.

4. Eastern Energy supplies energy to households throughout the country.

5. The Energy Efficiency Line also handles queries about energy supply.

6. All complaints about energy supply should be made by phone.

7. Customers are not charged for the call when they report a fault in supply.

Questions 8 – 14

The text on page below has seven sections, A-G. Choose the correct heading for each section from the list of headings below. Write the correct number; i-ix in boxes 8 -14 on your answer sheet.

List of Headings

i Re-heating

ii Foods with skins

iii Keeping your oven clean

iv Standing time

v Rapid cooking times

vi Using a thermometer

vii Small quantities of food

viii Deep fat frying

ix Foods low in moisture

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x Liquids

8. Section A
9. Section B
10. Section C
11. Section D
12. Section E
13. Section F
14. Section G

Using your new microwave oven

A) As microwave cooking times are much shorter than other cooking times, recommended cooking times mustn't be exceeded without first checking the food.

B) Take care when heating small amounts of food as these can easily burn, dry out, or catch fire if cooked too long. Always set short cooking times and check the feed frequently.

C)Take care when heating 'dry' foods, e.g., bread items, chocolate, and pastries. These can easily burn or catch fire if cooked too long.

D) Some processed meats, such as sausages, have non-porous casings. These must be pierced by a fork before cooking, to prevent bursting. Whole fruit and vegetables should be similarly treated.

E) When heating soup, sauces, and beverages in your microwave oven, heating beyond the boiling point can occur without bubbling evidence. Care should be taken not to overheat.

F) When warming up food for a second time, it must be served 'piping hot,' i.e., steam is being emitted from all parts, and any sauce is bubbling. For foods that cannot be stirred, e.g., pizza, the center should be cut with a knife to test it is well heated through.

G It is important for the safe operation of the oven that it is wiped out regularly. Use warm, soapy water, squeeze the cloth out well and use it to remove any grease or food from the interior. The oven should be unplugged during this process.

Reading Passage 2

Advice to entrepreneurs on starting a small business

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Step 1:

Determine your marketing strategy. When the same aspect of the product appeals to a broad market base, an undifferentiated marketing strategy works. Conversely, when advertising to different markets, a differentiated strategy highlights various aspects of the product. Meanwhile, a concentrated strategy should be used when just one particular segment of the market is targeted, rather than a range of different segments.

Step 2:

Try out different ways of promoting your product. For example, test a variety of advertising campaigns within the same market base. Ensure each campaign emphasizes your product's distinct selling point and appeals to the emotions of each group you market your product. Or consider testing the same campaign across more than one market base — you may find that one of them likes your product for a reason you hadn't thought. Or try placing your product in different types of stores, frequented by various consumer groups. Then, evaluate each campaign's success and act on customer feedback gained from salespeople or follow-up surveys.

Step 3:

Seed the market, which means giving potential customers product samples, showing them why they need (or want) it. Strive to get your product into the hands of industry leaders or companies that may need to purchase more than one item. Ask experts to test your product and provide testimonials.

Step 4:

Make your testimonials public by quoting them on your website and in your brochures, particularly the ones provided by experts and industry leaders. This will build credibility. Distribute press releases to the media to announce your product's appearance or any surprising and positive findings of the experts who have examined it.

Step 5:

Begin your chosen advertising campaign, targeting the markets you deemed as most receptive to your product. Hold a product release or grand opening event to generate local interest and publicity. Place ads in the publications your target market reads, on local radio and TV stations, and in newspapers.

Step 6:

Evaluate your product's success on an ongoing basis. Note any longer-term changes in the market base or customer expectations of the product, and then reposition it as needed. For example, Procter &

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Gamble repositioned its diapers by emphasizing their range of sizes. They began marketing them under the name of Pampers Phases, which were geared towards babies and toddlers of different ages.

Questions 15–21

Complete the table below.

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

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

Starting a small business	
Marketing	**Decide on a strategy.** Undifferentiated – the same strategy for the whole market. differentiated – different strategies for different market segments. 15 ……. – a strategy for only one market segment.
Promotion	**Try different approaches, e.g.:** Try out different ad campaigns for the product (stress the 16 …….). Try out one campaign in different markets. Put the product in a variety of 17 ……. .

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	Evaluate each campaign and respond to 18 ……. collected from customers.
Seeding the market	Distribute 19 ……. to significant individuals or organizations
Publicity	Publicize 20 ……. . Write notices for the media.
Advertising	Start the ad campaign. Hold a special event to launch the product.
Evaluation	Be aware of possible market changes over time. If necessary, 21 ……. the product.

IELTS Ma

Read the text below and answer questions 22–27.

Zandi English

Managing the inventory: advice for business managers

The importance of the inventory

Inventory or stock refers to the goods and materials that a business holds for the ultimate purpose of resale. Inventory is among the more significant sources of revenue for a company. After all, inventory equals profit, so keeping an accurate account of the product in stock and inventory to be ordered can

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have a dramatic financial impact on your business. Bad inventory can affect more than just the bottom line; it can have a damaging effect on your organization in the following ways:

Poor Customer Service:

Lack of inventory control can result in a delay when shipping products to customers. Moreover, it can create a scenario where you don't have the proper parts available for a product because you failed to check your inventory. This results in overall poor service to the clients you serve and customer dissatisfaction.

Loss of Cost-Effectiveness:

Bad inventory can be quite costly to your organization. If you have too much inventory, it will be prone to damage or destruction due to reasons beyond your control. If you have no system for monitoring inventory accurately, you may end up with shrinkage (inventory lost to theft). Finally, if you are spending more on additional inventory that you don't need – because you don't know what you have – you are wasting money.

Poor Planning:

Businesses track inventory so that they can fulfill customer orders at all times. However, it is also good business practice to plan, and when you start with a bad cache of inventory, you can't properly prepare. Moreover, if you have an unexpectedly large order – which is great for business, financially speaking – your bad list may again cost you money if you can't fulfill it.

Solutions:

To mitigate the negative effect of bad inventory on your business, you can integrate a few solutions into your workflow. For example, you can invest in an automated inventory management system, software that can track your inventory and show you where you've gone wrong. If you prefer one-on-one advice and fast answers, you may engage an inventory consultant to periodically review your stock, show you where you can make improvements in storage, and advise you on the process by which inventory moves in and out of your business.

Questions 22–27

Complete the sentences below.

Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes 22–27 on your answer sheet.

22.A company's inventory represents profit, as the stored items are intended for……..

23. One of the consequences of failing to manage inventory is a …….. in making deliveries.

24. Large quantities of stock may eventually suffer …….. and even get ruined.

25. Unchecked inventory can become depleted due to ……..

26. The benefits of an unpredicted …….. may be lost if there is insufficient stock.

27. Ways of avoiding bad inventory include purchasing special software and hiring a ……..

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Reading Passage 3

Australia - Domestic Travel

Read the text below and answer Questions 28-40.

Have you ever traveled to another part of your country and stayed for a few days? Travel within one's own country is popular throughout the world. According to a survey carried out in Australia in 2002, travelers tend to spend more and more money on their holidays.

The Domestic Tourism Expenditure Survey showed that domestic travelers – those travelling within the country – injected $23 billion into the Australian economy in 2002. As a result, domestic tourism became the mainstay of the industry, accounting for 75 percent of total tourism expenditure in Australia. International tourism, on the other hand, added $7 billion to the economy. Overall, in present dollar terms, Australians spent $7 billion or more on domestic tourism in 2002 than when the first survey of tourist spending was completed in 1991.

Thus, tourism has become one of Australia's largest industries. The combined tourist industry now accounts for about 5 percent of the nation's gross domestic product, compared with agriculture at 4.3 percent and manufacturing at 8 percent. Therefore, tourism is an important earner for both companies and individuals in a wide range of industries. For example, the transport industry benefits from the extra money poured into it. Hotels spring up in resort areas to provide accommodation, and the catering industry gains as tourists spend money in restaurants. The retail sector benefits as well, as many tourists use their holidays to shop for clothes, accessories, and souvenirs.

In most countries, land is divided into different political areas. Australia is divided into six states and two territories. Since people travel for various reasons, there are significant differences in the length of time people stay in different locations and the amount they spend while there.

In 2002, Australian residents spent $8.4 billion on day trips and almost twice that amount on trips involving at least one night away. In that year, a total of 45 million overnight trips were made in Australia. Of these, 14.9 million were spent in New South Wales, 10.3 million were spent in Queensland, and 9.2 million were spent in Victoria. Fewer nights were spent in the other states, with 3.7 million in South Australia, 1.5 million in Tasmania, and 5 million in Western Australia. Despite the popularity of

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destinations such as Ayers Rock and Kakadu National Park, only 0.4 million overnight stays were recorded in the Northern Territory.

New South Wales, Queensland, and Victoria attracted the highest tourism revenue, with $5.2 billion, $5.1 billion, and $3.3 billion spent there, respectively. The average expenditure for trips was $395 per person, with accommodation the biggest, followed by meals and fuel. The survey also showed that costs were higher for interstate travelers, who spent an average of $812 per trip than $255 for those who traveled within one state. The most expensive flights to the Northern Territory were followed by Queensland, with South Australia and Victoria the least.

After Comparing the costs of trips for different purposes, the survey found that business trips were the most expensive because they were more likely to involve stays in commercial accommodation. Trips taken for educational reasons – to visit universities, museums, etc. – were also expensive, especially as they usually required inter-state plane tickets. Family holidays lay in the medium range, with transport and fares contributing to the cost, but adventure parks the major expense. But while visits to friends and relatives were the least expensive – due to lower accommodation, food, and transport costs – these travelers spent most on shopping.

The survey also estimates that Australians made 253 million day trips in 2002, visiting parks, beaches, and city attractions. The largest expenses were petrol costs (averaging $10 per day trip), followed by meals, souvenirs, and entry fees. Day trips tended to cost the most in the Northern Territory, while South Australia was the cheapest. Overall, the survey found that men travelling alone spent more than any tourist group. In particular, men spent more on transport and meals. Women travelling alone spent the most on clothes, while souvenirs were bought more often by families than by tourists.

The challenge for the tourism industry now is to encourage Australians to continue spending money on travel and, if possible, to increase the amount they pay.

Questions 28-30

Complete the table below.

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

Write your answers in boxes **28 - 30**on your answer sheet.

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Industries that benefit from tourism
Transport
28.....
29.....
30.....

Questions 31-34

Complete the sentences below.

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

Write your answers in boxes **32-35** on your answer sheet.

31. The state or territory in which the highest number of overnight trips was made was .....

32. The state or territory in which the lowest number of overnight trips was made was .....

33. People travelling from state to state spent more than those traveling .....

34. The TWO cheapest states or territories to travel to were ..... and .....

Questions 35-38

Complete the table below.

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

Write your answers in boxes **35-38** on your answer sheet.

Major expenses for different trips	
Purpose of the trip	Major expense

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Business	Accommodation
Education	35……..
Family holiday	36……..
Visiting relatives	37……..
Day trips	38……..

Questions 39 and 40

Complete the sentences below.

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

Write your answers in boxes 12 and 13 on your answer sheet.

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39. The category of people who spent the most on travel to Australia in 2002 was.....

40. The category who spent the most on souvenirs were .....

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IELTS General Reading Actual Test 3

Reading Passage 1

Questions 1 - 4

Look at the five advertisements, A-E, on page 1.

Answer the questions below by writing the correct letters, A-E, in boxes 1-4 on your answer sheet.

1)Which TWO statements mention entry requirements?

2) Which TWO advertisements say what you will have achieved by completing the course?

3) Which TWO advertisements mention being run by professionally trained teachers?

4) Which advertisement indicates that it doesn't matter how old you are?

A. Canterbury Swim School

15 Watmer Close Canterbury Tel 712465

Swimming Lessons

Beginners – Children with water confidence

Intermediate (5m) – for children able to swim 5m front and back

Intermediate (10m) – for children able to swim 10m in 3 strokes

Free trial lesson. Then £15 per lesson.

All classes run for eight weeks

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B. RIDE THAT BIKE

Now is the time to go for that

FULL MOTORCYCLE LICENCE

We offer training to the highest standard.

We provide everything you need including a motorcycle!

Pay for one course and you will be training until you pass.

Cost £250 (£225 if paid in advance)

Advanced driving lessons (Fees on request)

Channel Rider Training

01303 892966

IELTS Material

Courses commence Wednesday 24th August

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C. Take driving lessons

In YOUR OWN CAR

Intensive courses available

Hours to suit you and your ability.

Lessons 7 days a week in

Faversham,

Herne Bay, Whitstable, Canterbury and

the surrounding area.

Registered Instructors.

Quality instruction at a reasonable cost.

Fees on request.

D. HIGH ELMS SCHOOL OF

RIDING

01227 713324

Riding lessons for every age & standard

All riding equipment provided

Open 7 days a week 8.30 am – 6.30 pm

Friendly qualified tuition

PROGRAMME

Aug 1 – 5 Beginners' courses

Aug 8 – 12 Summer school

Aug 22 – 26 Stable management and riding course

Aug 18, 23, 26 Picnic rides

We promise to build confidence and increase expertise

Please call any time for further details.

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E. Windtek Windsurfing School

Take surfing lessons off Chesil Beach. Courses available for all levels.

We use the latest training techniques, and we will demonstrate how to get the best out of your equipment.

Introduction to Windsurfing – One day course – Basic skills £50

Coaching – Weekends only – Individual tuition £20/hour

Two-hour Improvers' Course – Experienced Surfers only – Groups of three students £25

All courses must be paid for on booking. Equipment not provided. Phone 01305787900

Questions 5 - 8

Classify the types of extinguishers which should be used on fires in the following situations.

Answer the question below by writing the correct letters, A-E, in boxes 1-4 on your answer sheet.

Write:

A) if only cream or black should be used

B) if only cream or red should be used

C) if only blue or black should be used

D) if only cream, red or blue should be used

E) if only red or black should be used

Write the correct letter, A-E, in boxes 5-8 on your answer sheet.

NB: You may use any letter more than once.

5) a plugin its socket

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6) a large industrial oil spill

7) a frying pan of cooking oil on an electric cooker

8) the edge of a curtain

FIRE EXTINGUISHERS AND THEIR USES RED

Use on paper, wood, textiles.

Do not use on electrical equipment or flammable liquids.

BLUE

Use on any small fire.

CREAM

Use on flammable liquids and vehicle fires as well as paper, wood textiles.

BLACK

Use on electrical equipment as well as flammable liquids and gases.

Questions 9 - 14

Do the following statements agree with the information given in Reading Passage 1.

In boxes 9-14 on your answer sheet, write.

TRUE if the statement is true according to the passage

FALSE if the statement is false according to the passage

NOT GIVEN if the information is not given in the passage

9) Office managers must work from 8.30 am to 5 pm with one hour for lunch.

10) All employees must work between 9.30 am and 4 pm, except for lunchtime.

11) The building shuts at 5 pm.

12) All employees who are not office managers are paid overtime if they work later than 5 pm.

13) Office managers are paid extra money for working at weekends.

14) It is possible to have a two-week holiday in summer and a two-week holiday in winter.

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Hours of work

There are no prescribed hours of attendance for office managers. The main office hours comprise a 37½ hour week worked from 8.30 am to 5.00 pm from Monday to Friday, with one hour for lunch. All sections work a flexitime scheme of attendance which features core hours from 9.30 am to 4.00 pm with a lunch break of between 30 minutes and two hours' duration, with the opportunity to work from 7.30 am to 6.00 pm daily, at which time the premises are locked. Office managers do not qualify for overtime rates for any additional hours worked, but time off may be taken for any hours required to be worked at weekends.

In one calendar year, a total of 5 weeks' holiday may be taken. Staff are reminded that they may not take more than two consecutive weeks of holiday.

Reading Passage 2

Read the passage below and answer **Questions 15-19**.

Safe computer use

Most people suffer no ill-effects from using VDUs (Visual Display Units) as they don't give out harmful levels of radiation and rarely cause any kind of skin complaint. If you do suffer ill-effects, it may be because of the way you're using the computer, and this can be avoided by well-designed workstations. When working at a VDU, make sure you keep a good posture and that your eyes are level with the screen.

Under health and safety regulations, your employer should look at VDU workstations, and reduce any risks by supplying any equipment considered necessary (e.g. a wrist rest). They should also provide health and safety training. This also applies if you're working at home as an employee and using a VDU for a long period of time. There is no legal limit to how long you should work at a VDU, but under health and safety regulations, you have the right to breaks from work using a VDU. This doesn't have to be a rest break, just a different type of work. Guidance from the Health and Safety Executive (HSE) suggests it's better to take frequent short breaks, but if your job means spending long periods at a VDU, for example as in the case of data input, then longer breaks from your workstation should be introduced.

If you're disabled, your employer's duty to make reasonable adjustments for you may mean that they will provide you with special computer equipment. You can also get advice and maybe help with paying for equipment from the local jobcentre.

Studies haven't shown a link between VDU use and damage to eyesight, but if you feel that using a VDU screen is making your eyes tired, tell your employee safety representative. You have the right to a free eyesight test if you use a VDU a lot during work hours. If you're prescribed glasses, your company must pay for them, provided they're required in your job.

If you have any health problems you think may be caused by your VDU, contact your line manager. He/she has a duty to consult you on health and safety issues that affect you and should welcome early reporting of any issue.

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Questions 15-19

Complete the sentences below.

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

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

15.It is unusual to get a ..... as a result of using computers.

16. Employers may be required to provide you with items such as a ..... to use while at work.

17. If your job involves tasks such as ..... , the advice from the HSE may not apply.

18. Financial assistance in the case of special requirements may be available from the .....

19. The Company is obliged to cover the cost of …… if you need them while working.

20. Any concerns about the effect of using a VDU on your general well-being should be reported to ..... .

Flight Attendants – Recruitment and Training Process

Recruitment

The position of Flight Attendant is one of prestige and immense responsibility. Recruitment is conducted according to operational demands, and there can be periods of up to 12 months, where no new intake is required. However, applications are always welcomed.

After you submit your initial application online, the Kiwi Air HR Services Team review the details you have provided. Candidates whose details closely match the requirements of the position are then contacted via email advising that their application has progressed to the next stage of the recruitment process. Potential candidates are then asked to attend a Walk-In Day. This could occur several weeks or months after the original application has been submitted depending on current needs.

Walk-In Day consists of a brief presentation about the role and a short interview. Candidates who are successful on the Walk-In Day are notified within 10 days and invited to attend an Assessment Centre. Please note that candidates are required to pass a swimming test before attending the Assessment Centre. At the Assessment Centre, candidates attend an interview as well as participating in a number of assessments. Verbal references are then requested, and candidates attend a medical check.

At times, there may not be a need to recruit for Flight Attendant positions. However, the company continuously maintains a 'recruitment pool' of those who have completed the Assessment Centre stage.

These candidates are contacted when a need for Flight Attendants is established and attend a full interview before a decision is made on whether to extend an offer of employment.

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Due to the volume of applications received, Kiwi Air is not able to offer verbal feedback to candidates at any stage of the recruitment process. Unsuccessful candidates may reapply at any time after 12 months from the date at which their applications are declined.

Training

Upon being offered a role as a trainee Flight Attendant, a 5-week training course is undertaken at our Inflight Services Training Centre in Auckland. This covers emergency procedures, customer care and service delivery, and equipment knowledge. To successfully complete the course, high standards must be attained and maintained in all subjects.

Complete the flow-chart below.

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

Write your answers in boxes **20-26** on your answer sheet.

Flight attendants of Kiwi Air – Recruitment and Training Process

Candidates go online to complete their 21 ..... .

↓

Suitable candidates are then invited to come to a 22 ..... .

↓

After having satisfactorily completed a 23 ..... , successful candidates will then go to an Assessment Centre.

↓

Kiwi Air then asks for 24 ..... and candidates are required to undergo a medical check

↓

If there is no immediate need for flight attendants, successful candidates are put into a 25 ..... .

↓

When the need arises, these candidates will then be given a 26 ..... , after which they may be offered a job

↓

On starting the job, a 5-week training programme is given, which includes how to look after passengers and what to do in an 27

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Reading Passage 3

You should spend about 20 minutes on Questions 28-40, which are based on Reading Passages below.

Write answers to questions in boxes 28-40 on your answer sheet.

Read the text below and answer Questions 28-40.

Vanilla – the most wonderful flavour in the world

Vanilla is the most popular and widely used flavour in the world. And, yet, the vanilla orchid is only grown in a few countries. Below you'll discover why these countries are ideal and how the vanilla from each region differs.

Mexico

Vanilla ('Vanilla planifolia Andrews) originated in Mexico and for centuries was the exclusive secret of the native Totonac Indians, who were later conquered by the Aztecs. The Aztecs, in turn, were conquered by the Spanish forces led by Cortez in 1520. He brought vanilla pods home to Spain, thus introducing the flavorful pods to the rest of the world.

However, Mexico remained the sole grower of vanilla for another 300 years. The particular relationship between the vanilla orchid and an indigenous bee called the Melipone was crucial. It was responsible for pollinating the flowers, resulting in fruit production.

Vanilla pods should be picked when the tip begins to turn yellow. The curing process gives the pods their characteristic brown colour as well as their flavour and aroma. In Mexico, farmers cure the pods by wrapping them in blankets and straw mats and then placing them in ovens for 24 to 48 hours. After that, the pods are spread outdoors to absorb heat during the day and then placed in wooden boxes overnight. Once properly cured, they are stored to further develop the flavour. The entire curing process takes three to six months, making it a very labour-intensive process. Vanilla from Mexico has a flavour that combines creamy tones with a deep, spicy character, making it a delicious complement to chocolate, cinnamon and other warm spices. It also works wonderfully in tomato sauces.

Madagascar

Around 1793, a vanilla plant was smuggled from Mexico to the Island of Reunion, east of Africa. For almost 50 years, the production of vanilla struggled. The vines grew successfully with beautiful blossoms, but vanilla pods were infrequent. Without the Melipone bee, the flowers weren't being fertilized beyond occasional pollination by other insects. It wasn't until 1836 that Charles Morren, a Belgian botanist, discovered the pollination link between bee and plant. And then in 1841, Edmond Albius of Reunion developed an efficient method for fertilizing the flower by hand. Now, growers could choose the best flowers to pollinate, resulting in a healthier and higher quality vanilla pod.

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Eventually, the plants arrived on the nearby island of Madagascar, where hand pollination proved its worth. Assisted by the climate and rich soil, hand pollination by the country's skilled farmers has enabled Madagascar to become the world's top vanilla producer in quantity and, many would argue, quality.

The curing process is similar to that in Mexico with one difference. The farmers initiate the process by immersing the green vanilla pods in hot water for some time. They then store them in sweat boxes before beginning the routine of spreading them outdoors during the day and packing them away at night. The different curing method used contributes to the overall flavour of the vanilla.

The sweet, creamy and mellow flavour is the one most people identify with vanilla. This flavour and the pod's ability to hold that flavour in both hot and cold applications make it an exceptional 'all-purpose' vanilla which is many people's first choice for a wide range of sweet recipes – from cooking and baking to ice creams and buttercreams.

Tahiti

Like the other countries, Tahiti's tropical climate makes it ideal for growing vanilla. However, Tahiti differs in the species of vanilla that is most common: Vanilla tahitensis Moore. This is the hybrid of two vanilla species introduced in the 1800s. These two species were skilfully crossed in the next few decades, to create the plump Tahitian vanilla pods we know today.

The curing process also differs from other countries'. Mature pods are first stacked in a cool place until they are completely brown (five to ten days) and then rinsed briefly in clear water, a unique characteristic of the method used in Tahiti. For the next month, growers expose the pods to the gentle morning sunlight. In the afternoon, they bind the pods in cloths and store them in crates until the next morning, to promote transpiration. Little by little, the vanilla pods lose weight and shrink. Throughout this phase, the workers carefully smooth and even out the pods with their fingers. Then after a month, the final step is to leave the pods in a shaded and well-ventilated spot for 40 days to lower their moisture content.

This species of orchid combined with Tahiti's advantageous climate and soil results in vanilla that has fruity and sweet tones. Tahitian vanilla is especially vulnerable to heat and is, therefore, best used in refrigerated and frozen desserts, fruit pies and smoothies.

Indonesia

Indonesia is the second-largest producer of vanilla. However, Indonesian production methods focus on quantity over quality. Unlike other regions, where vanilla beans are picked only when ripe, Indonesian growers harvest all the beans at one time, a labour-saving adjustment.

The curing process also features production shortcuts such as the use of propane heaters to speed up drying. The use of such heat, which chemically alters the beans, essentially 'bums off-flavour components while adding a smoky tone, resulting in a less complex taste and a sharper flavour. Indonesian vanilla works well when blended with vanillas from other regions and, because it's more economical, it makes the end product more affordable.

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Questions 28-31

Look at the following statements (Questions 28 -31) and the list of countries below.

Match each statement with the correct country A,B,C or D

Write the correct letter A,B,C or D in boxes 28 -32 on your answer sheet.

28. The vanilla that is grown here was created from more than one type of vanilla plant.
29. This vanilla is often mixed with other types of vanilla.
30. Some people claim that this country produces the finest vanilla.
31. This vanilla goes well with both sweet and savoury ingredients.

List of Countries

A. Mexico

B. Madagascar

C. Tahiti

D. Indonesia

Questions 32-34

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

Write the correct letter in boxes 32-34 on your answer sheet.

32. What prevented countries, apart from Mexico, from growing vanilla in the 17th and 18th centuries?

A. the Aztecs' refusal to let the pods be exported

B. the lack of the most suitable pollinating insect

C. the widespread ignorance of the existence of the plant

D. the poor condition of the vanilla pods that Cortez collected

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33. What does the writer suggest was the main reason for the success of vanilla cultivation on Madagascar?

A. the adoption of a particular agricultural technique

B. the type of vanilla orchid that was selected

C. the unique quality of the soil on the island

D. the rapidly increasing number of growers

34. The writer believes that Madagascan vanilla is so popular because A.

it works well in a variety of main courses and puddings.

B. its pod is less likely than others to break up when it is cooked.

C. its taste is widely considered to be the standard taste of vanilla.

D. it is the one that is used in a number of commercial frozen desserts.

Questions 35-40

Complete the summary below.

Choose ONE WORD ONLY from the text for each answer.

Write your answers in boxes 35-40 on your answer sheet.

How vanilla pods are cured in Tahiti

Tahitian farmers start by leaving the pods to turn 35 ..... all over. They then wash them quickly before the main stage of the curing process begins. They place the pods in the 36 ..... during the early part of the day. Cloths are then wrapped around them, and they are left in boxes overnight. This procedure encourages 37 ..... Gradually, the 38 ..... of the individual pods starts to decrease. While this is happening, the farmers continue to work on the pods. They use their 39 ..... to flatten them out. For the last stage in the curing process, the pods are kept in a cool place which is open to the air, so that the amount of 40 ..... within them is reduced.

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IELTS General Reading Actual Test 4

Reading Passage 1

Unit accommodation

Should you stay or should you leave?

You have been through the whole process - filled in a UCAS application form, sent the results of your Alevels, passed your English exam and was finally given an offer to join a university. Now you are on your way to moving to the university accommodation of your choice; a question arises in your head ---- where is the best place for a student to stay while being at uni in the UK?

A survey has shown that over 60 per cent of first-year students look for a room within the available university-managed accommodation houses. The reason for that is simple --- a fresher tends to feel lonely, lost and homesick more often than a final year undergraduate. In addition to that, halls of residence are like a refugee camp where the newcomers can gather together so as to survive in the new environment, which initially may be so obscure that they often get lost amid the disturbing and exciting big city.

On-campus housing facilities also count for their final choice -- the majority of the residents said that a place with a homey atmosphere, like a lounge with comfortable sofas and a TV or a fully-equipped kitchen and a launderette, was crucial for their well-being.

Having said that, the second year undergraduate students are not so keen on staying in the halls of residence or flats administered by their university. At this stage, either the accommodation bureau is not up to offer a place to older students (as there is a policy for welcoming the first-year students before anyone else, and, then, if a room remains empty, they will consider other applications) or they have met a few friends who they get along with. They feel it is time to go house-hunting. This is when the adventure for undergraduate students starts again. Now they are familiar with their university policies and the new city life; they are about to be bombarded with new rules and regulations set by estate agencies. Payments are to be made PCM. (per calendar month), a monthly deposit is to be given beforehand, flats and house rents are either bills, inc. Or bills etc. (including or excluding bills) and so on.

No matter what they go for, around 30 per cent of final year undergraduates send their applications, forms, and hope to come back to the university accommodation and their halls of residence so that they can finally complete their degree.

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Tips for undergraduates

In the halls of residence

Make the most of your room, keep it neat and clean, and you will have a nice study environment.
Socialise - the kitchen, lounge and bar are there for you so that you can make few friends.
When you cook or do the washing, think about others - do not leave your personal stuff lying around.

When house-hunting

Set your own budget and ask your flatmates to do the same. This way, you do not end up signing overbudget contracts and getting into debt.

Check out the facilities included in the rental price before you move to the new place. Do they meet your needs?

Take a look at the neighbourhood and local transport for cheap accommodation; faraway suburbs turn out to be overpriced at the end of the day!

Questions 1 - 8

In boxes 1- 8 on your answer sheet write.

TRUE if the statement is true

FALSE if the statement is false

NOT GIVEN if the statement is not given in the passage

1. A fresher goes through more emotional distress than other undergraduates
2. Few students are fond of staying in a place which resembles their home.
3. Second-year students do not stand a chance of being offered a room in halls of residence.
4. House-hunting is more exciting than moving to university-managed accommodation.
5. A range of financial terms is included in a property rental agreement
6. New friends should have parties in communal areas in halls of residence.
7. Students will be in the red unless they set a budget before they go house hunting.
8. Reasonable rental prices can be found near the university and local amenities.

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Natural landscapes for you!

If you are eager to be in contact with nature, then these options of adventure holidays are definitely to be in your choice list.

A) Incas in the jungle!

Enjoy the mysterious trail in the Andes mountains and be astounded with the magical monuments of Machu Picchu! The historical Incas and the fascinating reminiscences of their culture will be a thrilling moment in your life!

B) Magnificent Serra da Canastra

Ever seen huge waterfalls? Not yet? Then, you are welcome to a unique place! Follow trails through the jungle and go hiking on Minas mountains so as to reach astonishing waterfalls! As you celebrate your arrival, you can swim in the clearest water and have an unforgettable experience.

C) Seven sisters & you

Here is the long walk through the English countryside - among sheep and goats and an amazing lake - until you reach an untouched beach, full of pebbles, and seven white cliffs! Contemplate the sea that always greets the seven sisters.

D) Long way down in Queenstown

Fancy a radical sport? Well, you are in the ideal place for bug jumping! Walkthrough the forest and enjoy the natural landscape before you see yourself jumping over it!

E) Visit the treasure island!

Come on hiking over the coastal area of Ireland! Known as the Emerald island, this can be an exciting journey, as you can go horse-riding there! Enjoy the freedom of the greenest countryside you have never seen

F)Desert Landscape

Explore the desert lands in Chile! As you walk through the hot, arid plateau during the day, you will be surprised with the historical importance of Atacama! And the salt basins will impress you with its exuberance.

G)Bonito is really beautiful!

Go on a trip to the Pantanal Jungle and watch a variety of fauna and flora as you travel by boat on the river! When you arrive at Bonito, you can go water-rafting on the waterfalls or snorkelling in the lakes under the caves!

H)Come on rocky time!

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If you are into rock-climbing, then you are coming to the right place! Join groups of rock climbers, and you can see terrific views whether you are going up or down! Camping is an alternative to those who want to go on longer journeys!

Questions 9 - 14

Match the adventure holidays to the statements 9 - 14

Write the appropriate letters(A - H) in the boxes 9 -14 on your answer sheet.

NB: Some of the holidays may be chosen more than once.

9. The water is very salty there.
10. You can see natural landscapes from a different angle.
11. As you swim. The flowing water splashes over the rocks.
12. There is a range of wild animals in this place.
13. You can find the ancient ruins there.
14. Do not attempt to swim there without appropriate equipment

Reading Passage 2

Food For Thought

Seven steps to a healthier life

A. First of all, dieting does not only consist of dashing to the supermarket and glancing through shelves in search of a miserable, tiny chocolate bar and the word 'diet' written in gold letters. Dieting is about balancing the food you eat! In other words, you cannot eat some green salad and sip a glass of grapefruit juice and, then, ask for three hamburgers and a pack of chips. You should think about the food you eat as if you had to put it on a scale. Instead of dragging your feet when you step on a scale, consider fast handwriting in calorie scale. How many calories am I supposed to have on a daily basis? And how many calories do I actually eat?

B. Taking down the amount of calories you have is not the only step for a healthier life. Exercising, whether we like it or not, is vital to our organs and body systems. Have you got any problems with diabetes? Then walking is important to help your pancreas reactivate itself so as to burn the sugar and the carbohydrates. Whatever physical activity you take up, you can be certain that the first one to be benefitted from it is your own body.

C. Breathing fresh air is crucial to your body as regular exercise. Wherever you live, wherever you work or study in, there should always be some free time to rest under a tree or a garden for a few

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minutes. However, good air quality should also be followed by a deep breath. This way, inhaling and exhaling can actually feed your cells and lungs with oxygen while reinvigorating your mind and body.

D. As well as oxygen, our bodies need the most wonderful cleansing system - Water! Yes, you should drink about two litres of water per day. This is crucial to the function of your kidneys as they do keep kidney stones away. Water hydrates your cells, and it is a refreshing drink—no wonder why the human body is 60 or 70 per cent water.

E. A change in your lifestyle is inevitably important to the quality of your life. No matter how hardworking you are at home and in your workplace, there is a time when you should definitely avoid stress! This includes getting involved in stressful situations, such as family conflicts, heavy workload and unnecessary emotional distress. You are not a hero, and if you carry such problems over your shoulders, you will not do anyone any good.

F. At the end of the day, there should be a relaxing night. You have probably heard that you should sleep between 7 and 8 hours per night. This is vital to the replenishment of energy stores, repair of damaged tissues, recovery of cells and maintenance of our bodies and minds. For this reason, the next time you go for a session of sleep deprivation, you should remember the effects you are missing out from a good night's sleep.

G. Last but not least, you should take some time to relax and smile! Smiling attracts other smiles and can make your life much happier. You will also feel less tense, worried and anxious, and your life can be changed into a state of relaxation and happiness.

Questions 15 - 21

From the list of headings below, choose the most suitable heading for each paragraph A - G.

Write the appropriate numbers (i - x) in boxes 15- 21 on your answer sheet.

List of Headings
i) Allow the best fluid intake ii) Have a joyful time iii) Overcome difficulties iv) Mind your own business v) Renew your body cells vi) Review your meals vii) Become proactive viii) Control your diabetes ix) Be in touch with nature x) Count your calories

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15. Paragraph A
16. Paragraph B
17. Paragraph C
18. Paragraph D
19. Paragraph E
20. Paragraph F
21. Paragraph G

ASSESSMENT GUIDELINES

1. **Field trip -** The first assessment consists of a trip to the London area known as 'The City of London' or Square Mile, as it covers about a mile (2.6km2). It is a modern conurbation and holds UK financial centres and industry. You will spend a day walking through the monuments and buildings that are of historical and cultural importance and are expected to take leaflets and talk to engineers and architects about the development of this urban area.

Portfolio - Once the first assessment is completed, you will build up a portfolio on the geographical and urban planning of the 'City of London'. You are expected to consider both the emergent growth companies that have settled there and the environmental impact on the site.

Further information:

- The field trip will take place during week 9. This is a date set between Monday, 4th April and Friday, 8th April. Two tutors will accompany the group and guide them through the major buildings. Introductory information will also be given to the students.
- Professionals such as planning managers, engineers and architects will be available in specific buildings. Students should take the initiative to talk to them, i.e., write down relevant questions and interview them.
- The portfolio should be handed in by the end of week 14. Therefore, the deadline for this assignment is 13th May. Only under special circumstances will this assignment be considered after this date.

Building up a portfolio means that each student will organise a set of appropriate informative leaflets

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and information sheets, responses during the interviews and their own reflections on it. The development of reflective skills is an important issue, and they are to be assessed and evaluated in this assignment.

Questions 22 -29

Look at the assessment guidelines for students on how to approach their assignments.

Complete the flowchart below using **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes 22 - 29

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22. Undergraduate students have two types of assignments in order to complete their ..... course

23. The first one .....to the 'City of London'

24. It will be held on ..... during week 9

25. Students will be guided by .....

26. The second assesment is a .....

27. It consists of gathering .....

28. Students are expected to .....i.e., end of week 14

29.....will be evaluated and will count towards the final mark

Reading Passage 3

Beyond the limits of land exploited.

Despite deforestation within the last few centuries, rainforests still remain a biodiversity treasure hidden from human touch.

Throughout the centuries, rainforests have played a significant role in enriching society. Firstly, there were the indigenous tribes, who worshipped the rainforests with their own culture and their love and respect for nature. Then, there were members of a new civilisation, and wherever they stepped on, forests faced devastation. Whether they looked for gold and precious stones or new land to settle down, the result was deforestation.

Life changed, and so did the meaning of richness. Nowadays, there are those who seek to do business with the wood being cut illegally. And there are members of the science community - they are biologists, chemists, naturalists and health professionals who have been struggling to learn about the secrets of biodiversity.

The name rainforests designate the forests which are under heavy rainfall throughout the year. They are located in the intertropical convergence zone, i.e., the area surrounding the equator. They fall into two categories - the tropical rainforest and the temperate one. The first one is found in the tropical areas, including Central America and South America, Sub-Saharan Africa and Southeast Asia. The second

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one is located in the temperate regions of North America, South America, Europe, East Asia, Australia and New Zealand.

Studies have shown that a rainforest consists of four layers. The emergent layer carries a small number of large trees, which are home to eagles, bats and butterflies. The canopy layer contains the densest areas of biodiversity since adjacent treetops are thought to protect 50 per cent of the flora that live on Earth. Underneath the canopy, we can find the understory layer and its variety of birds, snakes, lizards and predators, such as jaguars and leopards. The last one is the forest floor, a mysterious area with only 2 per cent of sunlight and living beings that can survive under this condition.

Thus, an inconceivable diversity of ecosystems is believed to live underneath the magnificent treetops in both temperate and tropical rainforests. Furthermore, the importance of the flow of information has meant that wealth lies in the provision of new information to this postmodern society. Therefore, recent government intervention to save the Brazilian rainforest from deforestation, for example, has clearly contributed to scientific research since the object of study is to be kept away from destruction.

In fact, 50 per cent of the fauna found in the world is thought to inhabit in the rainforest. There is a wide range of species, including mammals, reptiles, birds and invertebrates, and an incredible flora that live in natural ecosystems. Biodiversity is a singular feature of the rainforests. As they protect amazing species, they are also home to the natural resources for new medicine and healthier life. Yet, the more we learn about them, the more there is to discover.

IELTS Material

Questions 30 - 31

Choose the appropriate letter A-D and write them in boxes 30-31 on your answer sheet.

30. What do you learn about the rainforests in the first paragraph?

A) the reasons why different civilisations came to the rainforests

B) the amount of wealth that is found in the rainforests

C) the degree of deforestation so far

D) the lack of respect humans have for the rainforests.

31. In the second paragraph, what piece of information is accurate about human beings who have been to the rainforests?

A) The scientists who explore the rainforest are very rich.

B) Biologists and chemists aim to gain knowledge about biodiversity.

C) Criminals gave up cutting wood illegally.

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D) Naturalists and health professionals intend to live there.

Questions 32 - 34

Choose **THREE** letters A-G and write them in boxes **32-34** on your answer sheet.

Which three of the following does the writer highlight when describing the rainforests?

A)The etymological origin of the word 'rainforest'

B) All the countries where portions of rainforest are found

C) The rainforests subdivisions

D) the reason behind the name 'rainforest'.

E) the difference between tropical and temperate rainforests.

F)the area where rainforests are located

G) the biodiversity available in the rainforests.

Questions 33 -37

Using **NO MORE THAN THREE WORDS** answer the following questions.

Write your answers in boxes 35-37 on your answer sheet.

35. Which layer holds a high degree of biodiversity?

36. What is the name of the third layer mentioned in the passage?

37. What does the term 'under this condition' refer to?

Questions 38 - 40

Do the following statements agree with the information given in the reading passage.

In boxes **38-40** on your answer sheet write.

TRUE if the statement is true

FALSE if the statement is false

NOT GIVEN if the information is not given in the passage

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38.Postmodern society seeks information as a source of wealth.

39. Government intervention in activities of deforestation is the result of a partnership with the scientific community.

40. Biodiveristy is the only characteristic of the remaining rainforests.

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IELTS General Reading Actual test 5

Reading Passage 1

CONSUMER ADVICE ON BUYING SHOES

If you have a problem with shoes you've recently bought, follow this four-step plan.

Step 1

Go back to the shop with proof of purchase. If you return faulty shoes at once, you have a right to insist on a refund. It is also likely that you will get one if you change your mind about the shoes and immediately take them back. But, if you delay or you've had some use out of the shoes, the shop may not give you all your money back. It depends on the state of the shoes and how long you've had them.

If you are offered a credit note, you don't have to accept it. If you accept it, you will usually not be able to exchange it for cash later on. You may be left with an unwanted credit note if you cannot find any other shoes you want from the shop.

The shop may want to send the shoes back to the head office for inspection. It is fair and could help to sort things out. But don't be put off by the shop which claims that it's the manufacturer's responsibility. It isn't true. It's the shop's legal duty to put things right.

Step 2

If you don't seem to be getting anywhere, you can get help. Free advice is available from a Citizens Advice Bureau (get the address from your telephone book) or a local Trading Standards Department. Again, consult the telephone directory under County, Regional or Borough Council. All these departments have people who can advise you about faulty goods and what to do with them.

Step 3

The Footwear Code of Practice covers most shops. If the shop you are dealing with is included, you can ask for the shoes to be sent to the Footwear Testing Centre for an independent opinion. The shop has to agree with whatever the resulting report says. There is a charge of £21. You pay £7, and the shop pays the rest (including postage).

Step 4

As a last resort, you can take your case to court. This is not as difficult as it sounds. The small claims procedure for amounts up to £ 1000 (£750 in Scotland) is a cheap, easy, and informal way of taking legal action.

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The relevant forms are available from your nearest County Court or, in Scotland, the Sheriff Court. You can get advice and leaflets from the Citizens Advice Bureau. Alternatively, some bookshops sell advice packs which contain the relevant forms.

Question 1-8

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

In boxes **1-8** on your answer sheet, write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. If you return unwanted shoes straight away, with a receipt, the shop will probably give you a refund.
2. You are advised to accept a credit note if you are offered one.
3. The factory is responsible for replacing unwanted shoes.
4. You can ask for any shoe shop to send shoes to the Footwear Testing Centre.
5. Shops prefer to give a credit note rather than change shoes.
6. The customer contributes to the cost of having faulty shoes tested.
7. The procedure for making a legal claim is easier in Scotland.
8. Legal advice and forms can be bought from certain shops.

Read the text below and answer questions 9 -14

Lost cards

If you discover that your credit card, cheque book, debit card, or cash card is missing, telephone the credit card company or bank as soon as possible. Follow this up with a letter. If you suspect theft, tell the police as well. In most circumstances, provided you act quickly, you will not have to pay any bills in which a thief runs up on your account. Most home insurance policies will also cover you against even this limited risk.

Because plastic money is now common, central registration schemes such as Credit Card Shield and Card Protection System exist to help customers whose cards are lost or stolen. Under the schemes, you file details of all your cards - including cash cards and account cards issued by shops - with a central registry, for a small annual fee. Then, if any or all of your cards are stolen, you need to make only one phone call

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to the registry, which is open around the clock 365 days a year. As soon as you have called, your responsibility for any bills run up by the thief ends and the scheme's staff make sure that all the companies whose cards you had are notified.

What you stand to lose on a stolen card

CREDIT CARD You will not have to pay more than £50 of the bills a thief runs up with your card. If you report the loss before the card is used, you will not have to pay anything.

CHEQUES AND GUARANTEE CARD Unless you have been careless - by signing blank cheques say - you will not have to pay for any forged cheques a thief uses. The bank or shop that accepts them will have to bear the loss.

DEBIT CARD (Switch or Visa Delta) The banks operate a system similar to that for credit cards, in that you are liable for bills up to £50.

If your cash card is stolen

Legally, you can be made to pay back any sums a thief withdraws using your card, but only up to the time you report the loss and up to £50, unless the bank can prove gross negligence, such as writing your personal identification number on your card.

- Never keep your card and a note of your personal number (which does not appear on the card)
- Memorise your personal number if possible. If you must note it, disguise it as something else – a telephone number, say.
- The same rules and precautions apply to a credit card used as a cash card.

Question 9-14:

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

Write the correct letter in boxes **9-14** on your answer sheet.

9. What should you do first if you lose a credit card?

A.contact your insurance company

B. write a letter

C. contact the police

D. make a phone call

10. Credit Card Shield is

A.An insurance company which deals with card theft.

B. a system for registering people's card details.

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C. an emergency telephone answering service.

D. an agency for finding lost or stolen cards.

9. When contacted, the Card Protection System company will

A. inform the police about the loss of the card.

B. get in touch with the relevant credit card companies.

C. ensure that lost cards are replaced.

D. gives details about the loss of the card to shops.

12. Both banks and shops fully cover you if you lose

A. a cheque that is signed but not otherwise completed.

B. a blank unsigned cheque.

C. a switch card

D. a credit card

13. If you have written your personal number on a stolen card, you may have to

A.join a different credit card protection scheme.

B. pay up to £50 for any loss incurred.

C. pay for anything the thief buys on it.

D. change your account to a different bank.

14. What happens if your cash card is stolen?

A.you arrange for the card to be returned.

B. the bank stops you from withdrawing money.

C. you may have to pay up to £50 of any stolen money.

D. you cannot use a cash card in the future.

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Reading Passage 2

Recycling at work - handy hints to employers

Recycling at work - handy hints to employers

It is estimated that avoidable waste costs UK businesses up to 4.5% of their annual revenue. Recycling at work, Reducing waste in the workplace is about being efficient. By becoming more efficient, businesses not only increase profits, but they also save natural resources.

On the island of Jersey, the amount of waste produced each year has doubled since 1980. In 2004 it topped 100,000 tonnes - and local businesses generate 60%. A lot of garbage for a small island!

Setting up a company scheme

Waste audit

Before starting a recycling scheme, perform an sudit. This will make you aware of how much waste you are producing in the company.

Company policy

Consider switching your office waste contractor to one that provides a recycling service.

Buy recycled paper. Although this is sometimes more expensive, costs can be reduced by lowering consumption and using duplex printers.

Get everyone involved

- Raise awareness internally within the company, perhaps by putting up educational posters.
- Allocate a person to be the point of contact for anyone with queries.

There are also a couple of ways to increase motivation:

- Hold internal competitions between different departments. For example, see which can reduce their waste the most within a specific time period.

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- Send out regular newsletters reporting on all waste improvements. Staff will then see the impact their actions are having.

What to recycle and how Paper

According to a recent survey, 65% of the waste produced is paper waste. The waste paper will inevitably be produced in the workplace, but it is not necessary to discard it. It can serve a variety of purposes before it is recycled, such as writing notes. Envelopes too, can be re-used for internal mail.

Plastic cups

Rather than supplying disposable plastic cups in your workplace, get ceramic mugs that can be re-used. They make your tea taste better, but they can reduce your office waste by up to 1%!

Electrical equipment

Rather than giving up on any old electrical equipment and just throwing it away, why not try upgrading it? This reduces waste and avoids the need to manufacture a new machine, which creates a large amount of waste. You could also consider donating your old computers to charities when it comes to replacing them.

Questions 15-21

Answer the questions below.

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

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

15.What does the writer think should be carried out in a company before it starts recycling?

16.What machines can help to cut the stationery budget?

17.What can be displayed in the workplace to publicize the recycling scheme?

18.What can be distributed to motivate staff to recycle more?

19.What can the unwanted paper be used for in the office?

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20.What can be bought to cut down on the waste produced by staff refreshments?

21.Where can unwanted PCs be sent?

Read the text below and answer Questions 22-27.

How to answer any interview question

To start, take a tip from consultants who coach executives on how to handle media interviews. They say you can deliver the message you want to an employer, regardless of the question you're asked.

'Unlike some politicians, who take no notice of press questions and immediately introduce a different topic in response, job candidates must answer employers' queries,' says John Barford of the interview training firm Genesis. 'However, you can quickly make the transition from your answer to the important points you want to convey about your qualifications,' he says.

He advises candidates at job interviews to apply the formula Q = A + 1: Q is the question; A is the answer; + is the bridge to the message you want to deliver, and 1 is the point you want to make.

Diligent preparation is also necessary to effectively answer any interview question, say, senior executives. They give a number of useful tips:

- Learn as much as you can beforehand. Ask company employees questions prior to job interviews to gain as much insight as you can. If the company is publicly owned, find out how viable it is by reading shareholder reports. You can then tailor what you say to the company's issues.

- Be prepared for questions that require you to show how you handled difficult challenges. These questions require stories in response, but as it's unlikely that you'll have one that fits every situation, try to recall some from your past experience that show how you coped with a range of issues.

- Count on being asked about a past mistake or blemish on your career record, and don't try to dodge the issue. Ms. Murphy, president of the Murphy Group, a media interview training firm, says that it's important to steer clear of lies at all costs. Just answer the question and move on.

- When discussing a mistake, focus on the positive outcomes. You learn as much by dropping the ball as you do by catching it,' says senior executive Mr. Friedmann. When he was being interviewed for his current job, he mentioned he had been involved in many successful turnarounds and one that failed. 'And I said how I'd benefited in many ways from going through that experience,' he says.

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Questions 22-27

Complete the sentences below

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

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

22. The writer warns candidates not to imitate the way that ..... ignore questions in interviews.
23. Interviewees are recommended to follow a certain ..... to allow them to communicate their main points.
24. Senior executives advise candidates to request information from ..... before an interview.
25. A candidate can also learn about a business by studying its .....
26. The head of an interview training firm advises people to avoid telling .....
27. In his job interview, one executive explained how he had ..... considerably from a previous failure.

Reading Passage 3

You should spend about 20 minutes on Questions 28-40.

Talking Point

Learning a second language fuels children's intelligence and makes their job prospects brighter. But the fact is, in New Zealand, as in many other English-speaking countries, speakers of two or more languages are in the minority. Eighty-four percent of New Zealanders are monolingual (speakers of only one language). This leaves a small number who claim to speak two or more languages - a small percentage of those born in New Zealand.

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No matter how proud people are of their cultural roots, to speak anything other than English is a marker of difference here. That's why eight-year-old Tiffany Dvorak no longer wishes to speak her mothertongue, German, and eight-year-old Ani Powell is embarrassed when people comment on the fact that she can speak Maori *. As Joanne Powell, Ani's mother points out: 'In Europe, it's not unusual for kids to be bilingual. But, if you speak another language to your children in New Zealand, there are some people who think that you are not helping them become members of society.'

But in fact, the general agreement among experts is that learning a second language is good for children. Experts believe that bilinguals - people who speak two languages - have a clear learning advantage over their monolingual schoolmates. This depends on how much of each language they can talk, not on which language is used, so it doesn't matter whether they are learning Maori or German or Chinese or any other language.

Cathie Elder, a professor of Language Teaching and Learning at Auckland University, says: 'A lot of studies have shown that children who speak more than one language sometimes learn one language more slowly, but in the end, they do as well as their monolingual schoolmates, and often better, in other subjects. The view is that there is an improvement in general intelligence from the effort of learning another language.'

Dr Brigitte Halford, a professor of linguistics at Freiburg University in Germany, agrees. 'Bilinguals tend to use language better as a whole,' she says. They also display greater creativity and problem-solving ability, and they learn further languages more easily.'

So with all of the benefits, why do we not show more enthusiasm for learning other languages? Parents and teachers involved in bilingual education say pressure from friends at school, general attitudes to other languages in English-speaking countries, and problems in the school system are to blame.

In New Zealand, immigrants face the possibility of culture being lost along with the language their children no longer wish to speak. Tiffany's mother, Susanne Dvorak, has experienced this. When she and her husband Dieter left Germany six years ago to start up a new life in New Zealand, they thought it would be the perfect opportunity to raise their two-year-old as a bilingual. After all, bilingual Turkish families in Germany were normal, and Susanne had read all the books she could find on the subject.

The idea was to have a home as a German-language environment and for Tiffany to learn English at nursery school. But when Tiffany went to nursery school, she stopped talking completely. She was quiet for about two or three months. Then, when she took up talking again, it was only in English. Concerned

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for her language development, Dieter started speaking English to his daughter while Susanne continued in German.

Today, when Susanne speaks to her daughter in German, she still answers in English. 'Or sometimes she speaks half and half. I checked with her teacher, and she very seldom mixes up German and English at school. She speaks English like a New Zealander. It's her German that's behind,' says Susanne.

Professor Halford, also a mother of two bilingual children, says, 'It's normal for kids to refuse to speak their home language at the stage when they start to socialize with other kids in kindergarten or school'. But, she says, this depends a lot on the attitudes of the societies in question. In monolingual societies, like New Zealand, 'kids want to be like all the others and sometimes use bilingualism as one of the battlefields for finding their own identity in contrast to that of their parents.'

She supports Susanne's approach of not pressuring her daughter. 'Never force the child to use a specific language; just keep using it yourself. The child will accept that. There is often a time when children or teenagers will need to establish their own identity as different from their schoolmates, and they may use their other language to do so.'

Cathie Elder thinks immigrant parents should only speak English to their children if they can use English well themselves. 'What parents should do is provide rich language experiences for their children in whatever language they speak well. They may feel like outsiders and want to speak the local language, but it is more important for the child's language development to provide a lot of language experience in any language.'

There can be differences between children in attitudes to learning languages. Susanne Dvorak's twoyear-old son, Danyon, is already showing signs of speaking German and English equally well. While her 'ideal' scenario hasn't happened with Tiffany, she is aware that her daughter has a certain bilingual ability, which, although mainly passive at this stage, may develop later on.

Joanne Powell feels the same way about her daughter, Ani. 'At the moment she may not want to speak Maori, but that's okay because she'll pick it up again in her own time. It's more important that she has the ability to understand who she is. By learning another language, she can open the door to another culture.'

Donna Chan, 25, a marketing specialist for IBM, arrived here with her parents from Hong Kong when she was four. She also remembers refusing to speak Chinese when she started primary school. But now she

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appreciates she had the chance to be bilingual. 'It's quite beneficial to speak another language in my job. Last year, my company sent me to a trade fair in Hong Kong because I could speak Chinese. Being bilingual definitely opens doors,' she says.

* Maori: the language spoken by the Maori people, the first native people of New Zealand.

Questions 28-31

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

In boxes 28-31 on your answer sheet, write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

28. Most people who speak a second language in New Zealand were born in another country.
29. Most New Zealanders believe it is good to teach children a second language.
30. Chinese is the most common foreign language in New Zealand.
31. Some languages develop your intelligence more than others.

Questions 32-38

Look at the following statements (Questions 32-38) and the list of people below.

Match each statement with the correct person, A-E.

Write the correct letter, A-E, in boxes 32-38 on your answer sheet.

NB You may use any letter more than once

32.Children learning two languages may learn one language faster.

33. It has been unexpectedly difficult to raise a bilingual child in New Zealand.

34. Her daughter sometimes speaks a mixture of two languages.

35. Children's attitudes to language depend on general social attitudes.

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36. It is not important which language parents speak with their children.

37. Learning a second language provides opportunities to learn another culture.

38. Speaking a second language provides work opportunities.

List of People

A Cathie Elder

B Brigitte Halford

C Susanne Dvorak

D Joanne Powell

E Donna Chan

Question 39

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

Write the correct letters in box 39 on your answer sheet.

Which **TWO** people stopped speaking one language as a child?

A Donna Chan

B Susanne Dvorak

C Tiffany Dvorak

D Cathie Elder

E Brigitte Halford

F Joanne Powell

Question 40

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

Write the correct letters in box 40 on your answer sheet.

40.Which **TWO** people think that their children's language may develop as they get older?

A Donna Chan

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B Susanne Dvorak

C Tiffany Dvorak

D Cathie Elder

E Brigitte Halford

F Joanne Powell

IELTS General Reading Actual Test 6

Reading Passage 1

Questions 1-14

Read the advertisements below and answer Questions **1-4.**

A. I am a 25-year-old nanny with 6 years experience in childcare with babies, toddlers and older children. I also worked with newborn babies in a hospital. I have checkable references, a childcare certificate, police check and a First Aid Certificate. I am a driver and a non-smoker. I have lived in Berlin for more than 7 years; my English and Spanish are very good.

I am looking for a live-in nanny job in Madrid from November. If you need a loving, caring, responsible person to look after your children and teach them English, please contact me by email or by phone.

B. Australian woman 32yrs experienced PA. Seeks a job in Malaysia. Available end of May. Bilingual in English and French. Partner: French. Work as a couple possible. Email …

C. Indian web publisher seeks work: Website design, desktop publishing, book layout, graphic design—part-time or contract.

Experienced, skilled, reliable. Contact:…

D. I have experience within banking, hotels, local government and manufacturing – all mostly working in administration type roles with vast experience of Microsoft packages, Sage and a range of other bespoke systems.

I look forward to any replies or guidance …

E. Driving job needed

– Highly skilled driver, over 25

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– Have held full clean Class Cl licence for 10 years

– Know London extremely well

– Willing to do physical work such as loading trucks

– Want full-time work

– Contact…

F. Science and Maths lessons given, experienced tutor, specialising in helping secondary school students with their state exams.

Degree in Physics.

Email….

Questions 1-4

Look at the six job advertisements A-F.

Write the correct letter , A-F in boxes 1- 4 on your answer sheet.

NB: You may use any letter more than once.

1 Which person wants a teaching job?

2 Which two people mention their foreign language skills?

3 Who would be willing to do part-time work?

4 Which two people describe their personal qualities?

Read the text below and answer Questions 5 – 10

Telephone numbers of resident support services	
	Number to Dial
Your work	156

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Problems with your work e.g. pay, tax, hours, contracts	
Money worries Opening a bank account, overdrafts, borrowing money, debts, overdue bills	143
Communication Access to email and other computer platforms, cheap phone cards and phone lines, using the post office	102
Health Accidents and emergencies, check-ups, dentist, depression and mental health	146
Everyday living Washing your clothes, where to eat, shopping, opening hours, keeping your room clean	133
Free time, hobbies and interests Clubs, social activities, volunteering, meeting spots	158
Sports Gym, football, cycling, mountaineering, racquet sports, swimming, keep-fit	144
Papers, papers, papers Problems with bureaucracy, e.g. paying bills, booking, accommodation, legal advice	103

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Language support Translation services and facilities, extra English classes,online support	105
Adapting Dealing with new people, new places, culture shock, loneliness – a friendly voice to help you with your problems	104
Religion Information on services available, venues	157
Personal tutor All hostel residents are given a personal tutor who they can talk to about anything concerning them. To find out who yours is and how to contact them, ring …	116

Questions 5 – 10

Answer the questions below.

Write the correct telephone numbers in boxes 5-10 on your answer sheet.

NB: You may use anu number more than once

What number should you dial if……

5. you don't know where to buy something you need?
6. you suddenly feel very ill?
7. you are having problems getting used to being in another country?
8. you don't understand the procedure for finding a place to stay?
9. you want to do some exercise?
10. you don't know if your salary is right?

Read the text below and answer Questions 11-14.

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Giving personal information in job interviews

When you go to job interviews, you often need to give personal information about yourself, especially your work experiences, so before you go to the interview:

- Prepare answers to questions which you think the interviewer may ask you.
- Think of examples of your achievements in previous jobs or while at school, and how you have managed any difficult situations.
- Think about your personal strengths and weaknesses or how you would describe your own personality.
- Make sure that you know the correct English expressions to describe what you have done in the past.

Think about the kind of person the interviewer is looking for. Put yourself in the interviewer's position. Ask yourself why they should choose to employ you, instead of the other people who are applying. The interviewer will also want to find out about your personal qualities. These are some examples of the kind of person the interviewer may want:

– Team player

– Friendly and fun

– Honest

– Long-term

– Hard-worker

– Business-minded

– Good communication skills

– Flexible

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Questions 11-14

Answer the questions below.

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

Write your answers in boxes 11-14 on your answer sheet.

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11.What personal information are employers particularly interested in?

12. What should you prepare before the interview?

13. Whose needs must you try to understand in the interview?

14. What other personal information will the interviewer want to know about?

Reading Passage 2

Accommodation for temporary summer staff

Read offer our summer staff below and answer Questions **15 - 20**

We offer our summer staff two kinds of accommodation.

Staying with a family

You can stay in the home of a local family. All our families are carefully chosen and will provide you with a single bedroom. If you have any special dietary requirements we, together with the family, will make sure your needs are met. This year, staying with a family costs £ 150 per week for half board, i.e. breakfast and evening meal. There are many advantages of staying with a family: the first is experiencing the culture, seeing from the inside how people live in another country. The others, of course, are making local friends and having opportunities for language practice.

Residential accommodation

If you prefer, you could stay in residential accommodation. This is on the site of the local Tourist Training Institute. It provides individual study bedrooms with en-suite shower facilities and a fully equipped kitchen which you share with other summer workers who will be living in the eight rooms in your block. This option costs £90 per week, including the room, bed linen and towels, and weekly cleaning. It does not include food. In the vicinity of the Institute, there are many good, cheap cafes and restaurants, or you could buy food and cook for yourself. On the site, you have access to TV lounges, tennis courts and a swimming pool.

If your job application is accepted, you will be sent a form for you to complete telling us which accommodation you require, and giving your bank details etc.

Answer the questions below.

Choose **NO MORE THAN FOUR WORDS AND/OR NUMBERS** from the text for each answer.

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

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15.What kind of room do you get when staying with families?

16. What meals are included in the price?

17. Name one advantage of staying with a family.

18. What private facility does a residential bedroom offer?

19. Who do you share the residential accommodation with?

20. Name a room you can use with other occupants.

Read the text and answer questions 21-27

McDonald Industrial Training Centre

A.Lincoln

Our training centre is based in the city of Lincoln, close to Hull, Sheffield, Nottingham and the east coast. Over the centuries, Lincoln's geographic position helped it grow into a well-known market town in the Middle Ages and later into an important industrial centre. Nowadays, with a population of approximately 120,000, Lincoln is a bustling, energetic city, thriving on its recent developments such as IT and the new university as well as its many tourist attractions such as the cathedral, the castle, the Roman remains and its medieval houses. And we must not

forget its strong cultural life. Lincoln offers, among other things, theatre, film and archaeology, a famous Christmas market and many events and activities geared towards teenagers and those in their twenties.

B. Around Lincoln

Apart from all the many attractions of the town itself, Lincoln is surrounded by beautiful countryside, and the sea is within easy reach. Nearby too are famous country houses, important nature reserves and historical seaside resorts. You can go seal-spotting, bird watching and swimming in the sea in just one day. All this helps to put Lincoln and Lincolnshire among the most attractive tourist destinations in the UK.

C.McDonald Training Centre

Our newly built training centre is about 3 miles outside Lincoln with which it has excellent transport links. It comprises lecture and seminar rooms, laboratories, workshops, accommodation and leisure facilities such as a cinema and a bowling alley, which are open to the public. It has already won prizes for its outstanding architecture and is surrounded by beautiful woodland.

D.Accommodation

All trainees have single accommodation in residences. This consists of a study bedroom with a private en-suite bathroom. The bedrooms are fully furnished, centrally heated and air-conditioned. Please note that towels and bed-linen are not provided. There are also shared kitchens, which are equipped with

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fridge, freezer and oven or microwave; trainees need to provide their own cooking " utensils, crockery and cutlery. The residential accommodation is 2 minutes walk from the training facilities and 5 minutes from bus stops.

Questions 21-27

The text has four sections, **A-D**. Which section mentions the following?

NB: You may use any letter more than once.

21.very old buildings

22. somewhere to cook

23. the history of a place

24. things for young people to do

25. An outdoor leisure activity

26. interesting looking buildings

27. what trainees need to bring with them

Reading Passage 3

You and your CV

Your CV is possibly your most important tool in your search to find the right job.

It is the first thing a future employer sees about you, and if it's not right, maybe the last. An employer will do no more than glance at your CV - it's estimated that most employers spend more than twenty seconds looking at each CV, so you have very little time to make the impression. Here's some advice to help you make the most of those twenty seconds.

What it should look like

The first rule of all CVs is to keep them clear and simple - anything complicated or long tends to get rejected instantly. Achieving that is a matter of making good use of lists, bullet points and note form, and of keeping your CV to the right length. There are no fixed rules on how long it should be, and it will vary, of course, according to your age, experience, etc., but keep it to one page if you can - this length is convenient for your reader to work with.

As for style, there are different kinds of layouts you can follow - look at the examples on this site to see which one you prefer - but the basic rule is to use headings well to signal clearly where all the relevant information is. Make sure you include these sections: qualifications, skills, education, work experience, references, personal interests/hobbies, personal qualities, then label them clearly so that your prospective employer can find the information they want quickly and easily.

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Content

CVs tend to follow a fixed order. They start with your personal details such as name, address and contact details, then go on to personal qualities such as those things in your personality that might attract an employer, e.g. conscientious, adventurous, punctual, etc., and your career goals.

After this comes the main part of your CV starting with education, then work experience. Use reverse chronological order to list these, starting with what you're doing now. It's most common to go back no more than 10 years. Give your job details such as job titles, the names of the organisations you worked for, an outline of your job duties and then note your particular achievements. Then go on to your personal interests and finish up with the details of some

good, reliable referees. Your future employer may not follow up on these, but they do make an impression.

Do's and don'ts

A glance at your CV should create a good impression. Don't make spelling mistakes, and don't send in anything crumpled or with coffee stains on it. Anything like that leads to instant rejection. Use good quality A4 paper and don't send in anything other than a cover letter. Diplomas, testimonials, etc., will be requested later ~ they're interested in you.

When you think you've finished writing your CV, read it over very carefully. Check your full stops, use of bullets, indentation, use of capital letters, etc. And never include in your CV anything that's not true. It's very easy for an employer to check, and if your CV doesn't match what they find out, then your chances of getting that job are probably gone.

Finally, carry out the instructions in the job ad very carefully. If they require three copies, then send them three copies, not two or four. Make sure you meet the deadline too and put the right stamp on your envelope. You'll need to accompany your CV with a cover letter. This should be tailored to each job you apply for. Follow the link below for advice on how to write a cover letter.

And last of all "Good luck"!

Remember to include:

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- Skills and strengths
- Awards and achievements
- Contact details

- Career history

Questions 28-30

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

In boxes 28-30 on your answer sheet write.

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN If there is no information on this

28.CVs are essential when applying for jobs.

29.Employers spend a long time reading applicants' CVs.

30.The style of CVs varies from country to country.

Questions 31-34

Complete the flowchart below.

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

Write your answers in boxes 31-34 on your answer sheet.

How to write your CV

Your CV should follow this progression:

- Name, address, contact details
- Personal (31)…… : including relevant personality strengths, and immediate career goals
- Education
- Work experience (now----------> (32) ……..years ago; including job details and (33)……)

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- (34).....
- References

Questions 35-40

Complete the summary in the box with words (A-K) below.

Write the correct letters for your answers in boxes **35-40** on your answer.

Sheet.

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A	deliver
B	ensure
C	customize
D	look
E	let
F	Listen to
G	fit
H	Check for
I	accompany
J	attach
K	follow

Advice on writing CVs

The article advises people to:

- make sure their CVs (35)……..good
- 36)……..spelling mistakes
- not to (37)……any other documents
- (38)……them on time
- (39)……..a covering letter for each job
- (40)……the instructions of the job advert

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IELTS General Reading Actual Test 7

Reading Passage 1

Read the text below and answer Questions 1-7

Five reviews of the Wellington Hotel

A. My husband and I first stayed at Wellington a few years ago, and we've returned every year since then. When we arrive and check-in, we're always treated like old friends by the staff, so we very much feel at home. Our one disappointment during our last visit was that our room overlooked the car park, but that didn't spoil our stay.

B. The hotel hardly seems to have changed in the last hundred years, and we prefer that too many modern hotels, which tend to look the same as each other. The Wellington has character! Our room was very comfortable and quite spacious. We can strongly recommend the breakfast, though we had to wait for a table as the hotel was so full. That was a bit annoying, and there was also nowhere to sit in the lounge.

C. We made our reservation by phone without a problem, but when we arrived, the receptionist couldn't see it on the computer system. Luckily there was a room available. It wasn't quite what we would have chosen, but it was a pleasure to sit in it with a cup of tea and look out at the swimmers and surfers in the sea.

D. We'd be happy to stay at the Wellington again. Although there's nothing special about the rooms, the view from the lounge is lovely, and the restaurant staff were friendly and efficient. Breakfast was a highlight – there was so much on offer we could hardly decide what to eat. We'd stay another time just for that!

E. The staff all did their jobs efficiently and were very helpful when we asked for information about the area. The only difficulty we had was making our reservation online – it wasn't clear whether payment for our deposit went through or not, and I had to call the hotel to find out. Still, once we'd arrived, everything went very smoothly, and we had a delicious dinner in the restaurant.

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Questions 1-7

Look at the five online reviews of the Wellington Hotel, A-E.

Which review mentions the following?

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

NB: You may use any letter more than once.

1. like the view from the bedroom window
2. finding the receptionists welcoming
3. being pleased with the bedroom
4. becoming confused when booking a room
5. being impressed by the wide choice of food
6. staying in the hotel regularly
7. finding it inconvenient that the hotel was crowded

IELTS Material

Read the text below and answer Questions 8-14.

Come and play walking football or walking netball.

Walking football and netball has become increasingly popular in recent years, but do you know you can take part in this area? The names make it clear what they are – two of the country's favourite sports where, instead of running, the players walk. It's as simple as that.

Walking football was invented in the UK in 2011, but it was a 2014 TV commercial for a bank, showing it providing financial support to someone who wanted to set up a website for the game, that brought it to people's attention. Since then, tens of thousands of people — mostly, though not only, over the age of 50 — have started playing, and there are more than 800 walking football clubs. Both men and women play walking football, but at the moment the netball teams consist only of women. However, men are beginning to show an interest in playing.

The two games are designed to help people to be active or get fit, whatever their age and level of fitness. In particular, they were invented to encourage older men and women to get more exercise and

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to give them a chance to meet other people. Regular physical activity helps to maintain energy, strength and flexibility. You can start gently and do a little more each session. The benefits include lower heart rate and blood pressure, greater mobility, less fat and more muscle.

Many players have given up a sport – either through age or injury – and can now take it up again. They're great ways for people to enjoy a sport they used to play and love, and keep active at the same time, though people who have never played the standard game before are also very welcome.

The local councils Active Lifestyles Team runs sessions at all the council's leisure centres. Come alone or with a friend, and enjoy a friendly game on Monday or Saturday afternoons, or Tuesday or Thursday evenings. Each session costs £3 per person, and you don't have to come regularly or at the same time each week. Our aim is to set up netball and football clubs as soon as there are enough regular players.

Questions 8-14

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

In boxes 8 -14 on your answersheet, write,

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

8. Walking football became well-known when a club featured in a TV programme about the sport.
9. The majority of walking netball players are men.
10. Most clubs arrange social activities for their members,
11. Players are tested regularly to measure changes in their fitness.
12. People who have never played football are encouraged to play walking football.
13. People can take part in the Active Lifestyles Team's sessions whenever they wish
14. The Active Lifestyles Team intends to start clubs in the future.

Reading Passage 2

Read the text below and answer Questions **15-20.**

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Dress regulations at work

Your contract may state that you need to dress in a certain manner or wear a uniform. Your contract might also state that you need to dress 'smartly', rather than specifying any particular garments. As you might well have conflicting ideas of what counts as smart', you should ask your employer for clarification. Many employers that have a strict dress code choose to provide clothing or a discount on clothing. However, this is not necessarily compulsory for the employer and is a factor you need to consider when taking a job.

Protective clothing and equipment

Your employer can tell you to put on protective clothing and equipment (such as gloves, a visor, boots, etc.). If you don't, your employer is entitled to take disciplinary action, which can include excluding you from the workplace.

You are required to:

- Co-operate with your employer on health and safety
- Correctly use work items provided by your employer, including protective equipment in accordance with instructions.
- not interfere with or misuse anything provided for your health and safety or welfare

Of course, any protective gear has to fit and be appropriate for the situation. It shouldn't cause you pain. If it does, you should negotiate alternative equipment or arrangements. Don't be put off. Sometimes employers can, out of caution, interpret health and safety rules unnecessarily rigidly. And of course, you shouldn't be required to pay for any protective equipment or clothing that you need. However, if your employer buys the gear, they are entitled to keep it when you leave.

The obligation to maintain protective clothing lies with the employer. The employer is also required to provide appropriate storage space to keep the protective equipment when it is not being used. And finally, the employer must provide the equipment and service free of charge to the employee.

Jewellery

Banning employees from wearing jewellery and loose clothing may be justified to prevent a potential hygiene hazard if you work in areas of food production or areas which need to be kept sterile.

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Likewise, your employer can judge that loose jewellery may constitute a snagging hazard if you operate machinery. If you think restrictions are not justified by health and safety concerns, talk to your workplace union rep if you have one, as they may know of solutions to the problem which other employees have used before.

Questions 15-20

Complete the sentences below.

Choose **ONE WORD ONLY** from the text for each answer.

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

15. If employees are unsure about what their company wishes them to wear for work, they should request .....
16. Some companies offer their employees a ..... when they buy items to wear for work.
17. Employees who fail to wear protective clothing when required could be subject to ..... procedures.
18. Employees ought not to be in ..... because of protective clothing or equipment.
19. It is the company's responsibility to ensure that there is a suitable place for the ..... of protective equipment.
20. Employees who work with certain types of ..... may have to remove jewellery to avoid potential injuries.

Read the text below and answer Questions 21-27.

How to achieve a better work-life balance

As more and more employees work from home full time and everyone has 24/7 access to email, balancing work and family may not seem like an easily attainable goal. So how can you juggle the demands of both worlds? Below are some tips to help you get started.

It's easy to get sucked into habits that make us less efficient without realizing it – like keeping your social media page open at work, so you don't miss something 'important'. Draw up a list with all the activities that don't enhance your life or career. Then minimize the time you spend on them.

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It's hard to say no', especially to a supervisor or loved one, but sometimes that powerful little word is essential. Learn to use 'no' judiciously, and it will become a powerful tool in balancing work and family.

Research shows that exercise helps you remain alert. Finding time to hit the gym may be hard, but it will ultimately help you get more things done because exercise boosts energy and improves your ability to concentrate.

Study after study shows that significant sleep deprivation affects your health and well-being. Exposure to electronics can significantly negatively impact your sleep, so try to unplug an hour before you go to sleep.

What would you do if you had a whole day to yourself with no demands on your time? While most people don't have the luxury of an entire day dedicated to relaxation, continually putting off that downtime and putting everyone's needs before yours will wear you down. Pick a time to do something just for you. Even just a few minutes of 'me time' a day will help to recharge your batteries.

Don’t assume your family and manager are aware of your concerns. If you feel you have to adjust your schedule to discover a better work-life balance, then voice that requirement. If that means asking your boss for permission to leave a few minutes early once a week so you can hit that yoga class on the way home, do it.

All new habits require time to build, so if you find yourself sneaking your smartphone to bed, that's okay. Leave your phone downstairs tomorrow night. Tiny steps are the key to finding that balance, so start small, and go from there. Most of all, know your limitations and what works best for you; then decide what matters, what advice you want to follow, and prioritize.

Questions 21-27

Complete the notes below.

Choose **ONE WORD ONLY** from the text for each answer.

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

Achieving a better work-life balance

How to begin

- Make a complete 21 ..... of things that are not helpful and reduce involvement in them
- Refuse some requests as this can be a useful 22 ..... in gaining a better work-life balance

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Things that can help

- Regular exercise

– can increase 23 ..... significantly

- Sleep

– insufficient sleep can make people ill

– avoid focusing on 24 ..... in the lead-up to bedtime

Issues that require attention

- Those who see other people's 25 ..... as more important than their own will suffer
- If the working day is too long, get 26 ..... to shorten it occasionally
- People should learn to recognize their own 27 .....

Reading Passage 3

Read the text below and answer Questions 28-40.

San Francisco's Golden Gate Bridge

A. For several decades in the nineteenth century, there were calls to connect the rapidly growing metropolis of San Francisco to its neighbours across the mile-wide Golden Gate Strait, where San Francisco Bay opens onto the Pacific Ocean. Eventually, in 1919, officials asked the city engineer, Michael O'Shaughnessy, to explore the possibility of building a bridge. He began to consult engineers across the USA about the feasibility of doing so, and the cost. Most doubted whether a bridge could be built at all, or estimated that it would cost $100 million. However, a Chicago-based engineer named Joseph Strauss believed he could complete the project for a modest $25 to $30 million. After his proposal was accepted, Strauss set about convincing the communities on the northern end of the strait that the bridge would be to their benefit, as well as to that of San Francisco. With population centres growing fast, there was severe traffic congestion at the ferry docks, and motor vehicle travel by ferry was fast exceeding capacity.

B. The bridge could not be constructed without the agreement of the US War Department, which owned the land on each side of the strait and had the power to prevent any harbour construction that might affect shipping traffic. In 1924, San Francisco and Marin counties applied for a permit to build a

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bridge, and after hearing overwhelming arguments in favour of the project, the Secretary of War agreed. Despite the economic benefits promised by its supporters, the project met fierce resistance from several businesses – particularly ferry companies – and civic leaders. Not only would the bridge be an obstacle to shipping and spoil the bay's natural beauty, they argued, but it also wouldn't survive the sort of earthquake that had devastated the city in 1906. Eight years of legal actions followed as opponents tried to prevent it from being built.

C. Meanwhile, Strauss's team scrapped their original plans in favour of a suspension span capable of moving more than two feet to each side: this would withstand strong wind far better than a rigid structure. They also planned the two towers, and decided on a paint colour they called 'international orange'.

D. O'Shaughnessy, Strauss and the Secretary to the Mayor of San Francisco believed a special district needed to be created, with responsibility for planning, designing and financing construction. The formation of this district would enable all the counties affected by the bridge to have a say in the proceedings. This happened in 1928 when the California legislature passed an act to establish the Golden Gate Bridge and Highway District, consisting of six counties. In 1930, residents voted on the question of whether to put up their homes, their farms and their business properties as security for a $35 million bond issue to finance construction. The outcome was a large majority in favour.

However, the District struggled to find a financial backer amid the difficulties of the Great Depression; a problem made worse by years of expensive legal proceedings. Now desperate, Strauss personally sought help from the President of Bank of America, who provided a crucial boost by agreeing to buy $6 million in bonds in 1932.

E. Construction began in January 1933, with the excavation of a vast amount of rock to establish the bridge's two anchorages – the structures in the ground that would take the tension from the suspension cables. The crew consisted of virtually anyone capable of withstanding the physical rigours of the job, as out-of-work cab drivers, farmers and clerks lined up for the chance to earn steady wages as ironworkers and cement mixers.

The attempt to build what would be the first bridge support in the open ocean proved an immense challenge. Working from a long framework built out from the San Francisco side, divers plunged to depths of 90 feet through strong currents to blast away rock and remove the debris. The framework was damaged when it was struck by a ship in August 1933 and again during a powerful storm later in the year, setting construction back five months.

F. The two towers were completed in June 1935, and a New Jersey-based company was appointed to handle the on-site construction of the suspension cables. Its engineers had mastered a technique in which individual steel wires were banded together in spools and carried across the length of the bridge

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on spinning wheels. Given a year to complete the task, they instead finished in just over six months, having spun more than 25,000 individual wires into each massive cable.

The roadway was completed in April 1937, and the bridge officially opened to pedestrians the following month. The next day, President Roosevelt announced its opening via White House telegraph.

G. The Golden Gate has endured as a marvel of modern engineering; its main span was the longest in the world for a suspension bridge until 1981, while its towers made it the tallest bridge of any type until 1993. It withstood a destructive earthquake in 1989 and was closed to traffic only three times in its first 75 years due to weather conditions. Believed to be the most photographed bridge in the world, this landmark was named one of the seven civil engineering wonders of the United States by the American Society of Civil Engineers in 1994.

Questions 28-35

The text above has seven sections, **A-G**.

Which section mentions the following?

Write the correct letter, A-G, in boxes 28-35 on your answer sheet.

NB: You may use any letter more than once.

28. why it was easy to recruit workers to build the bridge
29. a change in the design of the bridge
30. opposition to building the bridge
31. why a bridge was desirable
32. problems with raising funding for the bridge
33. permission being given to building the bridge
34. which records the bridge broke
35. the idea that building a bridge might be impossible

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Questions 36 – 40

Questions 36 – 40

Complete the sentences below

Choose ONE WORD ONLY from the text for each answer

Write your answers in boxes 36-40 on your answer sheet.

36. Building the bridge required a ..... issued by the Secretary of War.
37. One objection to building the bridge was that another ..... would destroy it.
38. Construction was delayed when the framework was damaged by a ship and again by a .....
39. The last part of the bridge to be constructed was the .....
40. The bridge was first used by ..... in May 1937.

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IELTS General Reading Actual Test 8

Reading Passage 1

The best travel wallets

Keep all your bank cards, documents, passports and ID in one of these convenient carriers, which have been selected by Becca Meier.

A. Kipling Travel Doc Travel Document Holder

This zip-around wallet comes in five different patterns and is made of nylon. It also has space where users can put a pen, pockets for cards, an ID window and a pocket for change.

B. Lifeventure Mini Travel Document Wallet

This is a waterproof wallet, which uses anti-RFID (radio frequency identification) material so your financial details will be safe. It is black with smart sky-blue finishing touches and has a small internal compartment, a smartphone pocket and an external pocket. It can fit two passports.

C. Cath Kidston Breton Stripe

A wallet so slim it could easily pass for a small notebook. The inside compartment labels identifying each separate section all have silver lettering on them. The wallet has a special coating which makes it easy to wipe anything like sand off.

D. Ted Baker Voyager's Travel Wallet

This wallet comes in smooth black leather and is no bigger than a passport, but roomy enough for any insurance documents or flight tickets. A small navy-blue pen is supplied inside.

E. Radley Abbey Travel Wallet

This plain travel wallet opens up to reveal pockets in various colours labelled 'cards', 'passport' and 'tickets', as well as others left blank for extras. It comes in a handy drawstring bag.

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F. Go travel Organiser

The black wallet features seven slip-in card compartments, two small interior zip pockets and a load of other slip-in compartments; it can fit at least four passports.

G. Go travel Glo Travel Wallet

This is a simple, very reasonably priced wallet. It is made of PVC plastic and will suit those who like a wallet that is easy to spot. It comes in a range of bright colours with a white holiday-related design on the front. It has five compartments that can fit a passport with other cards/tickets.

Questions 1-8

Look at the seven reviews of travel wallets, **A-G.**

For which travel wallet are the following statements true?

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

NB: You may use any letter more than once

1. This wallet will suit people who prefer natural materials.
2. Users of this wallet do not need to worry about taking it out in the rain.
3. Parts of the inside of this wallet have categories printed on them in one colour
4. This wallet would suit someone who needs to keep several passports together.
5. Something is provided for writing.
6. This will suit people who want to be able to find their document wallet easily in their luggage.
7. Something to keep this wallet in is provided.
8. This wallet has been specially made to prevent people from detecting the numbers on any bank cards, etc. inside it.

UK rail services - how do I claim for my delayed train?

Generally, if you have been delayed on a train journey, you may be able to claim compensation, but train companies all have different rules, so it can be confusing to work out what you're entitled to. The

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type of delay you can claim for depends on whether the train company runs a Delay Repay scheme or a less generous, older-style scheme.

Delay Repay is a train operator scheme to compensate passengers when trains are late, and the train company will pay out even if it was not responsible for the delay. The scheme varies between companies, but up to 2016 most paid 50 per cent of the single ticket cost for 30 minutes' delay and 100 per cent for an hour. On the London Underground, you get a full refund for 15-minute delays.

Companies that do not use Delay Repay and still use the older scheme will not usually pay compensation if the problem is considered to be out of their control. But it is still worth asking them for compensation, as some may payout. You are unlikely to get compensation for a delay if any of the following occur:

- Accidents involving people getting onto the line illegally
- Gas leaks or fires in buildings next to the line which was not caused by a train company
- Line closures at the request of the emergency services
- Exceptionally severe weather conditions
- Strike action

National Rail Conditions of Travel state that you are entitled to compensation in the same form that you paid for the ticket. Some train companies are still paying using rail vouchers, which they are allowed to if you do not ask for a cash refund.

Since 2016, rail passengers have acquired further rights for compensation through the Consumer Rights Act. This means that passengers could now be eligible for compensation due to: a severely overcrowded train with too few carriages available; a consistently late running service; and a service that is delayed for less than the time limit that applied under existing compensation schemes.

However, in order to exercise their rights beyond the existing compensation schemes, for instance, Delay Repay, and where the train operating company refuses to compensate despite letters threatening court action, passengers may need to bring their claims to a court of law.

Questions 9-14

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

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In boxes 9-14 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

9. The system for claiming compensation varies from one company to another.
10. Under Delay Repay, a train company will only provide compensation if it caused the delay.
11. Under Delay Repay, underground and other train companies give exactly the same amounts of money in compensation.
12. An increasing number of train companies are willing to pay compensation for problems they are not responsible for.
13. It is doubtful whether companies using the older scheme will provide compensation if a delay is caused by a stroke.
14. Passengers may receive compensation in the form of a training voucher if they forget to request cash.

Reading Passage 2

Vacancy for food preparation assistant

Durrant House pic runs restaurants and cafes as concessions in airports, train stations and other busy environments around the country. We currently have a vacancy for a food preparation assistant in our restaurant at Locksley Stadium, serving football fans and concert-goers before, during and after events. In addition, we cater for private parties several times a week. If you have relevant experience and a passion for preparing food to a very high standard, we'll be delighted to hear from you. You must be able to multitask and to work in a fast-paced environment. It goes without saying that working as an effective and supportive member of a team is essential, so you need to be happy in this type of work.

The role includes the usual responsibilities, such as treating hygiene as your number one priority, cleaning work areas, and doing whatever is required to provide food of excellent quality. The person appointed will carry out a range of tasks, including ensuring all raw food items are fresh, preparing vegetables to be cooked, making sure frozen food products are used in rotation, and throwing away any food products that are near or have passed their expiry date. He or she will be required to familiarise themselves with the storage system, so as to put food product supplies in the proper place and retrieve

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them in the right order. In particular; we are looking for someone with skill at baking, to play a large role in the production of pies and cakes.

Given the nature of the venue, working hours vary from week to week, depending on the events being held, and will often involve starting early in the morning or finishing late at night. You can expect to work an average of around 18 hours a week, although this cannot be guaranteed.

You will also have the opportunity to work in another of our sites for one or two days a week, or for longer periods and will be paid for ten days of holidays a year; Training will be provided in food safety.

If this sounds like the job for you, please contact Jo Simmons at Simmons. Jedurrant-house.com.

Questions 15-19

Complete the notes below. Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes 15-19 on your answer sheet,

Vacancy for food preparation assistant

Location of the restaurant: in a (15).....

Requirements:

- relevant experience

- ability to multitask
- must enjoy working in a (16).....

Responsibilities include:

- maintaining high standards of (17).....
- checking the freshness of raw food
- ensuring no food is used after its expiry date
- learning the procedure for the (18).....

- doing a considerable amount of the baking Conditions:

- working hours are not (19).....
- payment is made for holidays

.

Setting up a business partnership in the UK.

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Two or more people can go into -business together by setting up either a limited company or a partnership. A partnership is the easier way to get started and simply links two or more people together in a simple business structure. Unlike a limited company, a partnership doesn't have a separate legal status. The partners are usually self-employed individuals, although a limited company counts as a 'legal person' and can also be a partner.

In a partnership, you and your partner or partners personally share responsibility for your business. This means, among other things, that if your business cannot afford to pay its debts, you must pay them yourselves. Again, this is not the case with a limited company. Partners share the business's profits, and each partner pays tax on their share. When you set up a business partnership, you need to choose a name. You can trade under your own names, for example, 'Smith and Jones', or you can choose another name for your business. You don't need to register your name. However, you should register your name as a trademark if you want to stop people from trading under your business name.

Business partnership names must not include limited', 'Ltd', 'limited liability partnership', 'LLP', 'public limited company' or 'pic', be offensive, or be the same as an existing trademark. Your name also can't suggest a connection with government or local authorities, unless you get permission. There is no central database of partnership names in the UK, so to avoid using the same name as another business, it is advisable to search on the internet for the name you are considering.

You must include all the partners' names and the business name (if you have one) on official paperwork, for example, invoices. You must choose or nominate a partner who is responsible for registering your partnership with HM Revenue and Customs (HMRC), the government department responsible for the collection of taxes. This person is responsible for managing the partnership's tax returns and keeping business records. Alternatively, you can appoint an agent to deal with HMRC on your behalf. All partners need to register with HMRC separately and send their own tax returns as individuals. You must register by 5 October in your business's second tax year, or you could be charged a penalty. You must also register for VAT if your VAT taxable turnover is more than £85,000. You can choose to register if it's below this, for example, to reclaim VAT on business supplies.

Questions 20-27

Complete the sentences below.

Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes 20-27 on your answer sheet.

20. A partnership is different from a limited company in not having its own.....as a legal body.

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21. The partners are personally responsible for paying all the partnership's…….
22. The partnership's……..are divided between the partners.
23. Registering the partnership's name prevents others from using that name when……..
24. The best way to find out if a name is already in use is to use the……..
25. The names of the partners and the partnership must appear on……..and other documents.
26. You must have a nominated partner or someone to act as your……..for all contact with HMRC.
27. You will have to pay a……..if you miss the deadline for registering the partnership.

Reading Passage 3

THE ROLE OF THE SWISS POSTBUS

The Swiss Postbus Limited is the largest of the country's 78 coach companies. Administered by the Motor Services Department of the Post Office, it carries over 120 million passengers each year and is carefully integrated with other public transport services: trains, boats and mountain cableways. The Swiss transportation system resembles a tree, with the larger branches representing federal and private railways, the smaller branches being the coaches, and the twigs being the urban transit operators running trains, city buses, boats, chairlifts and so on. But the trunk that holds the tree together is the vast Postbus network, without which the whole network would not function.

There isn't an inhabited place in Switzerland that cannot be reached by some sort of public transport. Federal law and the Swiss Constitution stipulate that every village with a population greater than 40 is entitled to regular bus services. The frequency of these services is directly related to population density. Timetables are put together four years in advance and seldom change. If a new route is to be introduced, the population of the area affected is invited to vote in a referendum.

At times, post buses are the main — sometimes the only — links between settlements. These coaches, often with a trailer in tow to increase their capacity, are a common sight in high-altitude regions, and their signature sound — part of Rossini's William Tell Overture, played by the drivers on three-tone post horns with electrical compressors at every road turn — is one of the most familiar Swiss sounds.

The three-tone horns can still be used to 'talk' to post offices (and each other) from a distance. By altering the combination of the tones, a driver can announce 'departure of post', 'arrival of post', 'arrival of special post', and so on - so much more romantic and often more reliable than radio or mobile

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phones. This musical 'language' started in the mid-nineteenth century, when the coach drivers could also blow their horns a certain number of times on approaching the station to indicate the number of horses needing to be fed, giving the stationmaster time to prepare the fodder.

The Postbus history goes back to 1849 when the Swiss postal service was made a monopoly. The role of today's modern yellow buses was, back then, played by horse-drawn carriages (or in winter by sleighs, in order to travel on snow), which were the same colour. By 1914, eight years after the first motor coaches were introduced, there were still 2,500 horses, 2,231 coaches (or carriages) and 1,059 sleighs in service.

After the First World War, Swiss Post bought a fleet of decommissioned military trucks which were converted into post buses, but it was not until 1961 that the last horse-drawn coach was replaced with a motorised version.

Today, the Swiss Post Office boasts one of the world's most advanced coach fleets including a fuel-cell model of the world's first driverless bus. This was launched in 2015 in the town of Sion, the capital of the Canton of Valais, one of the 26 cantons, or administrative regions, that make up the country.

Post buses often go to places that other means of transport cannot reach_ Most of the drivers, therefore, see themselves as educators and tour guides. Although it's not in their job description, they're likely to point out the sights — waterfalls, gorges, and so on — and are always ready to pull over for a photo opportunity.

Switzerland's longest Postbus journey, and one of the highest, crosses four mountain passes - an eighthour trip undertaken by a single Postbus. The route goes through several cantons; two languages (German and Italian); all four seasons - from burning sunshine to showers and heavy snowfalls: and countless places of interest, One of the passes, the Gotthard, is often described as 'the People's Road', probably because it connects the German-speaking canton of Uri with Italian-speaking Ticino. Like Switzerland itself, post buses 'speak' all four state languages: German, French, Italian and Romansh - and by law, their automated intercom announcements are given in the language of whichever canton the bus is currently passing through.

Irrespective of their previous driving experience, drivers undergo lots of training. During the first year, they have to drive post buses under the supervision of a more experienced driver. Only after two years of safe driving in the valleys can they be pronounced ready for a mountain bus.

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Some routes are not at all busy, with the bus often carrying just two or three passengers at a time, But for most people living in small mountain villages, the Postbus is of the utmost importance_ It not only carries the villagers to town and back, but it also takes village children to and from school, delivers mail, transports milk from the village farms down to the valley, collects rubbish from the village (Swiss laws do not allow dumping anywhere in the mountains), and brings building materials to households. It takes elderly villagers to shops and carries their shopping up the hill to their homes. More a friend than just a means of transportation, for the dwellers of mountain villages the Postbus is an essential part of life.

Questions 28-32

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

Write the correct letter in boxes 28 – 32 on your answer sheet.

28. When comparing the Swiss transportation system to a tree, the writer emphasizes

A. the size of the Postbus system.

B. how competitive the Postbus system is

C. how important the Postbus system is

D. the threat to the Postbus system.

29. What is said about the bus services in the second paragraph?

A. Villages have the chance to request more buses every four years.

B. New routes are often introduced to reflect an increase in population.

C. Timetables tend to change every four years.

D. The number of buses that call at a village depends on how many people live there.

30. According to the fourth paragraph, what were three-tone horns first used to indicate?

A. how many coach horses required food

B. how long the bus would stay at the station

C. how many passengers wanted a meal

D. how soon the bus would arrive at the station

31. What point does the writer make about the Postbus drivers?

A. Many choose to give passengers information about the surroundings.

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B. Most are proud of driving buses to places without other forms of transport

C. They are required to inform passengers about the sights seen from the bus

A. They are given in the language of the bus's starting point.

B. The language they are given depends on where the bus is at that time.

C. They are always given in all the four languages of Switzerland.

D. The language they are given depends on the bus's destination.

Questions 33-40

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

In boxes **33-40** on your answer sheet, write.

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

33. Some post buses after the First World War were originally army vehicles.
34. The number of driverless buses has increased steadily since 2015.
35. On the longest Postbus route in Switzerland, passengers have to change buses.
36. The weather on the longest Postbus route is likely to include extreme weather conditions.
37. There is a widely used nickname for part of the longest route used by post buses.
38. Bus driver's training can be shortened if they have driven buses before joining Postbus.
39. In some villages, most passengers are school children.
40. Buses carry only rubbish that can be recycled.

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IELTS General Reading Actual Test 9

Reading Passage 1

ADAM'S WINE

A. Water is the giver and, at the same time, the taker of life. It covers most of the surface of the planet we live on and features large in the development of the human race. On present predictions, it is an element that is set to assume even greater significance.

B. Throughout history, water has had a huge impact on our lives. Humankind has always had a rather ambiguous relationship with water, on the one hand receiving enormous benefit from it, not just as a drinking source, but as a provider of food and a means whereby to travel and to trade. But forced to live close to the water in order to survive and to develop, the relationship has not always been peaceful or beneficial. In fact, it has been quite the contrary. What has essentially been a necessity for survival has turned out in many instances to have a very destructive and life-threatening side.

C. Through the ages, great floods alternated with long periods of drought have assaulted people and their environment, hampering their fragile fight for survival. The dramatic changes to the environment that are now a feature of our daily news are not exactly new: fields that were once lush and fertile are now barren; lakes and rivers that were once teeming with life are now long gone; savannah has been turned to desert. What perhaps is new is our naive wonder when faced with the forces of nature.

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D. Today, we are more aware of climatic changes around the world. Floods in far-flung places are instant hews for the whole world. Perhaps these events make us feel better as we face the destruction of our own property by floods and other natural disasters.

E. In 2002, many parts of Europe suffered severe flood damage running into billions of euros. Properties across the continent collapsed into the sea as waves pounded the coastline wreaking havoc with sea defences. But it was not just the seas. Rivers swollen by heavy rains and by the effects of deforestation carried large volumes of water that wrecked many communities.

F. Building a stronger and more sophisticated river defences against flooding is the expensive shortterm answer. There are simpler ways. Planting trees in highland areas, not just in Europe but in places like the Himalayas, to protect people living in low-lying regions like the Ganges Delta, is a cheaper and more attractive solution. Progress is already being made in convincing countries that the emission of carbon dioxide and other greenhouse gases is causing considerable damage to the environment. But more effort is needed in this direction.

G. And the future? If we are to believe the forecasts, it is predicted that two-thirds of the world population will be without fresh water by 2025. But for a growing number of regions of the world, the future is already with us. While some areas are devastated by flooding, scarcity of water in many other places is causing conflict. The state of Texas in the United States of America is suffering a shortage of water with the Rio Grande failing to reach the Gulf of Mexico for the first time in 50 years in the spring of 2002, pitting region against region as they vie for water sources. With many parts of the globe running dry through drought and increased water consumption, there is now talk of water being the new oil.

H. Other doom-laden estimates suggest that, while tropical areas will become drier and uninhabitable, coastal regions and some low-lying islands will in all probability be submerged by the sea as the polar ice caps melt. Popular exotic destinations now visited by countless tourists will become no-go areas. Today's holiday hotspots of southern Europe and elsewhere will literally become hotspots - too hot to live in or visit. With the current erratic behaviour of the weather, it is difficult not to subscribe to such despair.

I. Some might say that this despondency is ill-founded, but we have had ample proof that there is something not quite right with the climate. Many parts of the world have experienced devastating flooding. As the seasons revolve, the focus of the destruction moves from one continent to another. The impact on the environment is alarming, and the cost to life depressing. It is a picture to which we will need to become accustomed.

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Questions 1-8

Reading passage has eight paragraphs labelled A-I.

Choose the most suitable headings for paragraphs **B-I** from the list of headings below.

Write the appropriate numbers **(i-xiii)** in boxes 1-8 on your answer sheet.

One of the headings has been done for you as an example.

Note: There are more headings than paragraphs, so you will not use all of them.

List of Headings

i Environmental change has always been with us

ii The scarcity of water

iii Rivers and seas cause damage

iv Should we be despondent? Or realistic?

v Disasters caused by the climate make us feel better

vi Water, the provider of food

vii What is water?

viii How to solve flooding

ix Far-flung flooding

x Humans' relationship with water

xi The destructive force of water in former times

xii Flooding in the future

xiii A pessimistic view of the future

1. Paragraph B

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2. Paragraph C
3. Paragraph D
4. Paragraph E
5. Paragraph F
6. Paragraph G
7. Paragraph H
8. Paragraph I

Example Answer

Paragraph A vii

Questions 9-15

Choose the appropriate letters **A-D** and write them in boxes **9-15** on your answer sheet.

9. The writer believes that water

   A. is gradually becoming of greater importance.

   B. will have little impact on our lives in future.

   C. is something we will need more than anything else.

   D. will have even greater importance in our lives in the future.

10. Humankind's relationship with water has been

   A. two-sided.

   B. one-sided.

   C. purely one of the great benefits.

   D. fairly frightening.

11. The writer suggests that

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A. we are in awe of the news we read and see on TV every day.

B. change to the environment leaves us speechless.

C. we should not be in awe of the news we read and see on TV every day.

D. our surprise at the environmental change brought about by nature is something new.

12. According to the text, planting trees

A. has to be coordinated internationally.

B. is more expensive than building sea and river defences.

C. is a less expensive answer to flooding than building river defences.

D. is not an answer to the problem of flooding in all regions.

13. By 2025, it is projected that

A. at least half the world population will have fresh water.

B. the majority of the world population will have fresh water.

C. one-third of the world population will have fresh water.

D. fresh water will only be available to half of the world population.

14. According to the text, in the future low-lying islands

A. will still be habitable.

B. will not be underwater.

C. are likely to be underwater.

D. will probably not be underwater.

15. According to the writer,

A. people do not need to get used to environmental damage.

B. people will need to get used to climate changes that cause environmental damage.

C. people are now more used to environmental damage than they have been in the past.

D. the general despondency about environmental changes is ill-founded.

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Reading Passage 2

Is it any wonder that there are teacher shortages? Daily, the press carries reports of schools going on four-day weeks simply because they cannot recruit enough teachers. But why? There is no straightforward answer. For a start, fewer students are entering teacher-training courses when they leave school. But can you blame young people after the barracking faced by the teaching profession in the UK over the last decade? The attack, relentless in the extreme, has been on several fronts. Government inspectors, by accident or design, have been feeding the media a constant stream of negative information about the teaching establishments in this country. Teachers also come in for a lot of flak from politicians. And the government wonders why there are problems in schools.

The government's obvious contempt for the teaching profession was recently revealed by one of the most powerful people in government when she referred to schools as 'bog standard comprehensives'. Hardly the sort of comment to inspire parents or careers advisers seeking to direct young people's future. Would you want to spend your working life in a dead-end profession? The government doesn't seem to want you to either.

On the administrative side, most teachers are weighed down by an increasing flow of bureaucracy. Cynicism would have me believe that this stops teachers from fomenting dissent as they are worn out by useless administrative exercises. Most teachers must then also be cynics!

Teacher bashing has, unfortunately, spread to youngsters in schools as the recent catalogue of physical attacks on teachers will testify. If grown-ups have no respect for the teaching profession, young people can hardly be expected to think any differently. The circle is then squared when, as well as experienced, competent teachers being driven out of the profession by the increased pressure and stress; fewer students are applying for teacher-training courses.

Increased salaries are certainly welcome, but they are not the complete answer to a sector in crisis. Addressing the standing of the profession in the eyes of the public is crucial to encourage experienced teachers to remain in the classroom and to make it an attractive career option for potential teachers once again.

It might also be a good idea for the relevant ministers to go on a fact-finding mission and find

out from teachers in schools, rather than relying overmuch on advisers, as to what

changes could be brought about to improve the quality of the education service. Initiatives in the education field surprisingly come from either politician who knows little about classroom practice or

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educational theorists who know even less but are more dangerous because they work in the rarefied air of universities largely ignorant of classroom practice.

Making sure that nobody without recent classroom experience is employed as a teacher-trainer at any tertiary institution would further enhance the teaching profession. If someone does not have practical experience in the classroom, they cannot in all seriousness propound theories about it. Instead of being given sabbaticals to write books or papers, lecturers in teacher-training establishments should be made to spend a year at the blackboard or, these days, the whiteboard. This would give them practical insights into current classroom practice. Student teachers could then be given a chance to come and watch the specialists in the classroom: a much more worthwhile experience than the latter sitting thinking up ideas far removed from the classroom. Then we would have fewer initiatives like the recent government proposal to teach thinking in school. Prima facie, this is a laudable recommendation. But, as any practising teacher will tell you, this is done in every class. Perhaps someone needs to point out to the academic who thought up the scheme that the wheel had been around for some time.

In the educational field, there is a surprisingly constant tension between the educational theorists and government officials on the one hand, who would like to see teachers marching in unison to some greater Utopian abstraction and, on the other, practising teachers. Any experienced classroom practitioner knows that the series of initiatives on teaching and learning that successive governments have tried to foist on schools and colleges do not work.

Questions 16 - 22

Complete the summary below of the first four paragraphs of Reading Passage 2.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 16-22 on your answer sheet.

Is it surprising that there is a (16) ..... of teachers? Schools do not have enough teachers, but what are the reasons for this? To begin with, fewer students are going into

(17).....after finishing school. But this is not young people's fault. The

(18).....of teaching has been under constant attack over the last ten years. The

the government's lack of respect for the profession is (19).....Moreover, administratively, the flow of bureaucracy is (20)..... Even pupils in schools have no respect for those who teach them, as a (21)..... series of assaults on teacher shows. The growing strain and stress mean that, as well as fewer applications for teacher-training courses, teachers who have experience and are (22).....are also being driven out.

Questions 23-29

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YES if the statement agrees with the claims of the writer

NO, if the statement contradicts the claims of the writer.

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

23. More students are entering teacher-training courses.
24. The government is right to be surprised that there are problems in schools.
25. Teachers are too weighed down by administrative duties to stir up trouble
26. All teachers are cynics.
27. Politicians are not as dangerous as educational theorists, who know even less than the former about educational theory.
28. Any experienced classroom practitioner knows that the initiatives on teaching and learning that governments have tried to impose on schools do not work.
29. The government's attitude with regard to teachers is of great interest to the general public.

Question 30

Choose the appropriate letter A - D.

30. Which one of the following is the most suitable title for the passage?

A. Politicians and teachers

B. A profession undervalued

C. Recruitment difficulties in the teaching profession

D. Teacher training needs improvement

Reading Passage 3

Three Pieces Plus

In one corner of the room is a mass of tangled rope suspended from the ceiling with some sections dangling to the floor; the first of three encountered pieces of work that have a resounding impact on the viewing public.

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It stops one in one's tracks: how dare it be there - this mess of nothing! It is like arranged chaos: that is, the confused mixture of varying sizes of rope, dipped in latex, looks as though it might collapse in a heap on the floor at any moment. At the same time, it is held up and in place by a series of fine wires and hooks, giving it a strange sense of ...order.

A deliberate challenge to the forces of gravity. It is a shambles. It makes one laugh. It is played. It is drawing in the air! Maybe it can move or dance about! Yet, it is hardly there, like something imagined.

The materials are cheap and disposable. Impermanent, like ... the people looking at it. But it is very definitely present! It has a presence. You can see that people want to walk into it and become a part of it - but alas! The gallery guard is hovering nearby.

To the left of this piece, running along the wall, in two rows on top of each other, is a long series of lidless boxes. They are mounted at average nose height and are made of fibreglass which gives them a shiny, almost moist, appearance. They are the colour of murky water, absorbing the gallery light with an opacity similar to that of mucus or tree gum.

They look as though they might be soft and malleable to touch, with their irregular edges and nonconforming sides. This gives the overall impression that they could fall in on themselves or slide down the wall. The structure is puzzlingly familiar, similar to things in the world, and yet it is not like anything in particular.

In the adjacent corner is the third piece, consisting of a collection of nine cylindrical open-ended objects, slit partway from end to end. They give the appearance of being randomly placed - some lying, some leaning on the wall or on each other- all seeming somehow to be related. Like the boxes, they are multiple of each other. Made of fibreglass with a shiny surface they look almost like abandoned pods that had once been alive. The associations seem to jump around in one's head, running between sensations of delight and pleasure, violence and discomfort.

One has to bend down to be with them more. Driven by the desire to physically interact, one is almost forced to stop further so that one can touch, or indeed taste, this intriguing surface; but no, the guard is there.

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The visual language apparent in these artworks is unfamiliar, as is the artist, Eva Hesse. Her work is as exciting as it is disturbing. For many, Hesse's sculpture refers essentially to the body. This, perhaps, does not seem surprising when it is in relation to the body that women are generally assessed. Hesse died of a brain tumour in 1970 at the age of 34. It must be an inescapable inevitability, therefore, that her work was read in the context of its time where it has, until recently, been largely abandoned.

Given the influence of feminism on our cultural consciousness since that period, it seems paramount that we avoid, or at the very least attempt to avoid, those dramatic facts about her life and family history. We may then be freed from a limited and narrow translation of her art.

Hesse's work is much more ambiguous and funny than some rather literal readings would have us believe. Perhaps it is precise because her use of metaphor in her work is so subtle that it escapes the one-line definitions we so love to employ.

We are now, more than ever, hungry for the cult of 'personality'. While Hesse and others before and since can more than fill that demand, we seem in danger of focusing on the life of the artist and not on the life of the art.

When looking at Hesse's sculpture, drawings and paintings, the most interesting and challenging aspects lie just there - within the work. And this must be the starting point for any interpretation, not her complex life or untimely death.

Questions 31-36

Do the following statements agree with the information given in Reading Passage?

In boxes **31-36** on your answer sheet, write:

YES if the statement agrees with the claims of the writer

NO, if the statement contradicts the claims of the writer.

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

Example	Answer
The Guggenheim Art Gallery is in New York.	Yes

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31. The first piece of Hesse's art has little effect on visitors to the gallery.

32. The order inherent in the first piece of Hesse's art is essential to the understanding of her work.

33. The second piece of art by Hesse is inferior in several significant ways to the first.

34. The second piece by Hesse has several design faults that attract the public.

35. The third piece of work arouses different emotions.

36. Of the three pieces of Hesse's work described, the first is the writer's favourite.

Questions 37 – 40

Choose the appropriate letter A- D and write it in boxes 37 – 40 on your answer sheet.

37. According to the writer, Eva Hesse

A. is not a well-known artist.
B. is very familiar, as is her work.
C. is not a good artist.
D. is strongly attracted by visual language.

38. The writer concludes that

A. Hesse's work is timeless.
B. the understanding of Hesse's work has until recently been interpreted only in the context of its time.
C. Hesse's work is a product of her time and is not relevant to the modern world.
D. Hesse's work is easy to read.

39. The writer thinks that it is ..... to define Hesse's work.

A. not difficult
B. essential
C. not important.
D. not easy

40. In the present climate,

A. we may lose sight of Hesse's art and focus on her life.
B. personality is very important.
C. art cults are in vogue.
D. We may lose sight of Hesse’s life and focus on her art

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IELTS General Reading Actual Test 10

Reading Passage 1

Read the text below and answer Questions 1-6.

TRANSITION CARE FOR THE ELDERLY

What is transition care?

Transition care is for older people who have been receiving medical treatment but need more help to recover, and time to decide the best place for them to live in the longer term. You can only access transition care directly from the hospital.

Transition care is focused on individual goals and therapies and is given for a limited time only. It offers access to a package of services that may include:

- low-intensity therapy such as physiotherapy (exercise, mobility, strength and balance) and podiatry (foot care)
- access to a social worker
- nursing support for clinical care such as wound care
- personal care

Who provides transition care services?

Transition care is often provided by non-government organizations and is subsidized by the government. If your circumstances allow, it is expected you'll contribute to the cost of your care.

Daily care fees are set by the organization that provides your transition care services (your service provider). They should explain these fees to you, and the amount charged should form part of the agreement between you and the service provider. The fee is calculated daily.

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Where do I receive transition care?

Transition care is provided in your own home or a 'live-in' setting. This setting can be part of an existing aged-care home or health facility such as a separate wing of a hospital.

What if I'm already receiving services through a different programme?

If you're already receiving subsidized residential care in an aged-care home, but you need to go somewhere else for transition care, your place in the aged-care home will be held until you return.

Questions 1-6

Do the following statements agree with the information given in the reading passage?

In boxes **1-6** on your answer sheet, write.

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. Only hospital patients can go on to have transition care.
2. Transition care may be long term or short term.
3. Everyone receiving transition care must contribute to the cost.
4. Transition care at home is only available for patients who live alone.
5. Transition care may be given on a hospital site.
6. You may lose your place in a care home if you have to leave it to receive transition care.

Read the text below and answer Questions 7-14.

CABIN BAGS FOR AIR TRAVEL

If you want a small bag with wheels that you can take onto the plane with you, there's a wide choice. Here are some of the best.

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A. The Flyer B3 is an ultra-lightweight cabin bag which can withstand some pretty harsh treatment, its nylon and polyester sides won't rip or burst open if it's dropped or thrown while in transit. However, the trolley handle feels quite thin and flimsy. The top carrying handle is hard and flat, and the side handle isn't easy to grip.

B. The Lightglide has two external pockets, both of which are zipped and lockable, but the inside pocket does not zip. In tests, we found the contents remain dry when given a good soaking, even around the zips. The trolley handle has a choice of two heights, and the plastic handgrip doesn't have any sharp ridges that'll make your hands sore. For carrying there are fabric handles at the top and side.

C. The Foxton is easy to control across most surfaces. However, the zips don't always run smoothly, especially around the corners, so you may have to give them a good tug, especially if the case is full. This is definitely one to avoid if you're going somewhere rainy as it lets loads of water in, and documents in the pockets will also get pretty wet unless they're in plastic folders.

D. The Sky bag has a single external zipped pocket and another located inside the lid. Your clothes are kept in place by two adjustable straps. The zips are easy to grip, and they run smoothly around the case. However, this cabin bag felt a little heavy to pull on all but smooth floors, and it was hard to steer compared with some of the other suitcases.

E. The Travelsure 35 is available in a vast range of fabric designs including leopard print or lipstick kisses. The retractable trolley handle is comfortable but can't be adjusted to suit users of different heights. There's no internal divider, but there are two handy zipped pockets in the lid. We test each bag by letting it fall onto a hard floor – and our results show that you'll have to treat this bag with great care if you want it to last. The fabric tore so badly at one of the corners that it was unusable.

Questions 7-14

The above text has five paragraphs, A-E.

Which paragraph mentions the following?

Write the correct letter, A-E, in boxes 7-14 on your answer sheet.

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NB: You may use any letter more than once.

7. The zips on this cabin bag may be difficult to use.
8. This cabin bag may be badly damaged if it is dropped.
9. The handles of this cabin bag have a number of different problems.
10. This cabin bag is very resistant to water
11. There's a good choice of patterns for the fabric of this cabin bag.
12. This cabin bag isn't very easy to move around.
13. This cabin bag has just one internal zipped pocket.
14. The trolley handle of this cabin bag is adjustable.

Reading Passage 2

Read the text below and answer Questions 15-20.

College car parking policy – staff Parking permits and tickets

Staff permits are required to park a motor vehicle (other than a motorcycle parked in the cycle bays) on campus between 8.30 am and 4.30 pm, Monday to Friday, during term time. Annual permits can be purchased from the Hospitality Department. Application forms can be downloaded from the College website. All permits/tickets must be displayed in the windscreen of vehicles during the dates of term time, as published in the academic calendar. Please inform the Services Administrator of any changes to registration details on telephone ext. 406. Annual car parking permits can be purchased from 20th September and are valid for one academic year from 1st October to 30th June. The annual charges for car parking are displayed on the application form.

Enforcement

The nominated contractor will issue Fixed Penalty Charge Notices (see below) on vehicles that fail to display a valid permit and parking ticket, or vehicles that are parked on yellow lines or in disabled parking bays without displaying a blue disabled parking permit. Reductions in parking space availability

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may arise to accommodate College recruitment activities and estate development/maintenance projects. Vehicles that are in breach of the policy will be issued with a Penalty Charge Notice.

Penalty Charge Notice (PCM)

The PCN is £30, increasing to £60 seven days after issue. The nominated contractor is responsible for the collection of unpaid PCNs and may use legal action where necessary to recover unpaid PCNs. If issued with a PCN, appeals must be taken up directly with the parking enforcement company (details included on the notice) not the college.

Disabled parking

The college has designated car parking spaces for disabled car drivers. The college will make all reasonable efforts to ensure these parking spaces are used only by drivers who display their blue disabled-parking permits, and a valid pay-and-display or annual permit, as appropriate.

If issues arise concerning the availability of the parking spaces, those concerned should raise the matter with the Domestic Services Department in order to effect a temporary solution.

Visitors

The College welcomes visitors and provides parking arrangements through pre-arranged permits, which must be displayed in the vehicle. Please contact the Hospitality Department for further information, On Open Days, sections of car parking on campus may be reserved for visitors.

Short-term drop-off/pick-up provision

There will be two short-term drop-off/pick-up spaces for users of the nursery, with a maximum of ten minutes' waiting time allowed. These are located outside Concorde Building. The nursery staff bays may not be used under any circumstances.

Questions 15-20

Answer the questions below.

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

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

15. Where can you buy parking permits at the college?

16. Which document shows the dates of term time?

17. What is the start date of annual parking permits?

18. Who is responsible for giving out parking fines if you park in the wrong place?

19. What do visitors need to show when parking?

20. Where can the nursery pick-up point be found?

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Read the text below and answer Questions 21-27.

Maternity benefits

If you are expecting a baby, there are a number of benefit schemes that could help you financially. However, eligibility differs for each individual scheme.

Statutory Maternity Pay (SMP)

You may be entitled to Statutory Maternity Pay (SMP) from your employer. This is a weekly payment, to help make it easier for you to take time off, both before and after the birth of your baby. SMP can be paid for up to 39 weeks.

You are entitled to SMP if you have been employed by the same company for at least 26 weeks by the end of the 15th week before your baby is due. You must also be earning an average of at least £87 per week (before tax). The amount you get depends on how much you earn. For six weeks, you will receive 90% of your average weekly earnings. Then you will receive £112.75 per week for the remaining 33 weeks.

Maternity Allowance (MA)

Maternity Allowance (MA) is available to those who are employed or self-employed but not eligible for Statutory Maternity Pay (SMP). You may be entitled to Maternity Allowance if you have been employed or self-employed for at least 26 weeks in the 66 weeks before you are due to give birth. You don't have to work for the same employer for those 26 weeks. You also don't have to work full weeks (as a part week counts as a full week) during the same period. Maternity Allowance can be paid for up to 39 weeks and is either paid at the same standard rate as SMP or 90% of your average weekly earnings. You'll receive whichever amount is the lower. You can find Maternity Allowance forms at antenatal clinics throughout the country.

IELTS Material

Child Tax Credit

If you're on a low income, over 16, and are responsible for at least one child, you may also be entitled to Child Tax Credit. The amount you get will depend on your personal circumstances and income. When your income is being assessed, any child benefit, maintenance payments or Maternity Allowance payments will not be classed as income. This means that it will not be taken into account when calculating your Child Tax Credit.

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Sure Start Maternity Payments

If you get benefits or Child Tax Credit because you're on a low income, then you may be entitled to Sure Start Maternity Payments. These are individual grants to help towards the cost of a new baby.

Questions 21-27

Answer the questions below.

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

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

21. What is the minimum period you must have worked for an employer in order to be eligible for SMP?

22. For how long is SMP payable every week as a percentage of your average weekly earnings?

23. What sum is payable every week as the second part of SMP entitlement?

24. What is the maximum length of time MA is payable?

25. Where can MA forms be obtained?

26. Apart from income, what else is considered when assessing how much Child Tax Credit is paid?

27. What are Sure Start Maternity Payments?

Reading Passage 3

Write answers to questions in boxes 28 – 40 on your answer sheet

Questions 28 – 32

The text below has five sections, A-E.

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

Write the correct number i-viii in boxes 28-32 on your answer sheet.

List of Headings

i Solving the puzzle of a papyrus document

ii The importance of written records and different ways of recording them

iii The use of papyrus for a range of purposes

iv Suggestions for future possibilities for papyrus

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v How papyrus was cultivated and different manufacturing methods

vi The decline of papyrus use

vii The preservation and destruction of papyrus documents

viii The process of papyrus production

28. Section A
29. Section B
30. Section C
31. Section D
32. Section E

PAPYRUS

Used by the ancient Egyptians to make paper, the papyrus plant has helped to shape the world we live in

A.Libraries and archives are cultural crossroads of knowledge exchange, where the past transmits information to the present, and where the present has the opportunity to inform the future. Bureaucracies have become the backbone of civilizations, as governments try to keep track of populations, business transactions and taxes. At a personal level, our lives are governed by the documents we possess; we are certified on paper literally from birth to death. And written documentation carries enormous cultural importance: consider the consequences of signing the Foundation Document of the United Nations or the Convention on Biological Diversity.

Documentation requires a writing tool and a surface upon which to record the information permanently. About 5,000 years ago, the Sumerians started to use reeds or sticks to make marks on mud blocks which were then baked, but despite being fireproof, these were difficult to store. Other cultures used more flexible but less permanent surfaces, including animal skins and wood strips. In western culture, the adoption of papyrus was to have a great impact. Sheets of papyrus not only provide an invaluable record of people's daily lives, but they can also be dated using carbon-dating techniques, giving precise information about the age of the text written on them.

B.Papyrus is strongly associated with Egyptian culture, although all the ancient civilizations around the Mediterranean used it. The papyrus sedge is a tall grass-like plant. It was harvested from shallow water and swamplands on the banks of the River Nile. Manufacturing sheets of papyrus from papyrus sedge was a complex, messy process. The pith from inside the plant's stem was cut into long strips that were laid side by side. These were then covered with a second layer of strips which were laid at right angles to

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the first, then soaked in water and hammered together. The sheet was then crushed to extract the water, dried and then polished to produce a high-quality writing surface, individual sheets could be glued together and rolled up to make scrolls or folded and bound to form books.

C. In moist climates, the cellulose-rich sheets of papyrus would readily decay, becoming covered by mould or full of holes from attacks by insects. But in dry climates, such as the Middle East, papyrus is a stable, rot-resistant writing surface. The earliest known roll of papyrus scroll was found in the tomb of an official called Hemeka near Memphis, which was then the capital city of Egypt, and is around five thousand years old. in 79CE, nearly 2,000 papyrus scrolls in the library of Julius Caesar's father-in-law were protected at Herculaneum by ash from the catastrophic eruption of Mount Vesuvius. However, the most famous discoveries of papyrus have come from the rubbish dumps of the ancient town of Oxyrhynchus, some 160km south-west of Cairo, in the desert to the west of the Nile. Oxyrhynchus was a regional administrative capital and for a thousand years generated vast amounts of administrative documentation, including accounts, tax returns and correspondence, which was periodically discarded to make room for more. Over time, a thick layer of sand covered these dumps, and they were forgotten. But the documents were protected by the sand, creating a time capsule that allowed astonishing glimpses into the lives of the town's inhabitants over hundreds of years.

Collections of documents that record information and ideas have frequently been viewed as potentially dangerous. For thousands of years, governments, despots and conquerors have resorted to burning libraries and books to rid themselves of inconvenient evidence or obliterate cultures and ideas that they found politically, morally or religiously unacceptable. One such calamity, the burning of the Great Library of Alexandria, and the papyrus scrolls and books it contained, has been mythologized and has come to symbolize the global loss of cultural knowledge.

D.Besides their use in record-keeping, papyrus stems were used in many other aspects of Mediterranean life, such as for boat construction and making ropes, sails and baskets, as well as being a source of food. In 1969 the adventurer Thor Heyerdahl attempted to cross the Atlantic from Morocco in the boat Ra, to show that it was possible for mariners in ancient times to cross the Atlantic Ocean. Ra was made from bundles of papyrus stems and modelled on ancient Egyptian craft. As a marshland plant, papyrus sedge stabilizes soils and reduces erosion, while some investigations show that it has potential for water purification and sewage treatment.

E.True paper was probably invented in China in the first century CE. Like papyrus, it was constructed from a meshwork of plant fibres, but the Chinese used fibres from the white mulberry tree, which yielded a tough, flexible material that could be folded, stretched, and compressed. The adoption of this paper by western cultures soon rendered papyrus obsolete.

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F.Despite dreams of paper-free societies, western cultures still use enormous quantities of paper, often in ways that it would be inconceivable to use papyrus for. As a paper substitute, the role of the papyrus sedge in western cultures has been superseded; papyrus is little more than a niche product for the tourist market. What makes papyrus noteworthy for western societies nowadays is its use as the surface upon which our ancient ancestors recorded their lives, their art and their science. In the words of the ancient Roman philosopher Pliny, the Elder, it is 'the material on which the immortality of human beings depends'.

From Stephen Harris, What have Plants Ever Done for Us?, Bodleian Library Publishing 2015 and reprinted by kind permission of Bodleian Library Publishing.

Questions 33 -37

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

Write the correct letter in boxes **33-37** on your answer sheet.

33. What was the problem with using animal skins and wood strips for writing on?

A. They did not last for a long time.

B. They were not easy to store.

C. They were insufficiently flexible.

D. They could be destroyed by fire.

34. Why did papyrus manufacturers hammer the papyrus?

A. to remove water from the pith strips

B. to join the layers of pith strips together

C. to allow the pith strips to be easily cut

D. to position the layers of pith strips at the correct angle

35. When referring to burning libraries and books, the writer is suggesting that

A. information can be used for harm as well as for good.

B. new ways must be found to ensure information is not lost.

C. cultural knowledge depends on more than written texts.

D. those in power may Wish to keep others in ignorance.

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36. The writer refers to Thor Heyerdahl to illustrate the point that

A. papyrus could be used as food on long sea voyages.

B. the ancient Egyptians already had advanced navigation skills.

C. papyrus could be used to build boats for long sea journeys.

D. the ancient Egyptians knew of the environmental benefits of papyrus.

37. What does the writer conclude about papyrus today? A.

It is better for the environment than using paper.

B. Its significance is restricted to its role in the past.

C. It is still the best writing surface for some purposes.

D. More efforts need to be made to ensure it stays in use.

Questions 38-40

Complete the summary below.

Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes **38-40** on your answer sheet.
How papyrus documents have survived

Papyrus is rich in cellulose, and some conditions will be destroyed by fungal growths or be consumed by (38) ……. However, it can survive for long periods in an environment that is dry. It has been found in a 5,000-year-old (39) …….. in Egypt, and Herculaneum many papyrus documents were preserved following a vast (40) …….. in 79 CE. in the town of Oxyrhynchus, unwanted administrative documents were left on rubbish dumps which were covered with sand, preserving them for many years.

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ANSWERS

Test 1

Reading Passage 1

1.B

2. A

3. E

4. C

5. A

6. C

7. D

8. B

9. B

10. E

11. D

12. A

13. B

14. D

Reading Passage 2

15.mask,snorkel, fins

16. (for) safety/ (and) comfort

17. safety practices/dive environment/physics

18. C-card

19. Having your own equipment

20. serve diving internship/trainings

21. viii

22. v

23. vii

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24. i

25. 60 feet

26. too quickly

27. remain calm

28. practise

Reading Passage 3

29.obsure

30. 793

31. Northwest Africa

32. Local Populations

33. Religious

34. F

35. D

36. E

37. A

38. G

39. B

40. C

Test 2

Reading Passage 1

1. FALSE

2. NOT GIVEN

3. NOT GIVEN

4. TRUE

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5. FALSE

6. FALSE

7. NOT GIVEN

8. v

9. vii

10. ix

11. ii

12. x

13. i

14. iii

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Reading Passage 2

15.concentrated (strategy)

16. selling point

17. stores

18. feedback

19. (product) samples

20. testimonials

21. reposition

22. resale

23. delay

24. damage

25. theft

26. order

27. consultant

Reading Passage 3

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28.accomodation//hotels

29. catering//restaurants

30. retail

31. New South Wales

32. (the) Northern Territory

33. within one state

34. South Australia, Victoria

35. (inter-state) plane tickets

36. adventure parks

37. shopping

38. petrol costs

39. men (travelling/travelling alone)

40. families

Test 3

Reading Passage 1

1. An (AND) E

2. B (AND) D

3. C (AND) D

4. D

5. C

6. A

7. C

8. D

9. FALSE

10.TRUE

11. FALSE

12. NOT GIVEN

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13. FALSE 14. TRUE

Reading Passage 2

15. skin component
16. wrist test
17. data input
18. local job at centre/job centre
19. glasses/your glasses
20. your line manager
21. (initial) application(s)
22. Walk-in-day
23. Swimming Test
24. Verbal References
25. Recruitment Pool
26. Full Interview
27. Emergency

Reading Passage 3

28. C
29. D
30. B
31. A
32. B
33. A
34. C
35. brown
36. sunlight

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37. transpiration

38. weight

39. fingers

40. moisture

Test 4

Reading Passage 1

1. TRUE
2. FALSE
3. FALSE
4. NOT GIVEN
5. TRUE
6. NOT GIVEN
7. NOT GIVEN
8. NOT GIVEN
9. C
10. D or H
11. B
12. G
13. A
14. G

Reading Passage 2

15. x
16. vii
17. ix
18. i

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19. iv
20. v
21. ii
22. degree/Human geography
23. is a trip
24. a date set/ a weekday
25. two tutors
26. Portfolio
27. informative leaflets/information sheet
28. meet the deadline
29. reflective skills

Reading Passage 3

30. A
31. B
32. C/D/F (any order)
33. C/D/F (any order)
34. C/D/F (any order)
35. the canopy layer
36. the understory layer
37. 2 per cent sunlight/low sunlight/poor sunlight
38. TRUE
39. NOT GIVEN
40. FALSE

Test 5

Reading Passage 1

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1.TRUE

2. FALSE

3. FALSE

4. FALSE

5. NOT GIVEN

6. TRUE

7. NOT GIVEN

8. TRUE

9. D

10. B

11. B

12. B

13. C

14. C

Reading Passage 2

15.audit// an audit// waste audit

16. (duplex) printers

17. (educational) posters

18. (regular) newsletters

19. (writing) notes

20. (ceramic) mugs

21. (to) charities

22. (some) politicians

23. formula

24. (company) employees

25. shareholder reports

26. lies

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27. benefited// benefitted

Reading Passage 3

28.TRUE

29.NOT GIVEN

30. NOT GIVEN

31. FALSE

32. A

33. C

34. C

35. B

36. A

37. D

38.E

39. A, C [in either order, both required for one mark]

40.B, F [in either order, both required for one mark]

Test 6

Reading Passage 1

1. F
2. A/B
3. C
4. A
5. 133
6. 146
7. 104
8. 103

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9. 144
10. 156
11. Work experiences
12. Answers to questions
13. The interviewer's
14. (your) personal qualities

Reading Passage 2

IELTS Material

15. (a) (single) bedroom
16. Breakfast (and) evening meal
17. Experiencing the culture/making local friends/opportunities for language practice
18. (en-suite) shower facilities
19. (other) workers
20. (a) (fully equipped) kitchen
21. A
22. D
23. A
24. A
25. B
26. C
27. D

Reading Passage 3

28. TRUE
29. FALSE
30. NOT GIVEN
31. Qualities

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32. 10/ten

33. (particular) achievements

34. Personal interests

35. D 36. H

37. J

38. A

39. C

40. K

IELTS Material

Test 7

Reading Passage 1

1. C
2. A
3. B
4. E
5. D
6. A
7. B
8. FALSE
9. FALSE
10. NOT GIVEN
11. NOT GIVEN
12. TRUE
13. TRUE
14. TRUE

Reading Passage 2

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15. Clarification

16. Discount

17. disciplinary

18. pain

19. storage

20. machinery

21. list

22. tool

23. energy

24. electronics

25. needs

26. permission 27.

Limitations

Reading Passage 3

28. E

29. C

20. B

31. A

32. D

33. B

34. G

35. A

36. permit

37. earthquakes

38. storm

39. roadway

40. pedestrians

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Test 8

Reading Passage 1

1. D
2. B
3. C
4. F
5. D
6. G
7. E
8. TRUE
9. FALSE
10. FALSE
11. NOT GIVEN
12. TRUE
13. TRUE

Reading Passage 2

15. stadium
16. team
17. hygiene
18. storage
19. guaranteed
20. status
21. debts
22. profits
23. trading

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24. internet

25. invoices

26. agent

27. penalty

Reading Passage 3

28. C

29. D

30. A

31. A

32. B

33. TRUE

34. NOT GIVEN

35. FALSE

36. TRUE

37. TRUE

38. FALSE

39. NOT GIVEN

40. NOT GIVEN

Test 9

Reading Passage 1

1. x
2. i
3. v
4. iii

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5. viii
6. ii
7. xiii
8. Iv
9. D
10. A
11. D
12. C
13. C
14. C
15. B

Reading Passage 2

16. Shortage
17. teacher-training
18. profession
19. obvious
20. increasing
21. recent
22. competent
23. NO
24. NO
25. NOT GIVEN
26. NO
27. YES
28. YES
29. NOT GIVEN
30. B

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Reading Passage 3

31. NO
32. NOT GIVEN
33. NOT GIVEN
34. NOT GIVEN
35. YES
36. NOT GIVEN
37. A
38. B
39. D
40. A

Test 10

Reading Passage 1

1. TRUE
2. FALSE
3. FALSE
4. NOT GIVEN
5. TRUE
6. FALSE
7. C
8. E
9. A
10. B
11. E
12. D

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13. D

14. B

Reading Passage 2

15. Hospitality department

16. Academic calendar

17. 1st October

18. Nominated contractor

19. permits

20. Outside Concorde building

21. 26 weeks

22. 6 weeks/six week

23. $112.75

24. 39 weeks

25. Antenatal clinics

26. Personal circumstances

27. Grants

Reading Passage 3

28. ii

29. viii

30. vii

31. iii

32. vi

33. A

34. B

35. D

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36. C

37. B

38. insects

39. tomb

40. erection

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