

Test A

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–9.

CAUSTON HEALTH CENTRE PATIENT INFORMATION LEAFLET

A Appointments

Please telephone 826969 (8.30am – 5.00pm: Mon – Fri). We suggest that you try to see the same doctor whenever possible because it is helpful for both you and your doctor to know each other well. We try hard to keep our appointments running to time, and ask you to be punctual to help us achieve this; if you cannot keep an appointment, please phone in and let us know as soon as possible so that it can be used for someone else. Please try to avoid evening appointments if possible. Each appointment is for one person only. Please ask for a longer appointment if you need more time.

B Weekends and Nights

Please telephone 823307 and a recorded message will give you the number of the doctor from the Centre on duty. Please remember this is in addition to our normal working day. Urgent calls only please.

A Saturday morning emergency surgery is available between 9.30am and 10.00am. Please telephone for home visits before 10.00am at weekends.

C Centre Nurses

Liz Stuart, Martina Scott and Helen Stranger are available daily by appointment to help you with dressings, ear syringing, children's immunisations, removal of stitches and blood tests. They will also advise on foreign travel, and can administer various injections and blood pressure checks.

For any over 75s unable to attend the clinic, Helen Stranger will make a home visit.

All three Centre Nurses are available during normal working hours to carry out health checks on patients who have been on doctors' lists for 3 years.

D New Patients

Within 3 months of registering with the Centre, new patients on regular medication are invited to attend a health check with their doctor. Other patients can arrange to be seen by one of the Centre Nurses.

E Services Not Covered

Some services are not covered by the Centre e.g. private certificates, insurance, driving and sports medicals, passport signatures, school medicals and prescriptions for foreign travel. There are recommended fees for these set by the National Medical Association. Please ask at reception.

F Receptionists

Our receptionists provide your primary point of contact – they are all very experienced and have a lot of basic information at their fingertips. They will be able to answer many of your initial queries and also act as a link with the rest of the team. They may request brief details of your symptoms or illness – this enables the doctors to assess the degree of urgency.

G Change of Address

Please remember to let us know if you decide to relocate. It is also useful for us to have a record of your telephone number.

Questions 1–4

The text on page 101 has seven sections, A–G.

Which section contains the following information?

Write the correct letter, A–G, in boxes 1–4 on your answer sheet.

- 1 what to do if you need help outside normal working hours
- 2 who to speak to first for general information
- 3 what happens when you register with the Centre
- 4 what to do if you need to cancel a doctor's appointment

Questions 5–9

Do the following statements agree with the information given in the text on page 101?

In boxes 5–9 on your answer sheet, write

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

- 5 You must always see the same doctor if you visit the Centre.
- 6 If you want a repeat prescription you must make an appointment.
- 7 Helen Stranger is the Head Nurse.
- 8 It is possible that receptionists will ask you to explain your problem.
- 9 You should give the Health Centre your new contact details if you move house.

Read the text below and answer Questions 10–14.

BENTLEY HOSPITAL CATERING SERVICE

TO ALL PERMANENT AND TEMPORARY MEMBERS OF STAFF

IMPORTANT INFORMATION

Meal Breaks

(minimum company guidelines)

HOURS WORKED	BREAK TO BE TAKEN
0-4 hrs	nil
4-6 hrs	15 mins
6-8 hrs	30 mins
8-12 hrs	60 mins (taken as 2 × 30 mins)
12-24 hrs	75 mins (taken as 2 × 30 mins + 1 × 15 mins)

Your section staffing board will show the times when these breaks are to be taken.

Please note

It is your responsibility to check that the total break time shown on the staffing sheets accurately reflects the breaks that you take. Any discrepancies should be raised with your Staff Co-ordinator immediately.

SPECIAL REQUIREMENTS – FOOD HANDLERS

Food handlers are those concerned with preparing and serving unwrapped food.

Food handlers should report any instance of sickness, diarrhoea and/or stomach upset experienced either while at work or during a holiday to a member of the Personnel Management team. Any infections of ear, nose, throat, mouth, chest or skin should also be reported to a member of the Personnel Management team.

Food handlers need to have an annual dental examination by the company dentist.

Alternatively, a current certificate of dental fitness may be produced from their own dentist.

This applies to all permanent staff who handle food.

Questions 10-14

Complete each sentence with the correct ending, A-J, below.

Write the correct letter, A–J, in boxes 10–14 on your answer sheet.

- 10** Temporary employees only working 3 hours should
- 11** Employees who work 11 hours should
- 12** To find out when to have their breaks, employees should
- 13** Employees working with food must
- 14** Food handlers who have been ill should

- A** talk to a staff co-ordinator.
- B** have two thirty-minute breaks.
- C** not take any breaks for meals.
- D** pay for any meals they have.
- E** get a single one-hour break.
- F** look at the section staffing board.
- G** lose pay for their break times.
- H** tell a member of the Personnel Management team.
- I** have an annual dental examination.
- J** consult their doctor.

SECTION 2

Questions 15–27

Read the text below and answer Questions 15–21.

Bramley College International Scholarships

There are seven types of scholarship offered by Bramley College to enrolled international students to assist with the costs of their courses. With the exception of applications for scholarship category E, all newly-enrolled international students are automatically considered for these scholarships. The scholarship is awarded in the student's first year as a credit to second semester course fees. In all subsequent years, the scholarship is awarded as a credit to first semester course fees. The scholarships are awarded once per year unless otherwise stated.

The scholarship categories are:

- A** One scholarship of A\$2000 for the most outstanding students entering the Foundation Studies Program from each of the following countries: Singapore, Malaysia and Thailand. An additional six scholarships are available for students from other countries. These scholarships are offered on two dates, to students in the March and June intakes of the program. Scholarships are awarded on the basis of first semester results.
- B** Three scholarships providing 25% of course fees for the duration of the course to the three most outstanding State Certificate of Education (SCE) students entering a Diploma or Certificate program. Scholarships are awarded on the basis of the previous year's SCE results.
- C** Seventeen scholarships providing 25% of course fees for the duration of the course to outstanding Diploma or Certificate students entering each Bramley College School: three each in the Schools of Business and Engineering; two in the School of Applied Science; two in the School of Environmental Design and Construction; two in the School of Art and Design; two in the School of Social Sciences and Communications; one in the School of Biomedical and Health Science; one in the School of Education and one in the School of Nursing. Scholarships are awarded on the basis of first semester results.
- D** One scholarship of A\$4000 per annum for the duration of the course to the most outstanding student entering the Diploma in Communication. Scholarships are awarded on the basis of first semester results.
- E** Nine scholarships of A\$3000 per annum for the duration of the course to the most outstanding students commencing any Advanced Certificate course. Scholarships are awarded on the basis of Basic Certificate results (not SCE results). Note that applicants need to apply for this scholarship on the Bramley College International Scholarship Application Form.
- F** One full-fee scholarship to the most outstanding student commencing a Diploma in Art and Design (Photography) course. This scholarship is offered every second year, and is awarded on the basis of results obtained in the Certificate in Design course.
- G** Four half-fee scholarships to outstanding students of Bramley College's Singapore campus for the final year of the two-year Certificate in Business Studies to be completed in Melbourne, Australia. Scholarships are awarded on the basis of first year results.

Questions 15–21

***Look at the seven scholarship categories, A–G,
For which scholarship are the following statements true?***

Write the correct letter, A–G, in boxes 15–21 on your answer sheet.

NB *You may use any letter more than once.*

- 15** It is awarded on results obtained in the SCE exam.
- 16** It is only available to students from the College's overseas branch.
- 17** It is not offered every year.
- 18** Students need to apply for it.
- 19** It is offered twice each year.
- 20** It pays 100% of the student's tuition fees.
- 21** It provides 50% of one year's fees.

Read the text below and answer Questions 22–27

Using the Internet and CD-ROM databases in the Library

Bramley College now has full electronic information resources in the College Library to help you in your studies. On CD-ROM in the library we have about fifty databases, including many statistical sources. Want to know the average rainfall in Tokyo or the biggest export earner of Vanuatu? It's easy to find out. Whether you are in the School of Business or the School of Art & Design, it's all here for you.

You can conduct your own CD-ROM search for no charge, and you can print out your results on the library printers using your library photocopying card. Alternatively, you can download your results to disk, again for no charge, but bring your own formatted floppy disk or CD-ROM. If you are not sure how to conduct a search for yourself, library staff can do it for you, but we charge \$20 for this service, no matter how long or how short a time it takes.

All library workstations have broadband access to the Internet, so you can find the web-based information you need quickly and easily. If you are unfamiliar with using the Internet, help is available in several ways. You can start with the online tutorial *Netstart*; just click on the *Netstart* icon on the Main Menu. The tutorial will take you through the basic steps to using the Internet, at any time convenient to you. If you prefer, ask one of the librarians for internet advice (best at quiet times between 9.00am and 11.30am weekdays) or attend one of the introductory group sessions that are held in the first two weeks of each term. Sign your name on the list on the Library Bulletin Board to guarantee a place, as they are very popular.

A word of warning: demand for access to library workstations is very high, so you are strongly advised to book a workstation, and we have to limit your use to a maximum of one hour at any one time. Make your booking (for which you will receive a receipt) at the Information Desk or at the enquiry desks in the Media Services Area (Level 1). Also, use of the computers is limited to Bramley students only, so you may be asked to produce your Student Identification Card to make a booking, or while using the workstations.

Questions 22–27

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

Write the correct letter in boxes 22–27 on your answer sheet.

- 22** To use the library printers, students must have
- A a floppy disk.
 - B correct change in coins.
 - C a photocopying card.
 - D their own paper.
- 23** To copy search results to a floppy disk, students pay
- A \$20.
 - B no fee.
 - C a fee based on actual costs.
 - D a fee dependent on the time taken.
- 24** If library staff search for information on CD-ROM, students pay
- A \$20.
 - B no fee.
 - C a fee based on actual costs.
 - D a fee dependent on the time taken.
- 25** Students can learn to use the Internet
- A at all times.
 - B in the first two weeks of term only.
 - C Monday to Friday only.
 - D between 9.00am and 11.30am only.
- 26** To ensure efficient access to the library workstations, students should
- A queue to use a workstation in the Media Services Area.
 - B reserve a time to use a workstation.
 - C work in groups on one workstation.
 - D conduct as many searches as possible at one time.
- 27** At any one time, students may use a library workstation for
- A half an hour.
 - B one hour.
 - C two hours.
 - D an unlimited time.

SECTION 3

Questions 28–40

Questions 28–34

The text on pages 110 and 111 has seven paragraphs, A–G.

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

Write the correct number, *i–x*, in boxes 28–34 on your answer sheet.

List of Headings

- i American water withdrawal
- ii Economic pricing
- iii What the future holds
- iv Successful measures taken by some
- v The role of research
- vi The thirsty sectors
- vii Ways of reducing waste
- viii Interdependence of natural resources
- ix The demands of development
- x The consequences for agriculture

- 28 Paragraph A
- 29 Paragraph B
- 30 Paragraph C
- 31 Paragraph D
- 32 Paragraph E
- 33 Paragraph F
- 34 Paragraph G

THE WATER CRISIS

Greater efficiency in water use is needed to meet the growing demands of a changing world

- A** Per capita water usage has been on an upward trend for many years. As countries industrialise and their citizens become more prosperous, their individual water usage increases rapidly. Annual per capita water withdrawals in the USA, for example, are about 1,700 cubic metres, four times the level in China and fifty times the level in Ethiopia. In the 21st century, the world's limited supply of renewable fresh water is having to meet demands of both larger total population and increased per capita consumption. The only practicable ways to resolve this problem in the longer term are economic pricing in conjunction with conservation measures.
- B** Agriculture consumes about 70% of the world's fresh water, so improvements in irrigation can make the greatest impact. At present, average efficiency in the use of irrigated water in agriculture may be as low as 50%. Simple changes could improve the rate substantially, though it is unrealistic to expect very high levels of water-use efficiency in many developing countries, faced as they are with a chronic lack of capital and a largely untrained rural workforce. After agriculture, industry is the second biggest user of water and, in terms of value added per litre used, is sixty times more productive than agriculture. However, some industrial processes use vast amounts of water. For example, production of 1 kg of aluminium might require 1,500 litres of water. Paper production too is often very water-intensive. Though new processes have greatly reduced consumption, there is still plenty of room for big savings in industrial uses of water.
- C** In rich countries, water consumption has gradually been slowed down by price increases and the use of modern technology and recycling. In the USA, industrial production has risen fourfold since 1950, while water consumption has fallen by more than a third. Japan and Germany have similarly improved their use of water in manufacturing processes. Japanese industry, for example, now recycles more than 75% of process water. However, industrial water consumption is continuing to increase sharply in developing countries. With domestic and agricultural demands also increasing, the capacity of water supply systems is under growing strain.
- D** Many experts believe that the best way to counter this trend is to impose water charges based on the real cost of supplies. This would provide a powerful incentive for consumers to introduce water-saving processes and recycling. Few governments charge realistic prices for water, especially to farmers. Even in rich California, farmers get water for less than a tenth of the cost of supply. In many developing countries

there is virtually no charge for irrigation water, while energy prices are heavily subsidised too (which means that farmers can afford to run water pumps day and night). Water, which was once regarded as a free gift from heaven, is becoming a commodity which must be bought and sold on the open market just like oil. In the oil industry, the price increases which hit the market in the 1970s, coupled with concerns that supplies were running low, led to new energy conservation measures all over the world. It was realised that investing in new sources was a far more costly option than improving efficiency of use. A similar emphasis on conservation will be the best and cheapest option for bridging the gap between water supply and demand.

- E** One way to cut back on water consumption is simply to prevent leaks. It is estimated that in some of the biggest cities of the Third World, more than half of the water entering the system is lost through leaks in pipes, dripping taps and broken installations. Even in the UK, losses were estimated at 25% in the early 1990s because of the failure to maintain the antiquated water supply infrastructure. In addition, huge quantities of water are consumed because used water from sewage pipes, storm drains and factories is merely flushed away and discharged into rivers or the sea. The modern approach, however, is to see used water as a resource which can be put to good use – either in irrigation or, after careful treatment, as recycled domestic water. Israel, for instance, has spent heavily on used water treatment. Soon, treated, recycled water will account for most farm irrigation there. There are other examples in cities such as St Petersburg, Florida, where all municipal water is recycled back into domestic systems.
- F** Another way of conserving water resources involves better management of the environment generally. Interference with the ecosystem can have a severe effect on both local rainfall patterns and water run-off. Forest clearings associated with India's Kabini dam project reduced local rainfall by 25%, a phenomenon observed in various other parts of the world where large-scale deforestation has taken place. Grass and other vegetation acts as a sponge which absorbs rainfall both in the plants and in the ground. Removal of the vegetation means that rainfall runs off the top of the land, accelerating erosion instead of being gradually fed into the soil to renew ground water.
- G** Global warming is bound to affect rainfall patterns, though there is considerable disagreement about its precise effects. But it is likely that, as sea levels rise, countries in low-lying coastal areas will be hit by seawater penetration of ground water. Other countries will experience changes in rainfall which could have a major impact on agricultural yield – either for better or for worse. In broad terms, it is thought that rainfall zones will shift northwards, adding to the water deficit in Africa, the Middle East and the Mediterranean – a grim prospect indeed.

Questions 35–40

Complete the summary below.

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

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

Individual water usage is rising dramatically as people living in industrialised countries become increasingly **35** As well as increased consumption per capita, the growing demand for fresh water is due to a bigger global **36** than in the past. The only way to control this increase in demand is to charge high prices for water while also promoting conservation measures. Improvements in irrigation systems and industrial processes could dramatically increase the efficiency of water use. There are examples of industries in some rich countries that have reduced their consumption rates through price increases, the application of **37** and recycling. But in agricultural and domestic sectors, the price of water is still subsidised so it is not regarded as a commodity that people need to pay a realistic price for.

Other ways of protecting supplies are to reduce water loss resulting from **38** in the supply systems and to find ways of utilising used water. Longer term measures, such as improved environmental **39** would protect the ecosystem and ensure the replenishment of ground water for future generations. Without such measures, future supplies are uncertain, especially when global warming is expected to interfere with rainfall patterns and to worsen the **40** already suffered by many countries today.

READING

Section 1, Questions 1–14

- 1 B
- 2 F
- 3 D
- 4 A
- 5 FALSE
- 6 NOT GIVEN
- 7 NOT GIVEN
- 8 TRUE
- 9 TRUE
- 10 C
- 11 B
- 12 F
- 13 I
- 14 H

Section 2, Questions 15–27

- 15 B
- 16 G
- 17 F
- 18 E
- 19 A

- 20 F
- 21 G
- 22 C
- 23 B
- 24 A
- 25 A
- 26 B
- 27 B

Section 3, Questions 28–40

- 28 ix
- 29 vi
- 30 iv
- 31 ii
- 32 vii
- 33 viii
- 34 iii
- 35 prosperous
- 36 population
- 37 (modern) technology
- 38 leaks
- 39 management
- 40 water deficit

If you score . . .

0–17	18–29	30–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

General Training: Test B

SECTION 1 *Questions 1–14*

Read the text below and answer Questions 1–8.

THE EMPLOYMENT PAGES *Saturday Edition*

**Australia's biggest daily selection of job ads – helping you
to find the perfect position for you**

Saturday Job Guide

- A** Government Positions (New South Wales)
- B** Higher Education (Academic staff)
- C** Primary and Secondary Schools (Academic staff)
- D** Hospitals and Medical (Medical staff)
- E** IT and Computing
- F** Accountancy and Finance (Private)
- G** Hospitality and Kitchen Staff
- H** Self-employment Opportunities
- I** Rural Posts (incl. farm work)
- J** Casual Work Available

Monday – Friday Job Highlights

- TUESDAY:** Education
 Local Government
- THURSDAY:** Hospital and Medical
 Government Health Vacancies (New South Wales)

Questions 1–2

Answer the questions below.

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

Write your answers in boxes 1 and 2 on your answer sheet.

- 1** On which **TWO** days does the newspaper advertise jobs for teachers?
- 2** On which **TWO** days does the newspaper advertise jobs for nurses?

Questions 3–8

Look at the ten categories of job advertisement, A–J, in the Saturday Job Guide.

Write the correct letter, A–J, in boxes 3–8 on your answer sheet.

Which category of job advertisement should you look at if

- 3** you are looking for a job as a university lecturer?
- 4** you want to start your own business?
- 5** you want a permanent job in a hotel?
- 6** you are looking for a job in public administration?
- 7** you are looking for agricultural work in the country?
- 8** you are looking for temporary work?

Read the text below and answer Questions 9–14.

STANFIELD THEATRE

BOOKING

There are four easy ways to book seats for performances:

- in person

The Box Office is open Monday to Saturday, 10 am–8 pm.

- by post

Simply complete the booking form and return it to Stanfield Theatre Box Office, PO Box 220, Stanfield, ST55 6GF. All cheques should be made payable to Stanfield Theatre.

- by telephone

Ring 01316 753219 to reserve your tickets or to pay by credit card (Visa, Mastercard and Amex accepted).

- on-line

Complete the on-line booking form at www.stanfieldtheatre.com

DISCOUNTS

Saver: £2 off any seat booked any time in advance for performances from Monday to Thursday inclusive, and for all matinees. Savers are available for children up to 16 years old, over 60s and full-time students.

Supersaver: half-price seats are available for people with disabilities and one companion. It is advisable to book in advance. There is a maximum of eight wheelchair spaces available and one wheelchair space will be held until one hour before the show (subject to availability).

Standby: best available seats are on sale for £6 from one hour before the performance for people eligible for Saver and Supersaver discounts and thirty minutes before for all other customers.

Group Bookings: there is a ten per cent discount for parties of twelve or more.

Schools: school parties of ten or more can book £6 Standby tickets in advance and will get every tenth ticket free.

Please note: we are unable to exchange tickets or refund money unless a performance is cancelled due to unforeseen circumstances.

GIFT VOUCHERS

Gift vouchers for any value can be bought at the Box Office.

Questions 9–14

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

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 It is possible to book tickets for performances using the Internet.
- 10 60-year-olds who want to book in advance have to prove their age to get a discount.
- 11 Someone accompanying a wheelchair user to a performance receives a discount.
- 12 Students can get Standby tickets 45 minutes before a performance begins.
- 13 A group of ten adults going to a performance can claim a discount.
- 14 Theatre-goers who are unexpectedly unable to attend a performance can get their money back.

SECTION 2

Questions 15–27

Questions 15–21

Choose the correct heading for sections **B–H** from the list of headings below

Write the correct number, *i–xii*, in boxes 15–21 on your answer sheet.

List of Headings

- | | |
|-------------|------------------------------|
| i | Consult your teacher |
| ii | Take a break |
| iii | Make a timetable |
| iv | Create a working space |
| v | Sit comfortably |
| vi | Study at home |
| vii | Talk about your work |
| viii | Photocopy important material |
| ix | Catalogue references |
| x | Use the library |
| xi | Prioritise your work |
| xii | Exercise regularly |

Example

Section A

Answer

iii

- 15** Section B
- 16** Section C
- 17** Section D
- 18** Section E
- 19** Section F
- 20** Section G
- 21** Section H

SELF-STUDY TIPS

A

However difficult you find it to arrange your time, it will pay off in the long run if you set aside a certain part of the day for studying – and stick to it. It is best to make a weekly allocation of your time, making sure that you have enough left for recreational activities or simply to be 'with' yourself: reading a novel or watching a television programme.

B

As part of your weekly schedule, it is also advisable to consider exactly what you have to do in that week, and make sure that you tackle the most significant tasks first, leaving the easier or less urgent areas of your work until later.

C

On a physical level, make sure that you have an area or space for studying. Don't do it just anywhere. If you always study in the same place, preferably a room of your own, you will find it easier to adjust mentally to the activity when you enter that area. You should have everything that you might need at hand.

D

Make sure that all the physical equipment that you use, such as a desk, chair etc. is at a good height for you. If you use a personal computer, there are plenty of guidelines available from the government on posture, angles, lighting and the like. Consult these and avoid the typical student aches and pains.

E

If you are doing a long essay or research paper which involves the use of library

books or other articles, it helps to keep details of the titles and authors on small cards in a card box. It is also a good idea to log these alphabetically so that you can find them easily – rather like keeping telephone numbers. It's all too easy to read something and then forget where it came from.

F

Make use of equipment that is available to you. If you find a useful article in the library, it is best to make a copy of the relevant pages before you leave. Then, when you get back to your study, you can mark the article and make any comments that you have in the margin.

G

If you are working on a topic your teacher has set, but finding it hard to concentrate, it may be that you actually need to take your mind right off it for a period of time. 'Airing the mind' can work wonders sometimes. After a period away from the task, having not thought about it at all, you may return to it refreshed and full of ideas.

H

Similarly, it may help to discuss a topic with other people, especially if you feel that you have insufficient ideas, or too many disorganised ideas. Bring your topic up in conversations at meal times or with other students and see what they have to say. You don't want to copy their ideas but listening to what they think about something may well help you develop or refine your own thoughts.

Read the text below and answer Questions 22–27.

STUDY CENTRE COURSES

A

From Paragraph to Essay

Of particular relevance to students who wish to improve their organisational skills and who feel that their final product is never clear enough.

Thursday 10–12
Kiran Singh

B

Communicate by Mail

Owing to the popularity of last term's course, this is a repeat. Requests for information, notification of personal details and enclosures will be looked at. Please note that this is not a business course.

Friday 2–4
Celia Rice

C

Source Material

How do you gather information for a project or paper? A practical course which looks at sources of information and how to use cataloguing systems.

Monday 10–11
Kiran Singh

D

Express Yourself

An advanced course suitable for students who are about to step into organisations where they may have to voice their opinions in various forums.

Monday 12–2
Dave Parrin

E

Media Use

Open to all students, this course focuses on the many ways we can profit linguistically from the radio and television. Use of video essential. Group projects form part of course.

Tuesday 9–11
Steve Ansell

F

The Short Story

A venture into the world of popular writers. One story is selected for adaptation into a short play and group performance. Pre-arranged groups welcome.

Thursday 11–1.30
Mrs Owen

G

Caught for Speeding

Open to all students. Simple eye exercises to help you skim and scan. How to be selective on the page. Using headings, topic sentences and paragraphs for easy access.

Wednesday 11–1
Mrs Owen

H

Quote Me if You Must

The do's and don'ts of using source material. How to incorporate it into your own work in an acceptable way. How not to plagiarise other people's articles, books etc.

Tuesday 9–10.30
Dr Johnson

I

The Job for Me

Finding it, applying for it and getting it. Where can it all go wrong? Written and oral course with simulation exercises using authentic newspaper advertisements.

Friday 10–11.30
Fabbah Al-Hussein

J

Can I Help You?

Practical course for students who wish to improve their telephone skills. Breaks the ice for newcomers. No written skills required.

Wednesday 3–5
Mike Vas

K

The Customer is Always Right

An interesting angle – how do you reply to letters from customers? What tone is best and when? How do you achieve results?

Wednesday 11–1
Celia Rice

L

Tense about Tenses

For those who worry about their individual words – a look at tenses and other aspects of the language through poetry and song. Good voice helps but not essential!

Saturday 10–12
Steve Ansell

Questions 22–27

Look at the twelve descriptions of courses, A–L, on page 120.

For which description are the following statements true?

Write the correct letter, A–L, in boxes 22–27 on your answer sheet.

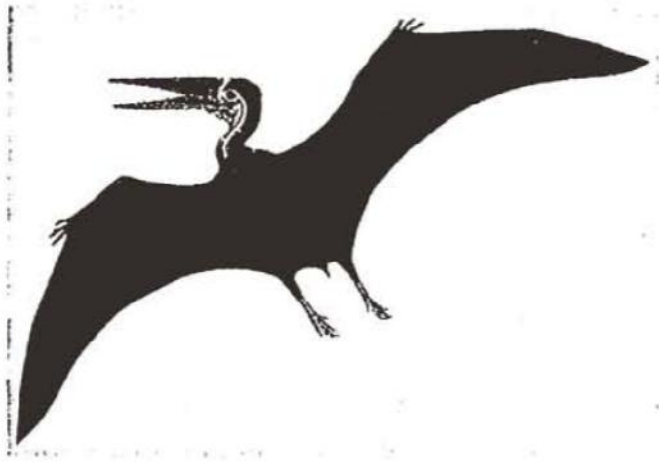
- 22** This course would be useful for dealing with letters of complaint.
- 23** This course will help you use the libraries.
- 24** This course will improve your performance at interviews.
- 25** This course will help you with acknowledging your sources.
- 26** This course will help you improve your reading skills.
- 27** This course will help you improve your grammar.

PTEROSAURS

Remains of the pterosaur, a cousin of the dinosaur, are found on every continent.

Richard Monastersky reports

- A** Pterosaurs stand out as one of nature's great success stories. They first appeared during the Triassic period, 215 million years ago, and thrived for 150 million years before becoming extinct at the end of the Cretaceous period. Uncontested in the air, pterosaurs colonised all continents and evolved into a vast array of shapes and sizes.
- B** Until recently, most scientists would not have put pterosaurs in the same class as birds in terms of flying ability. Because pterosaurs were reptiles, generations of researchers imagined that these creatures must have been cold-blooded, like modern snakes and lizards. This would have made flying awkward, as they would have lacked the endurance to power their muscles for long periods of time.
- C** In the past three decades, however, a number of fossil* discoveries have prompted researchers to re-examine their views. The new picture of pterosaurs reveals that they were unlike any modern reptile. From a fossil discovered in Kazakhstan, scientists suspect that pterosaurs had a covering resembling fur. If so, this detail provides evidence of a warm-blooded body that could maintain the kind of effort needed to stay in the air. Indeed, scientists now believe that many pterosaurs were gifted air-borne predators, built to feed while in flight. And, in fact, such controversy has



The Pterosaur: a flying reptile that lived during the time of the dinosaur

- surrounded pterosaurs since the first discovery of one in the early 1700s.
- D** Cosimo Alessandro Collini, the first natural historian to study the fossil and describe it, was unable to classify it. It was not until 1791 that the great French anatomist Georges Cuvier deduced that the animal was in fact a flying reptile, whose fourth finger supported a wing. He named the fossil *Pterodactylus*, combining the Greek words for wing and finger. A few decades later, the name pterosaur, or winged reptile, was adopted to describe the growing list of similar fossils.
- E** In 1873, a remarkable pterosaur specimen came to light that confirmed Cuvier's deduction. Unlike earlier fossils, this new find near the Bavarian town of Solnhofen contained delicate wing impressions, establishing definitely that the extinct reptile was capable of flight. Even though over a thousand pterosaur specimens are known today, such wing impressions remain rare. Normally only bones survive the fossilisation process.
- F** But how pterosaurs learnt to fly remains a matter for disagreement. Most researchers conclude that pterosaurs are

* *fossil*: the remains or impression of a plant or animal which has been preserved in rock for a long time

descended from a small tree-dwelling reptile that spent its life jumping between branches. This creature would have spread its limbs, and used flaps of skin attached to its limbs and body to help it to land gently on the ground. Over many generations the fourth finger on each of its front 'arms' would have grown longer, making the skin surface larger and enabling the animal to glide farther. Meanwhile, the competing argument holds that pterosaurs developed from two-legged reptiles that ran along the ground, perhaps spreading their arms for balance. Through gradual growth, the front arms would then have evolved into wings. This difficult issue will only be resolved with the discovery of earlier forms of pterosaurs.

G 'It's very difficult to say how pterosaurs changed over time because the earliest fossils we have are of pterosaurs whose fourth finger has already transformed into a wing,' says Fabio dalla Vecchia, an Italian researcher. In fact, the earliest known pterosaurs came from the mountains of northern Italy, where he has spent years searching for flying reptiles. These species have shorter wings than later forms, but there is evidence that they were skilful fliers, capable of catching fish over open water. Proof of this has been found in the fossil of a *Eudimorphodon*, a 215-million-year-old pterosaur found near Bergamo, Italy. Under a microscope, several fish scales can be seen in the abdomen of the specimen – the remains of the pterosaur's last meal.

H A different but equally impressive sight is the life-size model of *Quetzalcoatlus northropi*, which stares down at visitors in the Museum of Flying in Santa Monica, California. It has a beak the size of a man and wings wider than those of many of the planes exhibited nearby. This pterosaur had wings over 11 metres wide, making it the largest flying animal ever known.

Questions 28–34

The text has eleven paragraphs, A–K.

Which paragraph contains the following information?

Write the correct letter, A–K, in boxes 28–34 on your answer sheet.

I *Quetzalcoatlus* represents the height of pterosaur evolution. 'Unlike smaller pterosaurs, it could use natural currents to stay in the air without having to move its wings continuously,' said Paul MacCready, an aeronautical engineer. 'As pterosaurs got larger, they discovered the benefits of gliding on air currents, making use of a free energy source. With their hollow bones, these pterosaurs had a very light construction, ideal for such activity.'

J As we walked beneath the *Quetzalcoatlus* model in Santa Monica, MacCready pointed out its similarity to sailplanes, the most efficient kind of aeroplanes. Both have long slender wings designed to fly with minimum power. During flight, sailplane pilots routinely search for places where heat rises from sun-baked earth, creating hot air currents called thermals. Undoubtedly, *Quetzalcoatlus* would have used thermals as well, lazily circling over the river deltas that once covered parts of Texas.

K The triumphant reign of pterosaurs ended with this giant flier. At the end of the Cretaceous period 65 million years ago, a meteorite or comet slammed into the Earth. That calamity – and other events – wiped out roughly three quarters of all species, including all pterosaurs and dinosaurs. But before their disappearance, pterosaurs enjoyed unequalled success. They flew into sunny skies before any other vertebrate. For 150 million years they sailed the winds on the strength of a fragile finger. What a glorious ride they had.

- 28 similarities between pterosaurs and mechanical flight
- 29 the identification of the type of creature a pterosaur actually was
- 30 conflicting theories about how pterosaurs came to fly
- 31 the cause of widespread destruction of animal life on our planet
- 32 the fact that pterosaurs once existed all over the world
- 33 the first clear proof that pterosaurs could fly
- 34 concrete evidence that pterosaurs hunted their food from the air

Questions 35–38

Look at the following statements (Questions 35–38) and the list of people below.

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

Write the correct letter, A, B, C or D, in boxes 35–38 on your answer sheet.

- 35 He refers to the difficulty of determining how pterosaurs evolved without further evidence.
- 36 He failed to interpret the evidence before him.
- 37 He gave an appropriate name to the first pterosaur that was discovered.
- 38 He mentions the ability of pterosaurs to take advantage of their environment.

List of People
A Cosimo Alessandro Collini
B Georges Cuvier
C Fabio dalla Vecchia
D Paul MacCready

Questions 39 and 40

Complete the sentences below.

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

Write your answers in boxes 39 and 40 on your answer sheet.

- 39 So far, evidence of a total of pterosaurs has been discovered.
- 40 The wings of *Quetzalcoatlus* measured more than across.

READING

Section 1, Questions 1–14

- 1 **IN EITHER ORDER; BOTH REQUIRED
FOR ONE MARK**
Saturday (and)
Tuesday
- 2 **IN EITHER ORDER; BOTH REQUIRED
FOR ONE MARK**
Saturday (and)
Thursday
- 3 B
4 H
5 G
6 A
7 I
8 J
9 TRUE
10 NOT GIVEN
11 TRUE
12 TRUE
13 FALSE
14 FALSE

- 17 v
18 ix
19 viii
20 ii
21 vii
22 K
23 C
24 I
25 H
26 G
27 L

Section 3, Questions 28–40

- 28 J
29 D
30 F
31 K
32 A
33 E
34 G
35 C
36 A
37 B
38 D
39 (over) a thousand
40 11 metres/meters

Section 2, Questions 15–27

- 15 xi
16 iv

If you score . . .

0–16	17–28	29–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.