

# Answer keys

## PRACTICE TEST 1

### LISTENING

#### Section 1

- 1 A
- 2 C
- 3 D
- 4 D
- 5 C
- 6 Prescott (*must be correct spelling with capital "P"*)
- 7 41
- 8 Fountain (*must have capital "F"*)
- 9 752239
- 10 £65

#### Section 2

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

#### Section 3

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

#### Section 4

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

## PRACTICE TEST 1

### READING

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

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

#### Questions 1-8

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

#### Questions 9-15

#### **Suggested approach**

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

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

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

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

Practice Test 1

READING PASSAGE 2 Zoo conservation programmes

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

Questions 16-25

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

Questions 26-28

**Suggested approach**

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

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

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

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

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

**READING PASSAGE 3** Architecture

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

Questions 29-35

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

Questions 36-40

**Suggested approach**

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

only one answer is correct.

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

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