STEP Forward
A preparation kit for the Special Test of English Proficiency

STEP Forward is a specially designed kit of preparation materials, including a book and an audio cassette, for students preparing for the Special Test of English Proficiency. It contains guidance and sample tests for all three parts of the Test, and an answer key. The kit is designed to be used either by students working on their own or in the classroom with a teacher.

The book and tape kit include:
• an introduction in English and Chinese
• general test-taking strategies
• step-by-step guidance on:
  — how to approach the Reading Skills Test, and two sample tests
  — how to approach the Writing Skills Test, and three sample tests
  — how to approach the Listening Skills Test, and two sample tests
• answers for the Reading and Listening Skills Tests; model plans for the Writing Skills Test
• eight listening texts for the Listening Skills Test on the audio cassette
• tapescripts for the listening texts at the back of the book
• a list of other useful books to help in preparing for the Test

Please note that the sample tests in this book are examples ONLY and do not come from the actual STEP test. Completing the book does not guarantee success in the STEP test.

National Centre for English Language Teaching and Research
MACQUARIE UNIVERSITY SYDNEY AUSTRALIA

Clare McDowell
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National Centre for English Language Teaching and Research
Macquarie University, Sydney, Australia
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本书目的

本书旨在提高你在特别英语水平测试中应试技巧，它向你介绍此测试的形式、总体目标、应试策略并最终改善你的英语语言能力。

测试目的

此测试评估你在日常社会和工作环境、使用英语的能力，你需要在测试中显示你具有阅读和理解一般英语的能力、具有足够的应试不同场合的书面表达能力，具有理解各非专业场合下的口头英语的能力。本测试包括三个部分：阅读、写作和听力。此测试不包括面对面的口头测试。

本书内容

本书包含有关此测试的信息，书中有对测试的每部分的说明及每部分的考试策略，以期帮助你准备此测试。在每部分的应试策略后面有与实际测试时类似的供练习用的测试样题，书的后部有练习样题的答案。你应在完成练习之前参考此答案。书后也备有进一步的阅读参考书目录及STEP Forward书中使用的术语词汇。

测试总览

<table>
<thead>
<tr>
<th>阅读</th>
<th>40 分钟</th>
<th>应试者将阅读三段课文然后回答问题</th>
</tr>
</thead>
<tbody>
<tr>
<td>书写</td>
<td>45 分钟</td>
<td>应试者将在给定时间内完成两短文的写作</td>
</tr>
<tr>
<td>听力</td>
<td>30 分钟</td>
<td>应试者要求在听完四段录像的口头英语后回答问题</td>
</tr>
</tbody>
</table>

测试成绩

测试成绩将在考试后的60天内通过保密的成绩单报告给你。这份成绩单将包括你的考试结果、成绩单将不会泄露给除你和移民局之外的其他任何人。如果你的测试结果显示出你没有达到预定要求，你会有第二次考试机会。
GENERAL INTRODUCTION

PURPOSE OF THIS BOOK
The purpose of this book is to help you, the candidate, focus on the skills that you will need for the Special Test of English Proficiency, by introducing you to the format and overall aims of the test and by helping you to develop appropriate strategies for taking the test and ultimately for improving your English language skills within an Australian context.

AIMS OF THE TEST
The test assesses your ability to use English to carry out everyday tasks in both social and work situations. You will be required to demonstrate an ability to read and understand English texts on familiar topics, write well enough in English to communicate ideas or information for a variety of purposes and comprehend spoken English on a wide range of non-specialised topics. The test is composed of three parts: Reading, Writing and Listening. There is no face-to-face test of spoken English.

CONTENTS OF THE BOOK
The book contains information about the test. There is a description of each part of the test followed by a short section giving test-taking strategies. These have been written to help you prepare for the test. Immediately after the strategies you will find sample test materials which are similar to the material you will meet in the test. These materials are practice materials only, however. At the back of the book we have given an answer key to the practice materials. You should not look at the answers until you have completed the tasks. There is also a list of books which can help you improve your language skills.

OVERVIEW OF THE TEST

<table>
<thead>
<tr>
<th>Reading</th>
<th>40 minutes</th>
<th>The candidate will read three passages and answer questions about them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>45 minutes</td>
<td>The candidate will have to complete two short writing tasks within the given time.</td>
</tr>
<tr>
<td>Listening</td>
<td>30 minutes</td>
<td>The candidate will listen to four pre-recorded extracts of spoken English and answer questions about them.</td>
</tr>
</tbody>
</table>

HOW ARE THE RESULTS PROVIDED?
The results will be reported on a confidential Test Report Form within 60 days of taking the test. The report will be sent direct to you and will not be released to anyone other than yourself and the Department of Immigration and Ethnic Affairs. If the results from the test indicate that you have not reached the required level, then you will have the opportunity to take the test a second time.
GENERAL TEST TAKING STRATEGIES

BEFORE THE TEST

▸ Be prepared
Knowing what to expect in a test is half the battle. With the information that you have in this book, the format of the test should come as no surprise. Take the opportunity over the next few months to read, listen and write as much as possible in English. Since the step: test is based on authentic material — that is, the kind of thing you read in everyday situations, hear on the TV or may need to write in your work or social interactions — there should be plenty of opportunities to gather resources for your self-study program.

▸ Set yourself a program of study
Try to do at least half an hour of English study every day. If you can find a friend to work with, then set up a regular time each day or week to study together.

▸ Listen to the radio
Radio programs are a good source of spoken language. You can listen to the radio and record programs as well. For example, record programs where people ring the radio station and give opinions on local issues. Listen to these programs with your study partner and ask each other questions about the content. Try to write down some of the things they say. Try writing questions for each other about what they say.

You can also do this with news broadcasts, interviews and advertisements.

▸ Read the local newspaper
There is probably a local newspaper delivered free of charge to houses in your street each week. This is a good source of written material: news articles, advertisements, announcements and stories of local interest. Try to read parts of this paper each week. As an exercise, prepare a letter to the editor of the paper about a local issue which concerns you. Remember, step: is based on everyday situations in Australia so using the language on a daily basis is the best preparation you can have.
**AT THE TEST**

▶ **Be early**
Timing in tests and examinations is essential and this includes being on time for the test. So always arrive early. Make sure you know exactly where the test centre is before the morning of the test. It is far better to have to wait half an hour than to arrive at the last minute. Remember that you will have to register. If you arrive late, you will not be admitted to the test room. Bring a pen, a pencil and a rubber.

▶ **Watch the clock**
Timing within the test is also vital. Keep an eye on the clock and be sure to pace yourself; that is, make sure that you are moving through the test and attempting all the questions. This is particularly important with the reading and writing sections of the test. Do not spend too much time on any one question. If you find one question rather difficult, then move on to the next and come back to the first one later. Be sure to attempt both questions in the writing section. There can be no extra time given at the end of the test if you have not finished.

▶ **Read the question**
Make sure that you read the questions carefully, especially the writing tasks. Misreading a question, particularly in the writing section of the test, will almost certainly lead to the wrong answer being produced. This is also very important in the listening section of the test. There will be time to read the questions before each individual listening extract, so use the time profitably.

▶ **Check your work**
Make sure you leave some time at the end of the test to check your work. Do not worry about crossing out words and re-writing other words above the first word. Do not cover all your mistakes in liquid paper. It wastes time.

**IMPORTANT NOTE**
Remember that taking a test under examination conditions is always harder than working through preparation materials in your own time, when you are relaxed.

The example tests in this book are similar in format and approach to the actual Special Test of English Proficiency, but must **not** be seen as identical to the test. Success in individual parts of the book does **not** guarantee success in the test.
**The Reading Skills Test**

**Description**

The Reading Test will consist of three separate passages (texts) each on a different topic and ranging in length from 200 to 600 words. Some of these passages may contain diagrams, graphs and pictures. There will be approximately 10 questions on each passage, making a total of around 30 questions for the whole Reading Test. There are 40 minutes allowed to complete the Reading Test. Before each passage there will be a brief description of the source of the text under the heading Background. After the passage there are clear instructions on how to answer the questions and in many cases there is also an example.

**Types of texts**

The passages will be drawn from the following types of written texts:

- personal letters
- short stories
- newspaper editorials
- advertisements
- brochures or information leaflets
- graphs/charts which include written text
- formal letters
- newspaper articles
- notices, memos or circulars
- instructions
- simple textbooks

**Reading skills**

Each passage will be followed by approximately 10 questions which will be printed opposite the passage. The questions will require you to perform some of the following reading skills:

- identify and extract specific information
- identify ideas and information not explicitly stated
- identify the general meaning and main ideas of the passage
- identify the purpose or function of a text
- identify attitudes or points of view
- deduce meaning of unfamiliar words
- sequence events
- recognise logical relationships between words
- interpret diagrammatic information

**Question types**

Questions will be of the following type:

- multiple choice questions
- short answer questions
- matching information to opinions
- matching headings to paragraphs
- summary completions
- choosing a word from a list of words
- identifying information as True/False

Examples of questions can be found in the sample reading passages which follow.

**Strategies for the Reading Test**

**Timing**

You will have 40 minutes to complete the three reading passages and this includes the time you will need to write your answers to the questions. This means you should not really spend more than 10 minutes on any section of the Reading Test. If you aim for this timing, you will have 10 minutes at the
end to check your answers or concentrate on questions which may have proved more difficult or require more reading. If you spend slightly more time on one section, you will still have a couple of minutes in reserve.

Type of text

In real life situations the source or origin of a piece of writing is usually obvious (a newspaper article is in a newspaper, a letter usually comes through the mail in an envelope, a brochure on health care will be on display at the doctor’s surgery). So the type of text is often known before you read it. This does not mean that you know exactly what is in the text but you have an idea about the content. For example, the purpose of a brochure on children’s diseases is to inform parents and give advice; the purpose of an advertisement is to persuade the reader to buy something; the purpose of a story is to entertain, warn or inform the reader about an experience or event.

At the top of the page for each reading passage you will find a statement telling you the background to the text. This is to help you assess where the text comes from and who it is written for. You will find examples of the background statements in the sample reading passages which follow.

The three passages that you will meet in the test are of different types; they will each have a different purpose. So be on the lookout for this!

**Test Tip**

Knowing the purpose of the text will help you to read it meaningfully and to understand it.

**Test Tip**

All the questions will be independent of each other so no answer will depend on whether you have answered another question correctly. For this reason, it is safe to leave a question if you are having difficulty with it. You can always come back to it.

**Reading the text**

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
</tr>
</thead>
</table>
| Step 1 | • Read the background information at the top of the page.  
• Glance quickly at the heading or title and then at the whole passage to gauge what type of text it is. (You can probably tell this from the layout of the text, its general appearance, any headings, diagrams or pictures.)  
• Decide what type of text you are reading. (See the list of text types on page 8.)  
• Do not spend more than 1 minute assessing the text in this way. |
| Step 2 | • Look at the questions.  
• Decide what type of questions they are. (See the list of question types on page 8.)  
Knowing what sort of questions you have to answer can focus your reading. |
| Step 3 | • Read the whole of the text.  
• Do not worry if you do not understand every word.  
• Try to decide what the main purpose of the text is and what the main ideas are.  
• Look at the questions again and work your way through them. |

**Test practice**

Now work your way through the six reading passages which follow. You can check your answers in the answer key when you have finished.
SAMPLE READING TEST A SECTION 1

Background:
The brochure below entitled “The Chinese Garden of Friendship” is about one of Sydney’s major tourist attractions.

Read the brochure and answer the questions which follow.

The Chinese Garden of Friendship

—Background—

The Chinese Garden near Chinatown in Sydney, which was especially commissioned for the bicentenary celebrations in January 1988, has become one of the city’s major tourist attractions. The garden was designed by the Guangdong Landscape Bureau for the celebrations and is in the traditional southern Chinese style. It aims to create a peaceful world where natural beauty and artistic talent come together and it draws on the ancient Chinese traditions of landscape design. The garden contains many features that you would find in nature: waterfalls and forests, towering rocks and little streams. At the entrance there is a collection of carefully chosen plants and rocks which welcome the visitor. It’s like meeting a stranger; first you have the greeting and then the time to get to know each other.

The lower section of the garden is where you will find the Dragon Wall which lies at the centre of the interlocking pavilions around the lake. In keeping with tradition, the lake is covered in water lilies beside which ancient rock monsters guard against evil. The wall is a symbol of New South Wales and Guangdong and is highlighted by a pearl in the centre representing wealth and prosperity. On the other side of the lake the pavilion which reinforces this friendship has the national flower of New South Wales carved on its woodwork.

A visit to the Garden will open your eyes to Chinese culture; you will learn something new and appreciate something old for the Garden of Friendship has something for everybody.

—Opening Times—

The Garden is open every day of the year from 9.30am to sunset.

—Tea House—

This is open daily for traditional Chinese tea and cakes. A variety of other refreshments are also available. Access is by way of the rock stair in the Tea House courtyard.

—Weddings—

The Chinese Garden is a popular venue for wedding ceremonies and for taking wedding photographs. It would be appreciated if bookings could be made at least one month in advance.

—Functions—

The Chinese Garden can be hired for evening functions for up to 150 people. You can enjoy the unique surroundings in the peace and tranquillity of the Chinese Garden by moonlight.
Questions 1–10
Write short answers to the following questions — no more than 6 words.

1. Why was the Garden commissioned?

___________________________________________________________________________________

2. Who designed the Garden?

___________________________________________________________________________________

3. What is the main purpose of the Garden?

___________________________________________________________________________________

4. What two things does it seek to combine?

___________________________________________________________________________________

5. Why are there special rocks and plants at the entrance?

___________________________________________________________________________________

6. Why does the lake have water lilies?

___________________________________________________________________________________

7. Why can you find the national flower of New South Wales in the Garden?

___________________________________________________________________________________

8. What time of day does the Garden close?

___________________________________________________________________________________

9. What must you do if you want to use the Garden for private ceremonies?

___________________________________________________________________________________

10. Apart from walking in the Garden, what else can you do there?

___________________________________________________________________________________
SAMPLE READING TEST A SECTION 2

Background:

Measles is an infectious disease of children. Below is an information leaflet on immunisation, similar to one published by the Department of Health.

Look at the questions on the opposite page and then read the leaflet below.

National Campaign against MEASLES

A
Unlike some other infectious diseases of childhood, measles is an acute and exceedingly unpleasant illness. In the western world the infection with its complications, still causes several hundred deaths each year.

B
Measles is a virus infection. Although it is always present in the community, it tends to flare up into epidemics in alternate years. Babies are born with some passive immunity from their mothers but immunisation against the disease cannot be effective if it is given while this passive immunity still exists. If immunisation is delayed for too long, however, the child will be at risk of catching the disease at just the age when it is most likely to affect him or her severely.

C
Diseases like polio, whooping cough, diphtheria and tetanus rarely result in death these days because children are immunised against these diseases during their first year of life and again when they enter school. Measles immunisation, on the other hand is often neglected because it has to be given at around 15 months and may well get forgotten.
Part A
Questions 1–7
The following headings express the main ideas contained in the paragraphs in the text “National Campaign against Measles”. The paragraphs are labelled A–F. Find the paragraph in which these ideas occur. Write the letter in the box next to the appropriate heading. Some headings do not relate to this text. Mark these with X. The first one has been done for you.

<table>
<thead>
<tr>
<th>Headings</th>
<th>Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Complications</td>
<td>E</td>
</tr>
<tr>
<td>1. Life-threatening disease</td>
<td></td>
</tr>
<tr>
<td>2. Australia’s national goal</td>
<td></td>
</tr>
<tr>
<td>3. Health in America</td>
<td></td>
</tr>
<tr>
<td>4. Side effects of immunisation</td>
<td></td>
</tr>
<tr>
<td>5. Act now</td>
<td></td>
</tr>
<tr>
<td>6. Timing of immunisation is vital</td>
<td></td>
</tr>
<tr>
<td>7. Immunisation can easily be overlooked</td>
<td></td>
</tr>
</tbody>
</table>

Part B
Questions 8–11
Using the information in the text, circle the answer A, B, C or D that best completes the statements below.

8. Measles is a disease which
   A is difficult to cure
   B has dangerous side effects for adults
   C reappears in the community every two years
   D is common among newborn babies

9. Immunisation should be done at
   A any age
   B the age of 12 months
   C school entry age
   D the age of 15 months

10. The Australian Government
    A has eradicated the disease
    B seeks to control the disease
    C has made immunisation compulsory
    D is worried about the side effects

11. The side effects of immunisation
    A rarely require treatment
    B are impossible to predict
    C can be complicated
    D are extremely unpleasant
Background:
The newspaper article below gives some information about computers for people who work from home or in small businesses.

Read the passage and then answer the questions on the opposite page.

Home is where the office is

A. Between 1990 and 1993 the number of small businesses in Australia increased from 551,000 to 610,000. The number of people working from home also increased in this period. There is a new term to refer to the needs of these budding businesses; it's SOHO which stands for Small Office/Home Office. Whereas employees in big companies have the luxury of expert information systems, that is staff who make the technological decisions and purchases for them, the small business person, on the other hand, must tackle the world of computers, printers, faxes and phones on their own.

B. If there is a centre to the home office, it is the computer. Without it, you probably wouldn't be in business. It is after all, what allows one person to do the work of ten. And if you're in a small business without one, just remember, your competitors probably aren't. Computer salesmen are turning their attention to small business like never before. And they know that to sell to small business, they've got to make a better, and that means simpler, product.

C. It is no longer necessary to be familiar with all the computer jargon — terms such as RAM and DOS. If you're buying a computer for the first time, you are lucky. Whatever type of machine you choose, you'll have a much easier time of it and be able to get on with writing your letters, doing the finances, producing brochures and even playing games much more quickly than before without having to bury your head in a program manual.

D. We haven't quite reached the point, however, where you can casually browse through a computer store without any knowledge of computers. Despite the fact that even the cheapest of new machines has more than enough power to run any piece of software available, there are even more powerful machines just around the corner. More powerful machines inspire more innovative software which eventually you will be unable to ignore because, like it or not, this software will make today's software look completely out of date in a surprisingly short time.

E. The fact that computers have the capacity to go rapidly out of date, is the most frustrating and unavoidable thing about them. It's the price we all pay for a machine that is really only in its adolescence. Although computers have come a long way since the early days, they still have a very long way to go. Today we might not have to know as much as earlier purchasers did, but there are still a few necessary fundamental things to master and the more you know about computers, the less likelihood there is of buying a model that is out of date almost as soon as you get it home and take it out of its box.

F. The first decision you have to make is whether to buy what is known as a PC (an IBM or "IBM compatible") or whether to go for an Apple Macintosh. This is a decision that only you can make and there are good arguments on both sides. Traditionally, PCs have been seen to have the edge on power and a lower price, while Macs won on user-friendliness, that is they were easier to use. Now, however, the two systems seem to have converged and the software is usually compatible between them. In any case the top considerations when buying a computer should be power and speed, memory and space.
Part A
Questions 1–8

The following headings summarise the paragraphs (A–F) in the passage. Indicate which paragraph in the text best corresponds to each heading by writing the letter in the box provided next to the heading. Some headings do not relate to this text. Mark these with X.

<table>
<thead>
<tr>
<th>Headings</th>
<th>Paragraphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choosing the right computer</td>
<td></td>
</tr>
<tr>
<td>2. Statistics on computer sales</td>
<td></td>
</tr>
<tr>
<td>3. Growing numbers of people in small businesses</td>
<td></td>
</tr>
<tr>
<td>4. Computers and small business</td>
<td></td>
</tr>
<tr>
<td>5. It pays to be informed</td>
<td></td>
</tr>
<tr>
<td>6. Software is changing</td>
<td></td>
</tr>
<tr>
<td>7. Renting a small office</td>
<td></td>
</tr>
<tr>
<td>8. Buying is becoming easier</td>
<td></td>
</tr>
</tbody>
</table>

Part B
Questions 9–12

Complete the following sentences by using the information in the passage. Circle the correct answer A, B, C or D.

9. The small business person
   A has the luxury of working at home
   B cannot afford good information systems
   C knows nothing about electronic equipment
   D must learn how to cope with the technology

10. The computer is vital to the small business because
    A it does all your work for you
    B it allows you to do difficult work
    C you must keep up with your competitors
    D you can employ less than ten people

11. Salesmen are targeting small businesses at home because
    A the big business market is decreasing
    B small business is a growing market
    C people don't like shopping in a computer store
    D computers are becoming less complex

12. The choice between a PC or Macintosh system will depend ultimately on
    A personal preference
    B the software
    C the price
    D the salesman
Background:
The passage below is part of a brochure from Australia Post about their parcel service.

Look at the questions on the opposite page and then read the text below.

<table>
<thead>
<tr>
<th>AUSTRALIA POST — PARCEL POST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td>Low cost parcel delivery</td>
</tr>
<tr>
<td>If it’s not wanted “yesterday”, why pay a premium for couriers. Using couriers for normal deliveries is simply throwing profits away.</td>
</tr>
<tr>
<td><strong>B</strong></td>
</tr>
<tr>
<td>Australia’s largest parcel delivery network</td>
</tr>
<tr>
<td>Parcel Post offers a nationwide network of 4,000 offices. With Parcel Post you can deliver to nearly all addresses in Australia. That includes business, private and post office box addresses.</td>
</tr>
<tr>
<td><strong>C</strong></td>
</tr>
<tr>
<td>It couldn’t be more convenient</td>
</tr>
<tr>
<td>Every Post Office and Post Office Agency is a Parcel Post Office, so there’s always one close to you and there are no complicated forms to fill out. What’s more, we’ll forward the parcel on if there’s a change of address</td>
</tr>
</tbody>
</table>
Questions 1-10

The brochure from Australia Post is divided into 6 paragraphs marked A –F. There are 11 reasons given below why you should use the parcel service. Match each reason to the appropriate paragraph in the brochure. Write the letter (A–F) which corresponds to the correct paragraph in the box provided. You may need to use some paragraphs more than once. The first one has been done for you.

<table>
<thead>
<tr>
<th>Good reasons why more business is using Parcel Post</th>
<th>Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>There is Australia-wide delivery to home and business addresses</td>
<td>B</td>
</tr>
<tr>
<td>1. Parcels are returned to sender if not delivered</td>
<td></td>
</tr>
<tr>
<td>2. Parcels can be delivered to private boxes</td>
<td></td>
</tr>
<tr>
<td>3. The service is simple to use</td>
<td></td>
</tr>
<tr>
<td>4. Signature on delivery option is available</td>
<td></td>
</tr>
<tr>
<td>5. A redirection service is available</td>
<td></td>
</tr>
<tr>
<td>6. It costs less than couriers</td>
<td></td>
</tr>
<tr>
<td>7. A 12 month agreement can be arranged for business</td>
<td></td>
</tr>
<tr>
<td>8. There are price reductions available on large quantities</td>
<td></td>
</tr>
<tr>
<td>9. Compensation is available for loss or damage</td>
<td></td>
</tr>
<tr>
<td>10. There is a service faster than ordinary parcel mail</td>
<td></td>
</tr>
</tbody>
</table>
Background:
The City of Sydney plans to build a casino in an old inner city area called Pyrmont.

Read the extract below from a newspaper article and answer the questions which follow it.

Architects frown on Casino

It's too big, it's too ugly and it's in the wrong place. That seems to be the prevailing opinion on the new casino planned for Pyrmont, an inner city suburb of Sydney. Mr. Frank Stanisic, chairman of the urban design committee of the Royal Australian Institute of Architects, said yesterday: “If I were an investor with property in the vicinity, I'd get out now. The casino will probably make heaps of money but it will detrimentally affect all the area around it.”

Mr. Stanisic explained that the master plan for the site stipulates that buildings should not exceed 28 metres (about 8 to 10 storeys). The plan is intended to ensure access to sunlight and views. But Mr. Stanisic said the current proposal appeared to contravene all these stipulations.

Mr. Stanisic said that from the limited information available, it appeared that there would be three towers, two of about 66 metres and the third of about 40 metres, the equivalent of about 18 floors. These would overshadow a large area and in combination with the terrible traffic congestion that will result, is bound to erode the residential character of the area. He said one estimate of traffic patterns envisages 2,500 car movements an hour between 10 pm and 2 am around the casino.

“The key issue to me is not the quality of the design but the fact that once again it seems that the controls for the area have failed to provide adequate direction for the urban form of the area,” Mr. Stanisic said.

Mr. Peter Tonkin, the chairman of the institute's environment committee, said the conflicting nature of a casino and existing housing in the area made Pyrmont a bad choice for the casino site. “This is an area which has interest and variety to its streetscapes and small-scale uses already well established. The casino will be too big a construction to land in the middle of the area,” he said. He thought the design as released was mainly to get the investors excited and believed there were still many small-scale battles to be won which could improve the casino.

Mr. Waters, a resident of Pyrmont and an architect working with the firm that was not successful in the bid for the casino said: “While the casino is completely incompatible with the residential suburb, Pyrmont is stuck with it.” He added: “The Pyrmont area is resilient enough to survive even the grossest intrusion such as this one”.

Dr. Vicki Sanderson, another resident and president of an association of local property owners, said the design seemed “quite interesting”. However, she added that residents were concerned about the possible flight corridors to and from the proposed heliport.
Questions 1–10

Use the information in the text to match the people (listed A–D) with the opinions (listed 1–10) below. Write the appropriate letter in the box provided. Some people match more than one opinion. The first one has been done for you.

A   Mr. Stanisic    C   Mr. Waters
B   Mr. Peter Tonkin D   Dr. Sanderson

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>People with property in Pyrmont would be advised to sell it.</td>
<td>A</td>
</tr>
<tr>
<td>1. The casino design can be changed if people are prepared to fight.</td>
<td></td>
</tr>
<tr>
<td>2. A much lower development was originally intended for the site.</td>
<td></td>
</tr>
<tr>
<td>3. Pyrmont should keep its interesting streets and houses.</td>
<td></td>
</tr>
<tr>
<td>4. Traffic may be a problem.</td>
<td></td>
</tr>
<tr>
<td>5. The planning guidelines for the suburb are inadequate.</td>
<td></td>
</tr>
<tr>
<td>6. We don’t seem to have any choice.</td>
<td></td>
</tr>
<tr>
<td>7. Helicopter flights are likely to be a problem.</td>
<td></td>
</tr>
<tr>
<td>8. The plan should respect existing rights to natural light.</td>
<td></td>
</tr>
<tr>
<td>9. The casino may be profitable, but it will have a poor influence on the area.</td>
<td></td>
</tr>
<tr>
<td>10. There are some positive aspects to the design.</td>
<td></td>
</tr>
</tbody>
</table>
Background:
The passage below is an extract from a reference book on Australian wildlife.

Read the passage below and then answer the questions on the opposite page.

Bats

Bats are the only furry animals that can fly and there are about 1000 different kinds living all over the world. Most of the big bats are fruit and blossom eaters and they differ from bats of other families in having comparatively plain or simply furred faces. The four largest species known as flying foxes have wingspans of more than one metre. Apart from their size, they can be recognised by their long snouted fox-like faces. They live in large camps containing thousands of individuals usually situated in rainforest, mangroves or swamp trees. Some of these camps may contain almost a quarter of a million individuals at a density of between ten and twenty thousand bats per acre.

One of the largest species found in Australia is the grey-headed flying fox. This species has a pale reddish-yellow fur around the shoulders and back of the head. It inhabits tropical and sub-tropical coastal areas, wandering further south from southern Queensland through New South Wales to Victoria and occasionally reaching Tasmania. Although the grey-headed flying fox may occasionally steal cultivated fruit, it generally feeds on wild fruit from the rainforests such as native figs. During the day the flying foxes hang upside down in their camps which are trees deep in the forest or mangrove swamps. They are capable climbers, using the clawed thumbs of their winged hands as well as their back feet.

Usually only a single young bat is born at a time and carried each night to the feeding grounds, slung beneath its mother’s body. When it is older and becomes too heavy it is left at the camp and food is brought back to it.

Bats are not only found in the bush areas of Australia, but can also be seen gliding across the city sky in search of food. In the Botanic Gardens of Sydney their numbers have increased enormously and they are now devouring the fruit and blossoms of the very plants and trees for which the gardens are famous. The National Parks and Wildlife Service is able to track the migration patterns of bats by catching and marking the animals with an identification tag. Members of the public who find a dead bat with an identification tag are asked to contact the service and state where and when the creature was found. In this way, the movement patterns of the animals can be monitored, which in turn helps us to learn more about the life cycle of bats and their capacity to adapt to a changing environment.

Bats have traditionally been associated with evil spirits and sinister experience, probably as a result of their unusual appearance and nocturnal habits, but this reputation is quite unfounded and undeserved.
Questions 1–10

Read the following statements and indicate whether they are True (T) False (F) or Information not given in the text (NG).

1. Bats cannot fly during the day. ☐
2. Flying foxes have wings more than a metre long. ☐
3. Flying foxes look like foxes. ☐
5. Bats are good at climbing. ☐
6. The mothers abandon their young when they can no longer carry them. ☐
7. Bats only live in caves and mangrove swamps. ☐
8. We are still learning about the migration patterns of bats in Australia. ☐
9. People often dislike bats because of their appearance. ☐
10. Bats give birth to two or three young at a time. ☐
The Writing Test will consist of two sections. For Task 1 you should write at least 100 words and for Task 2 you should write at least 150 words. You will have 45 minutes to complete both the tasks.

You will not need to have any special knowledge on any topic to do either of the tasks. The topics will be taken from common social and work situations.

The tasks will involve some of the following types of writing:

- a personal letter or postcard
- a formal letter
- a letter of application
- a personal narrative
- a short descriptive narrative
- a set of instructions or procedures
- a letter to the editor of a newspaper
- a letter of complaint/request

The two writing tasks are each testing different writing functions. You will be asked to do some of the following:

- describe procedures or rules
- describe people, places, social customs and objects
- tell a story from your own experience
- ask for information
- give personal information
- give a point of view on a given topic
- complain about a problem
- give instructions
- explain why you have a particular opinion
- persuade your reader about a subject

STRATEGIES FOR THE WRITING TEST

Timing

You have 45 minutes to complete the two writing tasks. You should spend about 15 minutes writing the first task and then spend about 20 minutes writing the second task. This will leave you with five minutes to plan each piece of writing. You do not have a choice of task so you should start planning Task 1 immediately.

Who is the Reader?

Each task will include a statement giving the background to the situation. This tells you what the reason for the writing is, and the imagined reader. You should write for this reader (not for the test marker!). Try to make your writing show that you are convinced about this situation and this reader, even though they are imaginary. Remember that the layout of your writing will depend on what type of writing it is and the person who is reading it. A letter to a friend will be different from a letter to a newspaper.
PLANNING YOUR WRITING

Do not simply “attack” the empty page with your pen without first thinking about what you are going to write! You should spend about five minutes planning each piece of writing. There will be space provided on the question paper below the task instruction for you to plan your writing. There will also be a space for the actual answer. These notes will not be marked so it does not matter how well they are written.

Step 1

- Read the situation statement and the task instruction at the top of the question page. A sample task is given below.
- Note down the answer to the following questions:

1. Reader?
   - Who will read your writing? Do you know them?

2. Purpose?
   - What type of writing is this?

3. Layout?
   - What sort of layout and style should I use?

4. Content?
   - What information should I include? How will the writing begin and end?

Step 2

Using the notes that you have made under the headings 1–4, write your text in the space provided. Do not spend more than 20 minutes (including planning time) on the first task.

Sample task

Writing task 2

This should take you about 15 minutes.

Situation: In Australia, some shopping centres are open on Sundays but the shopping centre near your house is closed. You want to do your shopping on Sundays.

Task: Write a letter to the manager of your local shopping centre, complaining about the shopping hours. Give reasons why the shopping centre should be open on Sundays.

Write at least 150 words.
12 Epping Road,  
North Hills 2082

15th August 1994

The Manager  
North Hills Shopping Centre  
North Hills  

Dear Sir,

I am writing to complain about the opening hours at the North Hills Shopping Centre. I live in the area and often shop at the centre, but I am not happy about the opening hours because the centre is not open on Sundays.

I work full-time and can only do my shopping at the weekend or after work. I have four children and the weekends are always very busy so it is often difficult to find the time on Saturday for shopping.

Would it be possible for the centre to open on Sundays? Many other shopping centres are now open on Sunday which is more convenient for a lot of people. Also I am sure that Sunday trading would make more money for the centre. Perhaps you could do a survey to find out what other people think.

I hope that you will be able to change the opening times and look forward to hearing from you.

Yours faithfully

Sarah Lee
**LENGTH OF ANSWER**

The first task should be at least 100 words long and the second task at least 150 words. The sample answer given here is 157 words long and is therefore about the right length for the second task.

**SCORING PROCEDURE**

The markers are looking for a number of things in your writing and the final score will be the combination of the scores in four broad areas (criteria). A brief explanation of what the markers will be looking for is given in the right hand column below. The explanation is only meant as a guide.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task fulfilment</td>
<td>Have you answered the question correctly? If, for example, you have been</td>
</tr>
<tr>
<td></td>
<td>asked to write a formal letter to an Estate Agent about a holiday house,</td>
</tr>
<tr>
<td></td>
<td>but you have written one to your friend about your last holiday, you have</td>
</tr>
<tr>
<td></td>
<td>not completed the task. You will certainly lose marks for this.</td>
</tr>
<tr>
<td>Appropriacy</td>
<td>Is this the right sort of answer for this type of writing? Is your choice of</td>
</tr>
<tr>
<td></td>
<td>words suitable for this reader? Is it suitably polite/persuasive/descriptive?</td>
</tr>
<tr>
<td>Conventions of presentation</td>
<td>Have you used the right type of layout for a letter/report/description? Are</td>
</tr>
<tr>
<td></td>
<td>you using capital letters in the right place? Is your handwriting clear?</td>
</tr>
<tr>
<td>Cohesion</td>
<td>Do the words that you have chosen belong together? Are you able to link your</td>
</tr>
<tr>
<td></td>
<td>ideas together?</td>
</tr>
<tr>
<td>Organisation</td>
<td>Have you got your ideas and information in an order that will make sense to</td>
</tr>
<tr>
<td></td>
<td>the reader? Does it have a beginning and an ending?</td>
</tr>
<tr>
<td>Grammatical control</td>
<td>Do grammatical errors get in the way of meaning? Are you able to use</td>
</tr>
<tr>
<td></td>
<td>different types of sentences? Is the word order correct? Can the reader</td>
</tr>
<tr>
<td></td>
<td>make sense of the writing?</td>
</tr>
</tbody>
</table>

For further help on how to write effectively, see the reading list at the end of this book.

**TEST PRACTICE**

Now work your way through the six sample writing tasks which follow.
Writing task 1

This should take you about 15 minutes.

Situation: You have been asked to give a talk to parents and teachers at the local primary school in your area about schooling in your country.

Task: In preparation for your talk, write a brief description of the school you attended, giving details of lessons, number of children in a class and time spent at school each day.

Write at least 100 words.

You may use this space to plan your answer. Then write your actual answer on a separate sheet of paper.
SAMPLE WRITING TEST A

Writing task 2

This should take you about 20 minutes.

Background: In Australia people sometimes write to newspapers to give their personal opinion on issues.

Situation: The interpreter service which was available at your nearest hospital has recently been cut, despite the fact that many people were using it.

Task: Write a letter to the editor of your local newspaper, expressing your regret at the cuts.

Write at least 150 words.

You may use this space to plan your answer. Then write your actual answer on a separate sheet of paper.
Writing task 1

This should take you about 15 minutes.

**Situation:** You recently travelled to Brisbane from Melbourne by plane. When you arrived, your two suitcases (which were both quite different in appearance) had been lost by the airline. The airline officials need a description of the suitcases to help find them.

**Task:** Write a letter to the airline describing the suitcases and their contents in as much detail as possible.

Write at least 100 words.

You may use this space to plan your answer. Then write your actual answer on a separate sheet of paper.
Writing task 2

This should take you about 20 minutes.

**Situation:** You have been asked to write a short article for your newsletter at work about your first impressions of Australia.

**Task:** Write a short article about your first week in Australia; include information about your initial impressions and memories.

Write at least 150 words.

You may use this space to plan your answer. Then write your actual answer on a separate sheet of paper.
Writing task 1

This should take you about 15 minutes.

**Situation:** An Australian friend is coming to your house for the first time.

**Task:** Write him/her a note explaining how to get to your house either by car or by public transport from the city.

Write at least 100 words

You may use this space to plan your answer. Then write your actual answer on a separate sheet of paper.
**Writing task 2**

This should take you about 20 minutes.

**Situation:** You recently went to your local cinema to see a children’s movie with a young child (your child/your niece/your younger sister). The cinema showed a short trailer* for a different film. The trailer was frightening and the child became very upset and you had to leave.

**Task:** Write a letter to the Manager of the Cinema explaining what happened and asking for some compensation.

Write at least 150 words.

---

**THE LISTENING SKILLS TEST**

**DESCRIPTION**

The Listening Test will consist of four sections, each on a different topic and ranging from two minutes to four minutes in length. You will be given a booklet containing four sections with questions on the four listening passages. Each section will have approximately 10 questions, making a total of 40 questions for the whole listening test.

The test will take 30 minutes. You will hear the tape once only and have to answer the questions while you listen. You will have time to look at the questions before each passage is played. All the questions will be preceded by a brief description of the situation, telling you who the speakers are and all the instructions will be recorded onto the tape as well as being written in the booklet.

**Topics**

The topics will be taken from common social and work situations such as the following:

- Transport and Travel
- Health and Welfare
- Recreation
- Education
- Immigration and Settlement
- Employment

**Text types**

The following types of listening text will be used in the test:

- announcements
- answering machine messages
- pre-recorded telephone information
- stories
- discussions/dialogues
- directions/instructions
- lectures/talks
- radio extracts:
  - advertisements
  - interviews
  - personal anecdotes
  - talkback exchanges
  - news broadcasts

**Question types**

All tasks will involve a minimum of writing and questions will be of the following type:

- multiple choice questions (written and pictorial)
- short answer questions
- summary completion
- gap filling
- note making
- matching

Examples of question types can be found in the sample listening passages which follow.

**Listening skills**

You will be asked to do some of the following:

- identify key facts — times/names/numbers
- identify key points
- follow instructions
- identify roles and relationships
- identify attitudes and feelings
STRATEGIES FOR THE LISTENING TEST

Timing
You will hear each passage once only so you will have to answer the questions while you listen. This means that you must read the questions before the passage is played so that you can listen out for the information you need. You will have approximately 30 seconds before each passage is played to look through the questions. Use this time to look carefully at the questions because this will guide your listening and focus your attention.

Understanding spoken language
In real life situations, people do not often listen to speech or take part in conversations without knowing who the speakers are and what they are talking about. When you enter a shop, for instance, you expect your conversation with the shopkeeper to follow certain rules. It is unlikely that he or she would ask you about your childhood and where you went to school. On the other hand, in a job interview, you would expect to hear these kinds of questions. When you listen to a radio news broadcast you expect to hear about world events, accidents or items relating to politics and economics. This background knowledge helps you predict the topic and this, in turn, helps you to understand the language.

In the step: test there is a brief description of the speakers and of the situation for each section of the Listening Test. It is extremely important to read this carefully to form a picture in your mind of the people who are talking. Knowing their roles and relationships will help you understand them. There will also be sound effects and background noise to help you imagine the situation, such as music to introduce a radio program or crowd noises to indicate a public place such as an airport. Do not ignore these sound effects: they have been included to help “set the scene”.

Predicting content

<table>
<thead>
<tr>
<th>Step 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the background statement giving information about the speakers and the situation in the sample task below. Try to predict the following things from this statement:</td>
</tr>
<tr>
<td>1. What is the speaker’s relationship to the listeners?</td>
</tr>
<tr>
<td>— If there is more than one speaker, what is the relationship between them? Are they strangers/friends/family/workmates?</td>
</tr>
<tr>
<td>— If there is only one speaker, who are the listeners? Radio audience/people at a meeting/tourists on tour?</td>
</tr>
<tr>
<td>2. What do you think the passage will be about?</td>
</tr>
<tr>
<td>— What is the topic?</td>
</tr>
<tr>
<td>3. What is the style?</td>
</tr>
<tr>
<td>— Is it formal/informal? Is it polite/friendly/rude?</td>
</tr>
</tbody>
</table>

On page 34, we show you how to approach the Listening Test tasks. Please note that this is not on the tape.

Whenever you see a tape logo, , you should turn on your tape recorder.
**Sample task**

**Background to situation:**
You will hear a telephone conversation between the receptionist of a hotel and a woman asking for information. As you listen, complete the form below.

**Your prediction**
1. **Strangers** — hotel employee and client
2. Making a hotel reservation
3. Formal/polite

### Grand Brighton Hotel
— Guest Reservation Form —

| Name (1) ______________________________________ |
| Home Address (2) ______________________________ |
| (3) Type of Accommodation required (tick) □ |
| Double Room □ Small Suite □ Large Suite |
| Date of Arrival (4) ____________________________ |
| Date of Departure (5) __________________________ |
| Method of Payment (tick) □ |
| Cash □ Cheque □ Credit |

**Predicted Answer**
- Name as given on the tape
- Street address & suburb as given on the tape
- Choose from the form as stated on the tape
- Give day/month as stated on the tape
- Choose from the form as stated on the tape

**SCORING**

The Listening Test is a test of your ability to understand spoken English and not a test of writing, grammar or spelling. Where you have to write an answer, use only the key content words and don’t try to write full sentences. See the answer keys for examples of how to answer. Unless the letters in a person’s name or a place name have been specially spelled out, you should not worry about spelling. Now work your way through the eight sample Listening Sections which follow, using the tape.
A woman has called a courier company. While she is waiting on the phone she hears the following advertisement for the company. As you listen, complete the grid with the information you hear on the tape. Some of the information has already been filled in for you.

<table>
<thead>
<tr>
<th>Types of service</th>
<th>Where do they deliver to?</th>
<th>When do they deliver?</th>
<th>Cost of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-paid bags</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
</tr>
<tr>
<td></td>
<td>Within the city area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(7)</td>
<td>(8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Depends on destination</td>
<td>Depends on</td>
<td></td>
</tr>
</tbody>
</table>

For further details call:

(10) Tel: ________________________________

(11) Ask for ________________________________ department
Questions 1–11

A man wants to travel from Sydney to Melbourne. He makes three phone calls to find out the cost of going by bus, plane and train. As you listen, complete the grid with the information you hear on the tape. Some of the information has already been included on the grid.

<table>
<thead>
<tr>
<th>Type of transport</th>
<th>Highest fare</th>
<th>Lowest fare</th>
<th>Need to book?</th>
<th>Journey time in hours</th>
<th>Important additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus</td>
<td>$104.40</td>
<td>(1)</td>
<td>(2) Yes</td>
<td>(3)</td>
<td>Bus goes to city centre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air</td>
<td>$348</td>
<td>(5)</td>
<td>(6) No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train</td>
<td>$90</td>
<td>(7)</td>
<td>(8) Yes</td>
<td>(9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(10)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step Forward
Questions 1-5

You will hear a guide showing a group of visitors around an art gallery. At the beginning of the talk she tells them about the history of the building and then she shows them around the gallery. As you listen complete the notes on the history of the building and then mark the names of the different areas of the gallery on the plan, by writing the number which corresponds to the area in the space provided. The plan is on page 38.

**Historical Notes**

The gallery was built of

(1) ____________________________

It has eight

(2) ____________________________

It was first opened in the year

(3) ____________________________

The newest extension is located

(4) ____________________________

This was opened in the year

(5) ____________________________
Plan of the Gallery

Gallery Areas

6. Cloakroom
7. Shop
8. Information Desk
9. 20th Century Australian Room
10. 19th Century Australian Room
11. Asian Art Collection
12. Coffee shop
13. Aboriginal Art Collection
14. Special Exhibition Room
15. Ladies toilet

Questions 6–15
Questions 1–9

You will hear two university students Roger and Susan having a conversation about television in Australia. As you listen, circle the answer which best describes what you hear. The first question has been done as an example.

Example:

Susan has been absent all week because she was

A   exhausted
B   on holiday
C   unwell
D   busy

1. Susan does not watch films on TV because she does not

A   have a television
B   like the advertisements
C   like films
D   like television

2. Roger says that advertisements

A   are rubbish
B   only last a couple of minutes
C   serve a useful purpose
D   are often interesting

3. Susan thinks that Roger should

A   watch more television
B   relax more
C   play less sport
D   watch less television

4. Susan says

A   people believe TV causes violence in society
B   violent programs should be banned
C   violence on TV causes violence in society
D   violence is necessary in films
5. Roger says that the viewers

A like watching violence on TV
B do not care about violence
C enjoy watching the evening news
D discriminate between real violence and drama

6. Regarding videos, Roger thinks

A violence in videos should be banned
B parents should monitor their children’s video watching
C the government should impose more regulations
D children should not hire videos

7. Roger says that documentaries are

A unproductive
B unpopular
C interesting
D educational

8. Susan prefers the non-commercial TV station because

A the majority of programs are interesting
B they show very few sports programs
C they show more unusual sports
D the sport is less violent

9. Susan and Roger

A hardly know each other
B do not like each other
C are good friends
D are flatmates
SAMPLE LISTENING TEST B SECTION 1

Questions 1-10

You will hear a telephone conversation between a woman and employee of an insurance company. As you listen, complete the form with the information you hear on the tape. Some of the information has already been included on the form.

<table>
<thead>
<tr>
<th>UNITED GOLDEN INSURANCE LTD. Customer Request</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of insurance sought by client</strong> (1)</td>
</tr>
<tr>
<td>□ Home insurance</td>
</tr>
<tr>
<td>□ Home contents insurance</td>
</tr>
<tr>
<td>□ Motor vehicle insurance</td>
</tr>
<tr>
<td>□ Life insurance</td>
</tr>
<tr>
<td><strong>Current policy number</strong> (2)</td>
</tr>
<tr>
<td><strong>Client's name</strong> (3)</td>
</tr>
<tr>
<td><strong>Address of property</strong> (4)</td>
</tr>
<tr>
<td>Redcliffe QLD 4020</td>
</tr>
<tr>
<td><strong>Current insurance cover</strong></td>
</tr>
<tr>
<td>$ 25,000</td>
</tr>
<tr>
<td><strong>New insurance cover</strong> (5)</td>
</tr>
<tr>
<td><strong>Special items</strong></td>
</tr>
<tr>
<td>(6) ___________________________</td>
</tr>
<tr>
<td>(7) ___________________________</td>
</tr>
<tr>
<td>(8) ___________________________</td>
</tr>
<tr>
<td>(9) ___________________________</td>
</tr>
<tr>
<td>(10) ___________________________</td>
</tr>
<tr>
<td><strong>Value of item</strong></td>
</tr>
<tr>
<td>$ 2,000</td>
</tr>
</tbody>
</table>
**SAMPLE LISTENING TEST B SECTION 2**

Questions 1-12

A high school student in Year 12 is writing an article for the school magazine and so he interviews five students. You will hear five short interviews with students talking about their plans for when they leave school. As you listen complete the chart with the information you hear on the tape. The information about the first person has been given as an example.

<table>
<thead>
<tr>
<th>Name</th>
<th>Career choice</th>
<th>Reason for choice</th>
<th>Further comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris</td>
<td>Police(force)</td>
<td>Interesting</td>
<td>Probably hard work</td>
</tr>
<tr>
<td>Suzannah</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>David</td>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
</tr>
<tr>
<td>Rachel</td>
<td>(7)</td>
<td>(8)</td>
<td>(9)</td>
</tr>
<tr>
<td>Alex</td>
<td>(10)</td>
<td>(11)</td>
<td>(12)</td>
</tr>
</tbody>
</table>
Questions 1–10

You will hear a camp leader addressing a group of teenagers who have just arrived at a school camp. As you listen complete the notes with a suitable word or phrase.

<table>
<thead>
<tr>
<th>Camp Merryvale — Rules and Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tom is in charge of:</strong></td>
</tr>
<tr>
<td>Camp activities, (1) _________________ and First Aid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Camp rules</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>No alcohol</td>
<td>(2) ____________________________</td>
</tr>
<tr>
<td>No smoking</td>
<td>(3) ____________________________</td>
</tr>
<tr>
<td>(4) ______________</td>
<td>So that people can sleep</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rockclimbing</td>
<td>Learning to climb rocks with aid of ropes</td>
</tr>
<tr>
<td>Orienteering</td>
<td>(5) ______________ and use compass</td>
</tr>
<tr>
<td>Bushwalking</td>
<td>(6) ____________________________</td>
</tr>
<tr>
<td>(7) ______________</td>
<td>Limited number of places</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Washroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Located next to (8) ____________________________</td>
</tr>
<tr>
<td>Equipped with two machines and (9) ____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO NOT Walk on the undergrowth</td>
</tr>
<tr>
<td>DO NOT (10) ____________________________</td>
</tr>
</tbody>
</table>
SAMPLE LISTENING TEST B SECTION 4

Questions 1-8

Tony and Maria work together in the city. They are having a conversation about traffic regulations in Australia. As you listen, circle the answer which best describes what you hear. The first question has been done as an example. You will now have a short time to read the questions.

Example:

Tony arrived at work late because

A he left home late  
B he stopped to see a client  
C the police stopped him  
D the traffic was bad

1. Maria is

A sympathetic  
B sorry  
C surprised  
D unsympathetic

2. Tony is __________________________ about the purpose of radar traps

A cynical  
B angry  
C accepting  
D humble

3. Maria thinks radar traps are

A unfair  
B effective  
C reliable  
D unnecessary

4. Maria thinks Tony is normally a __________________________ person

A gentle  
B rude  
C aggressive  
D selfish
5. Maria thinks the minimum driving age should be
   A  16
   B  18
   C  21
   D  25

6. Maria thinks the drink driving laws should be more
   A  relaxed
   B  enlightened
   C  reasonable
   D  strict

7. Tony is annoyed by the
   A  lack of parks in the area
   B  traffic congestion in his area
   C  criminals in the area
   D  speed humps in the street

8. Tony feels that the road taxes he pays are
   A  not being properly used
   B  not being properly collected
   C  well spent
   D  important
## Answers to Sample Reading Tests

### Sample Reading Test A
#### Section 1
1. For the bicentenary celebrations.
2. The Guangdong Landscape Bureau.
3. To create a peaceful world/to promote friendship between China and Australia.
4. Natural beauty and artistic talent.
5. To welcome the visitor.
6. Tradition/It is traditional.
7. To reinforce the friendship between New South Wales and Guangdong.
8. At sunset.
10. Drink tea/eat cakes/take photos/get married.

### Sample Reading Test A
#### Section 2
<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sample Reading Test A
#### Section 3
1. F
2. X
3. A
4. B
5. E
6. D
7. X
8. C
9. D
10. C
11. B
12. A

### Sample Reading Test B
#### Section 1
1. F
2. B
3. C
4. E
5. C
6. A
7. E
8. E
9. F
10. D

### Sample Reading Test B
#### Section 2
1. B
2. A
3. B
4. A
5. A
6. C
7. D
8. A
9. A
10. D

### Sample Reading Test B
#### Section 3
1. NG
2. F
3. T
4. T
5. T
6. F
7. F
8. T
9. T
10. F
Model Plans for Sample Writing Tests

Sample Writing Test A — Model Plans

**Task 1**
- **Reader:** Group of teachers and parents — mostly unknown
- **Purpose:** Giving information — telling own story
- **Layout:** Narrative style
- **Content:** Thank group for opportunity to speak
  - Include: type of school (city/rural)
  - number of students/teachers
  - subjects studied
  - good experience/memories
  - Introductory paragraph and 3 paragraphs

**Task 2**
- **Reader:** Editor of newspaper, don’t know him/her
- **Purpose:** To complain about the cuts to interpreter service at hospital
- **Layout:** Formal letter
- **Content:** Introductory self — language background
  - Interpreter service very useful
  - It ensures patients receive correct treatment
  - Makes job easier for medical staff
  - Suggest hospital seeks alternative funding for service
  - Introductory paragraph and 2 paragraphs

Sample Writing Test B — Model Plans

**Task 1**
- **Reader:** Airline staff — don’t know them personally
- **Purpose:** To help get suitcases back
- **Layout:** Letter — formal
- **Content:** Give date of travel — where from, where to?
  - Describe suitcases — size/shape/colour
  - Made of: plastic/fabric/leather
  - Contents of cases: clothes, washing gear, books, shoes etc.
  - Introductory paragraph, description and closing paragraph — hope you can find suitcases

Sample Writing Test C — Model Plans

**Task 1**
- **Reader:** Friend
- **Purpose:** Give instructions/assist friend to find my house
- **Layout:** Informal note — Dear Stanley, Regards (from)
- **Content:** Confirm date for meeting
  - Car? Bus?
  - Give details about how to get to the suburb
  - and then how to get to my street and house/flat
  - Looking forward to seeing you

**Task 2**
- **Reader:** Manager of cinema — don’t know him personally
- **Purpose:** To complain about the cinema programming
- **Layout:** Formal letter
- **Content:** Main feature was for children
  - Trailer much too violent/frightening
  - Not suitable for young children
  - No warning so had to leave
  - Want a refund

**Task 1**
- **Reader:** Workmates/colleagues
- **Purpose:** Describing impressions — telling own story
- **Layout:** Narrative
- **Content:** First Australians I met
  - Where I stayed for the first week
  - Feelings about society/language
  - Introductory and 2 paragraphs
## Sample Listening Test A

**Section 1**

<table>
<thead>
<tr>
<th>Types of service</th>
<th>Where do they deliver to?</th>
<th>When do they deliver?</th>
<th>Cost of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-paid bags</td>
<td>All major cities</td>
<td>Next day</td>
<td>$ 7.50</td>
</tr>
<tr>
<td>Same day service</td>
<td>Within the city area</td>
<td>3 hours</td>
<td>$ 18.50</td>
</tr>
<tr>
<td>Express Road</td>
<td>Any town</td>
<td>Depends on destination</td>
<td>Depends on weight and distance</td>
</tr>
</tbody>
</table>

For further details call:

(10) Tel: _________________________________________________________________________
(11) Ask for ________________________________________________________________department

## Sample Listening Test A

**Section 2**

<table>
<thead>
<tr>
<th>Type of transport</th>
<th>Highest fare</th>
<th>Lowest fare</th>
<th>Need to book?</th>
<th>Journey time in hours</th>
<th>Important additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus</td>
<td>$ 104.40</td>
<td>$ 90</td>
<td>Tick Yes</td>
<td>13 hours</td>
<td>Bus goes to city centre</td>
</tr>
<tr>
<td>Air</td>
<td>$ 348</td>
<td>$ 285</td>
<td>Tick Yes</td>
<td>1 1/4 hours</td>
<td>Non-refundable/ no refunds</td>
</tr>
<tr>
<td>Train</td>
<td>$ 90</td>
<td>$ 49</td>
<td>Tick Yes</td>
<td>10 1/2 hours</td>
<td>Must pay now (today)</td>
</tr>
</tbody>
</table>
**Historical Notes**

The gallery was built of (1) **local sandstone**

It has eight (2) **columns/pillars**

It was first opened in the year (3) **1897**

The newest extension is located (4) **downstairs/on lower level**

This was opened in the year (5) **1988**

---

Sample Listening Test A
Section 3

---

Sample Listening Test A
Section 4

1. B
2. C
3. D
4. A
5. D
6. B
7. B
8. A
9. C
<table>
<thead>
<tr>
<th>Name</th>
<th>Career choice</th>
<th>Reason for choice</th>
<th>Further comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris</td>
<td>Police(force)</td>
<td>Interesting</td>
<td>Probably hard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>work</td>
</tr>
<tr>
<td>Suzannah</td>
<td>Vet</td>
<td>Lots of</td>
<td>(A lot of)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>competition</td>
<td></td>
</tr>
<tr>
<td>David</td>
<td>Engineer</td>
<td>Likes father</td>
<td>Vet's work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Outside/office</td>
</tr>
<tr>
<td>Rachel</td>
<td>Tennis player</td>
<td>Too early</td>
<td>Careers advisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to decide/</td>
<td>Sick of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>not enough</td>
<td>studying/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>experience</td>
<td>more study</td>
</tr>
<tr>
<td>Alex</td>
<td>Tennis player</td>
<td>Play for</td>
<td>Sick of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Australia</td>
<td>studying/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>no more study/</td>
</tr>
</tbody>
</table>
Sample Listening Test B
Section 3

Camp Merryvale — Rules and Regulations

Tom is in charge of:
Camp activities, (1) sleeping arrangements and First Aid

<table>
<thead>
<tr>
<th>Camp rules</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>No alcohol</td>
<td>(2) Too young/ below legal age</td>
</tr>
<tr>
<td>No smoking</td>
<td>(3) Bad for health/( danger of) bushfires</td>
</tr>
<tr>
<td>(4) No radios (after 10pm)</td>
<td>So that people can sleep</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rockclimbing</td>
<td>Learning to climb rocks with aid of ropes</td>
</tr>
<tr>
<td>Orienteering</td>
<td>(5) Learning to read maps and use compass</td>
</tr>
<tr>
<td>Bushwalking</td>
<td>(6) Studying plants and trees</td>
</tr>
<tr>
<td>(7) Mountain bike riding</td>
<td>Limited number of places</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Washroom</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Located next to (8) kitchen</td>
<td></td>
</tr>
<tr>
<td>Equipped with two machines and (9) a clothes dryer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The environment</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO NOT Walk on the undergrowth</td>
<td></td>
</tr>
<tr>
<td>DO NOT (10) Pick any (native) flowers</td>
<td></td>
</tr>
</tbody>
</table>

Sample Listening Test B
Section 4

1. D
2. A
3. B
4. A
5. C
6. D
7. D
8. A
Sample Listening Tests: Tapescripts

Sample Test A Section 1
1st woman You've called the office of Speedy Document Couriers. All of our operators are currently engaged. Your call has been placed in a queue and will be dealt with as soon as one of our operators becomes available.

2nd woman Here at Speedy we're taking steps to be more efficient and to help you be more efficient too. We've recently expanded the number of services we offer: our three main services are:

The pre-paid courier bag service, delivery the next day to all major cities in Australia. You buy the bags in advance and then just give us a call for a quick pick up. And there are no annoying invoices afterwards; guaranteed delivery the very next day to all major cities in Australia for just $7.50 for a 3 kilo bag. That's $7.50 a bag. Or maybe you want Speedy's same day service. Why go yourself when Speedy can go there for you? We'll deliver a letter or a small parcel within the metropolitan area and we guarantee delivery within 3 hours, yes that's 3 hours, provided it's within the city area. I just give us a call and ask for our “same day service”. At $18.50 a delivery, it's gotta be a deal. That's $18.50 only.

For those larger packages which aren't quite so urgent, why not take advantage of our express road service. We'll deliver to any town in Australia, nowhere's too far away and all services are door to door so there's no carting and carrying. Delivery time depends on the destination and freight costs are calculated by weight and distance. Speedy Express Road. The way to go.

For further details of any of these services, call two three two three nine four and ask for the sales department. Remember, nothing's as speedy as Speedy. A representative of Speedy will be happy to call on you within days.

3rd woman Good morning: Lisa speaking. Can I help you?

Sample Test A Section 2
Clerk (F) Good morning — Greyhound buses. Sally speaking.

Student (M) Oh, good morning — is that the bus company?

Clerk Yes it is.

Student Oh, right. I want to know the cost of a return ticket to Melbourne from Sydney.

Clerk Well, the normal return fare is $104.40 — that's the daylight bus.

Student The what bus?

Clerk The day time bus. If you travel overnight it's $90 return.

Student Only ninety! So it's cheaper at night.

Clerk That's right.

Student Do I need to book in advance?

Clerk It's advisable but you don't have to book. If there are seats available you can buy one at the bus station.

Student And how long does the bus take to get to Melbourne?

Clerk It takes 13 hours.

Student Thanks very much — oh and does that take me into the centre of the city or will I have to take another bus into town?

Clerk The main bus station is in the city. The bus will take you straight into the city centre.
Roger: Not enough relaxation, that’s your problem. Did you get it done?
Susan: You must be joking. I’ve been working, trying to find them here. Well, I’ll be coming back to the shop at the end of the tour. Now we’re in the lobby. If you want to know anything about the gallery, this is the place to come because this is where the information desk is, right here in the centre of the lobby. On the left is the gallery shop. So if you want to buy any postcards or souvenirs, you’ll find them here. Well, I’ll be coming back to the shop at the end of the tour. Roger: Yes, but everybody has to pay for it. Whereas I don’t have to put up with the ads either. Susan: I don’t call that very interesting. It always strikes me as such a waste of time when you could be out there actually playing sport or doing something productive.
Roger: Oh, I usually take the opportunity to go outside and make a cup of tea or something when the ads come on. Susan: I heard that they did a survey recently on TV and violence, and most of the TV is pretty tame; they’re not allowed to show real violence on the TV. Roger: How often does the Australian television make people violent? In fact I gather that Australia has one of the lowest levels of violence in the world.
Susan: Yes, but what about videos? Some of them are pretty violent and you can get them at the local shop. They shouldn’t let kids have them.
Roger: Look Susan. Be honest. The parents can read the consumer advice on the side of the video and simply not let their kids borrow them. Surely someone has to take some personal responsibility: you can’t expect the Government to do everything for you.
Susan: No, but I just don’t understand why they don’t make the most interesting programs on television, like more educational programs and documentaries.
Roger: Educational programs and documentaries? Very interesting. Nobody’d watch them, that’s why.
Susan: Yes, but not only are the programs good, but you don’t have to put up with the ads either.
Roger: Yes, but everybody has to pay for it. Whereas the commercial stations are funded entirely by their advertising revenue. They aren’t a drain on the tax payer.
Susan: Oh, come on. It’s really important to have a national station which is free from sponsorship, and the pressures of the companies funding them. I mean, on commercial TV you only get the sort of thing, are committed by someone known to the victim, not just indiscriminate violence. Of course, it’s not the most of the TV is pretty tame; they’re not allowed to show real violence on the TV. Roger: Oh, yes. I usually take the opportunity to go outside and make a cup of tea or something when the ads come on.
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Roger: Yes, but everybody has to pay for it. Whereas the commercial stations are funded entirely by their advertising revenue. They aren’t a drain on the tax payer.
Susan: Oh, come on. It’s really important to have a national station which is free from sponsorship, and the pressures of the companies funding them. I mean, on commercial TV you only get the sort of thing, are committed by someone known to the victim, not just indiscriminate violence. Of course, it’s not the most of the TV is pretty tame; they’re not allowed to show real violence on the TV. Roger: Oh, yes. I usually take the opportunity to go outside and make a cup of tea or something when the ads come on.
Roger: Ok ok. I suppose you've got a point. But anyway, you said you're too busy to watch TV so it would be a waste of time putting programs on for you if you're not going to watch them.

Susan: Oh Rog. You have a most annoying way of twisting everything round to suit your argument. Sometimes I could kill you!

Roger: What are you doing this evening… fancy going to see a good movie.

Susan: Sorry — too much work.

Roger: Oh just for once. Leave the work for one night and let's go out. And I promise there'll be no adverts.

Susan: Well, maybe… give me a ring this evening when I get home. I'll see how I'm feeling.

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**Sample Test B Section 1**

Receptionist: Good morning United Golden Insurance Ltd.

Woman: I'd like to enquire about an existing insurance policy please.

Receptionist: What sort of insurance was it, madam? Home contents insurance.

Woman: Home contents insurance.

Receptionist: And what area do you live in?

Woman: Redcliffe.

Receptionist: Putting you through now.

Man: Good morning, Geoff Allcott speaking — how can I help you?

Woman: Oh hello. I'd like to increase the insurance cover on my home contents insurance, please.

Man: Right. Do you have a policy with us already?

Woman: Yes I do.

Man: What's the policy number?

Woman: Is it this one here that begins with H?

Man: Yes, that'd be it.

Woman: H 3 O 6 B X

Man: And what's your name?

Woman: Mrs. Riley that's R I L E Y

Man: Right — I'll just get you up on the computer… H3067 B X Mrs. Riley … Property at: 15 The Avenue, Redcliffe. Are you still at that address?

Woman: Yes, Number 15, The Avenue.

Man: Okay — well you're currently insured for $25,000. What would you like to raise it to?

Woman: I'd like cover for $45,000 please and I'd like to specify a couple of items.

Man: Right. So that's cover for $45,000.

Woman: What will the premium be?

Man: For cover of that nature: you'll be looking at $259 a year. Now what were the special items you wanted to cover?

Woman: Well they're all things which I sometimes have to particularly value things.

Man: Right. What are they?

Woman: I've got a video camera worth $2,000 and a portable computer.

Man: Ok, let me just get this down. A video camera valued at $2,000 and a portable computer. What would you say that was worth?

Woman: Oh, well I paid $3,500 for it last year. That's what it would cost me to replace it.

Man: Ok, 3,500 for the computer.

Woman: Oh, and I've also got a diamond ring. Should I specify that as well?

Man: It's always a good idea to mention any particularly valuable items.

Woman: Right, well the ring must be worth $1,000.

Man: A thousand dollars.

Woman: Ok, then… I'll just run over that again. You want to raise the contents insurance to $45,000 and specify on the policy the video camera, the portable computer and the diamond ring.

Man: Yes, that's right.

Woman: I'll get this out to you tomorrow.

Man: Thank you very much.

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**Sample Test B Section 2**

Student: Well, Chris, can you tell me what your plans are for when you leave school?

Chris: Well you know — I've always wanted to join the police force.

Student: Really! Why's that?

Chris: I think it would be interesting, really interesting.

Student: But wouldn't it be pretty tough too?

Chris: Yes… it's probably really hard work and the hours would be long but somehow it appeals to me.

Student: Well, good luck, mate!

Chris: Thanks.

Student: Right, Suzannah. What would you like to do when you leave school? Do you have any idea about what career you'd like to follow?

Suzannah: Well, if I'd do well enough in my exams, I'd really like to be a vet.

Student: You want to be a vet, why's that?

Suzannah: Well, ever since I was a kid, I've always loved animals. And I haven't changed my mind, so…

Student: Is it difficult to get into vet science at uni?

Suzannah: Yes, it is because there's a lot of competition.

Student: Well, I wish you all the best with it.

Suzannah: Thanks.

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Student: So, David. Do you have any idea what you want to do when you leave school? Any career plans?

David: Well, if I get the grades I need I'd like to be an engineer.

Student: And why would you choose engineering as a career?

David: Oh, because my dad's an engineer; I think I'd like to follow in my father's footsteps.

Student: Oh fair enough. Any other comment?

David: Well. You probably get the chance to work outside in the open air. I'd hate a job where I was stuck in an office all day long.

Student: Rachel, what are your plans for when you leave school? Got any idea at this stage?

Rachel: No not really. I don't have a clue really.

Student: But don't you think it's important to have some goals — I mean, don't you think you ought to be thinking of some kind of career by now? This is Year 12.

Rachel: Yeah I know, but I think it's too early to decide yet. I don't really have any experience on which to base a decision.

Student: Have you talked to a careers advisor?

Rachel: Yes, but the careers advisor wasn't much help, I'm afraid.

Student: Right. Oh well, I'm sure something'll come up.

Rachel: Yeah, I hope so.

Student: Now Alex, what are your plans for the future? Do you have any career goals?

Alex: Well I know what I'd really like to be even if…

Student: Yeah, what's that?

Alex: Well I'd like to be a professional tennis player. You know, play tennis for Australia — that'd be great.

Student: And what do you think your chances are?

Alex: Pretty slim, I suppose. One thing's for certain, though. I don't want to go to uni and have to study for years. I'm sick of studying. I definitely need a break from that!

Student: Thanks, Alex.

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**Sample Test B Section 3**

Geoff: Okay, settle down now would you everybody. I've got a couple of things I want to say to you all now that you're here. My name's Geoff Baldwin and I'm the camp supervisor for this week.

Now I'd like to welcome you all to Camp Merryvale and I'd particularly like to introduce Tom Walton who is the Deputy Leader and who will be in charge of organising the various activities throughout the week. Tom, could you just identify yourself out over there? Tom's in charge of camp activities, sleeping arrangements and first aid. If you're not sure which group you're in or where something is taking place, go along and see Tom.
Now there are 75 kids here this week and 5 leaders. Obviously with that number of people, we have to have a few rules and regulations and we do expect you to abide by these rules while you're here at the camp. Anyone breaking the rules will probably find themselves on the next bus home. So I'll just run through the rules. Firstly: Alcohol is not permitted up here at the Camp. You are all too young; well below the legal age for the consumption of alcohol and so anyone found drinking, will be sent home immediately. Smoking is also definitely not allowed. This is not only a health regulation, it is also a safety precaution against bushfires because it is very easy to start a bush fire in this dry weather.

Now we would ask you to keep the noise down when people are trying to sleep so that means no radios after ten o'clock please. This rule is for the sake of those who want to get to sleep early. And believe me, after a day out bushwalking, you'll need your sleep! Now the following activities will be available during the week and we'd ask you to come and put your name down after this talk. We strongly suggest that you give as many of the activities a go as possible so as to but you the best out of the week.

What have we got? Well, we've got rock climbing. You will learn how to climb rocks with the aid of ropes and other climbing equipment. That's great fun. We've also got orienteering — Now with orienteering you'll learn how to read maps and use a compass. Don't worry — there'll be someone with you all the time in case you find map reading a little harder than you'd imagined! Now we've also got bushwalking. The focus here is on studying the plants and trees in the native bush around here. Tom's a bit of a specialist on Australian native plants, and I'm sure you'll find his walks fascinating.

Lastly we've got mountain bike riding. We've got a limited number of bikes, however, so unless you've brought your own mountain bike, you'll have to be quick to get your name down on the list. Now we get on to clothes washing. You've probably brought a good supply of clothes with you — well you should have done if you read our letter — but no doubt you'll need to do some washing. The washroom is located next door to the kitchen and there are a couple of washing machines in there, and a clothes dryer for drying your clothes. Now one last thing about keeping the camp clean. We're very proud of Camp Merryvale and we want to keep it as good as possible. Please bring all your waste paper or garbage back to the camp for disposal and do not leave litter to disturb the environment when you're out walking. That means do not walk on the undergrowth and do not pick any native flowers. Well I think that about brings me to the end of what I've got to say and I hope you enjoy your week up here with us.

Sample Test B Section 4

Maria Hi Tony — you're late this morning.
Tony Yeh well I got delayed.
Maria Was the traffic really bad today or did you have to visit a client?
Tony No — I just got booked for speeding by the police on the way here. I got a fine of $140 so you can imagine how pleased I am.
Maria Serves you right, Tony. I always said you drive too fast.
Tony I do not. I was only going a couple of kilometres an hour over the speed limit — I was just unlucky, that's all.
Maria Where did it happen?
Tony On the freeway, heading south into the city. I drive down there every day. It's perfectly safe to go a bit faster there, but I'll certainly watch out in future.

Mary Radar trap, was it?
Tony Yes.
Maria Well I hate to say this, but I'm quite pleased they have these radar traps everywhere to be perfectly honest. I mean, people do drive too fast. And we've got to do something about the number of accidents. Too many people are killed every year on the roads in Australia.
Tony Yes, but I don't think the radar traps do much good. They just catch people like me, minding our own business out on the highway. I reckon it's a revenue-collecting exercise on the part of the Government.
Maria Oh, Tony, That's ridiculous. It's to stop people speeding. That's what it's for.
Tony Well, you may be right. I won't be speeding along there again in a hurry!
Maria Well there you are, you see. Radar traps do stop people speeding. What did I say? Actually, I always find it interesting to see how perfectly gentle, quiet, mild mannered people such as yourself become rude, aggressive, selfish people behind a steering wheel.

Tony Are you suggesting that I'm rude and aggressive?
Maria No, no — but you do change your personality when you're in a car. Anyway, the driving regulations in this country are far too lax as far as I can see. I'd like to see them tightened up considerably.
Tony In what ways?
Maria Well, for starters, we could raise the driving age to at least 21. At the moment kids of eighteen are out there on the road. Everyone knows that 18 year olds are completely reckless.
Tony Well, there are regulations for young drivers - P plates, speed restrictions and the like.
Maria I suppose so, but what about drinking and driving. Now there's an area that should be more tightly controlled.
Tony I thought it was pretty strictly controlled.
Maria Not strictly enough. They should simply say No alcohol if you're driving. After all you can always catch a taxi. Think of the money you'd save on fines, ha ha!

Tony Very funny. I think the laws are already strict enough. Motorists are treated as if they were criminals, as far as I can see. And another thing that's starting to irritate me, are these traffic calming devices all over the place. Little speed humps and one way streets everywhere. You can hardly drive round here without bumping into artificial ditches and humps and there's never any place to pull over.

Maria Tony, for goodness sake. Something had to be done about the traffic in this area. People were speeding up and down the street. No, I think the speed humps are a really good idea. I'm all in favour.

Tony Well, it's fine for you to talk, but when I think of all the money I've paid in road taxes, petrol tax, car rego, over the years, I just wonder where it's all gone. Clearly it hasn't been pumped back into the road systems or we wouldn't have all these traffic problems you're always talking about. And now this fine of $140 on top of everything. I think motorists should be entitled to something for their money.

Maria Oh I don't know about that.
Tony You don't even drive, how could you understand?
Maria That's my choice.
Tony Oh but you're always quite happy to accept my offer of a lift, aren't you?
Maria That's different. All I ask of you giving me a lift after work tonight? I've got a date at 6 o'clock.
Tony Well there you go again. I don't know why I do it.
FURTHER STUDY

Now that you have worked your way through the strategies and sample materials in STEP Forward, you may want to do some more study to help prepare for the test and to improve your English communication skills in an Australian language context.

The following books should be available at language bookshops in all major cities:

- **Writing Matters**  
  K. Brown and S. Hood  
  Cambridge University Press

- **Learning Grammar in Context**  
  M. R. McEvedy  
  Nelson

- **The Sydney Morning Herald in Plain English**  
  N. Horne  
  John Fairfax Education Unit

- **Work Awareness**  
  A. Butterworth  
  NSW Adult Migrant English Service

- **Study Awareness**  
  A. Butterworth  
  NSW Adult Migrant English Service

- **Issues for the Nineties**  
  Spinney Press

- **Radio News**  
  Classic Communication Skills