



# IELTS General Training Volume 8 Reading Practice Test 2

## HOW TO USE

You have 2 ways to access the test

1. Open this URL <https://link.intergreat.com/4097f> on your computer
2. Use your mobile device to scan the QR code attached



# READING PASSAGE 1

Read the text below and answer Questions 1-4.



## ART GALLERY

The Art Gallery's mission is to bring diverse forms of art and craft to the people of this city.

### NEW YEAR FESTIVITIES

A multimedia exhibition from the four corners of the earth On show in the Hanson Theatre, Level 2, Main Building Free

**Opens January 1, closes March 20**

### THE ART OF THE EARLY WEST

American art of the westward expansion On show in the South Gallery, Level 3 \$15.00 adults, \$5.00 for members, \$4.50 for students

**Opens March 13, closes June 30**

### GREEK OLYMPIC SCULPTURE

A historical exhibit of work by ancient artists In the North Gallery

\$10 adults, \$8 for members, \$6 for students

**Opens July 1, closes August 7**

### DEVELOPMENTAL ART

Work by gifted local school children On show in the East Gallery

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\$2. Donations may be left In the box at the exit, and will be gratefully received.

**Opens July 25, closes September 30**

*Headsets are available for the Greek Olympic Sculpture only.*

A fee of \$6 per adult, \$5 for members and \$4.50 for students will be charged.

Read the text below and answer Questions 5-9.

### MOTORISTS' ASSOCIATION

Call our main number 9292 9222 then enter these extensions

MEMBER SERVICES, ROAD SERVICE AND INSURANCE		FINANCIAL SERVICES (8.30am to 5pm, Monday to Friday, 8.30am to 11 am Saturday)	
All insurance enquiries	133	Home Loans	701
Credit card payments Visa, Mastercard for membership and insurance policies (open 24/7)	344	Life Insurance	976
Teleclaims For motor vehicle claims (open 24/7)	123	Personal Loans	978
HELPLINE		LEGAL ADVICE (8.30am to 5pm, Monday to Friday)	
Road Service (open 24/7)	114	Sydney	191
HOME SECURITY	553	Newcastle	132
Alarm systems	554	Wollongong	132
TECHNICAL ADVICE (8.30am to 5pm, Monday to Friday, 8.30am to 11 am Saturday) For road tests, car buying, advice and assistance on motoring problems. Local call charge.	443	Canberra	426
Child restraint enquiries	632	SMASH REPAIRS Repairs guaranteed for life, (7.30am to 5 pm, Monday to Friday)	900
Recorded road report for major highways	222	Batteries	111

	DRIVE TRAVEL	122
	Local touring information and attraction tickets SERVICE (HEARING IMPAIRED)	
	Road Service	317
	nsurance enquiries	728

## VEHICLE INSPECTIONS (7am to 10 pm) 1 300 362 802

Read the text below and answer Questions 10-13.

### ADVICE TO MOTORISTS

- A** Always lock your car and never leave your keys in the car. Sounds . obvious, but how often have you left your car unlocked while you paid for fuel at a service station or dashed into a shop? A recently-passed law will ensure that you never forget again — heavy penalties apply.
- B** Always lock valuables in the boot. Most car crime is opportunistic, so don't make it easy. And if something is too valuable to lose, the golden rule is, take it with you.
- C** Thieves need little incentive. Most thefts from cars are carried out by youngsters looking for nothing more than a few dollars, so don.'t leave coin-holders if they can be seen from outside. The cost of repairs often far outweighs the value of what is stolen.
- D** At night, always try to park in a brightly-lit area where your vehicle can be seen by passers-by. Poorly-lit streets are a thief's favourite hunting ground.
- E** Never park where you can see broken glass from car windows on the ground. Thieves are creatures of habit and will return to the scene of past successes.
- F** Install a car alarm.
- G** Where available, use car parks that are well lit and have boom gates Don't leave your parking ticket in the car.
- H** In high-risk areas leave your glove box and ashtray open to show thieves that there is nothing in the car worth taking.

### Questions 1-4

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

Write your answers in boxes **1-4** on your answer sheet.

Which exhibition can you visit in late August?

1 \_\_\_\_\_

How much must a member pay to see the exhibition of art from the United States?

\$ 2

In which location would you find an exhibit featuring works from the earliest times?

3

Which exhibit provides a commentary for an extra fee?

4

### Questions 5-9

Look at the Motorists' Association on the Passage 1

Write the correct extension **number** in boxes **5-9** on your answer sheet.

**What extension should you call if:**

you want to find out about a baby's car seat?

5

you feel cheated by a repair shop near your home In Newcastle?

6

you have trouble hearing and you need assistance to change a tyre?

7

you are going on a road trip and want to find out what activities are available?

8

you want advice on purchasing a vehicle?

9

### Questions 10-13

The text has nine paragraphs, **A-H**.

Which paragraph contains the following advice?

Write the appropriate letter, **A-H**, in boxes **10-13** on your answer sheet.

10  a way to show there is nothing to steal from the car when in an unsafe area

11  the kind of car park where you can safely leave your car

12  a warning about the effects of a new law

13  how to protect items of value

# READING PASSAGE 2

Read the text below and answer Questions 14-21.



## INTERNATIONAL BUSINESS INSTITUTE BUDDY PEER SUPPORT SCHEME

Think back to your first days and weeks in a new country. Were there times when you had questions that you wished you could ask a friend, or when you wanted to have a chat about how you were feeling?

To help new students, the International Business Institute (IBI) plans to set up a Buddy Peer Support Scheme. The scheme will help new students meet current students at IBI who can provide them with some friendly company during their first months in Newcastle and help them with any small problems that they may have. Often, buddies may not be able to solve the problem, but they may know who can help.

### What's in it for you?

We believe that being a buddy will be rewarding in several ways. As a volunteer, it will be personally satisfying to know that you are able to help new students. However, it will also help you to make contacts that may be valuable in your future academic and professional lives.

If you are an overseas student, it will give you another opportunity to practise speaking English. Lastly and most importantly, we hope that it will be enjoyable for you to be a buddy!

### Responsibilities of buddies

1. Telephone and arrange to make contact with the new student.
2. Meet the student and show him/her around the campus and the local area. Meet for coffee, perhaps. Answer questions about living in Newcastle and administration procedures at IBI. (We will give you a checklist of things to mention when we send you the new student's name and [Access https://ieltonlinetests.com for more practices](https://ieltonlinetests.com)

telephone number).

3. Arrange to meet the new student one morning or afternoon one weekend early in the semester, and take the student to places that you enjoy in Newcastle.
4. Be prepared to take telephone calls from the new student to answer further questions that he/she may have from time to time. Meet to explain information in person, if required.
5. You will be matched to an individual new student. However, if you have friends who are also buddies, you might prefer to form a support group together. This would mean that you meet the new students as a group rather than one-on-one.
6. Being a buddy is voluntary. There is no 'requirement' to provide assistance beyond the help outlined above. However, we hope that the buddy and new students will enjoy each other's company and continue to meet.

Please note that if you agree to become a peer support buddy, you will be expected to fulfil your role conscientiously and cheerfully. It will be important to be considerate and reliable so that our student can feel confident of your support.

7. When you agree to act as a buddy for a particular term, your commitment covers that term only. For example, if you act as a buddy for Term 2, and would prefer to be free in the following term, there is no obligation to continue as a buddy in Term 3. Of course, we hope that you will want to assist every term.

**Read the text below and answer Questions 22-27.**

### **IMS LEAVE ENTITLEMENTS**

The purpose of this document is to advise IMS employees of their leave entitlements, such as paid vacation time, holidays and time off to look after yourself or others during times of sickness or difficulty.

#### **Annual Leave**

Employees are entitled to 4 weeks of paid annual leave for each 12 months of service to IMS. Being determined on your standard hours of work, this base entitlement accrues progressively during the year and accumulates from year to year. The accrued leave, expressed in hours, is printed on your fortnightly payslip. Should you work additional hours over and above your contracted hours a pro rata amount is calculated toward your annual leave.

Employees are required to take 5 of their annual leave days during the closedown period between Christmas and New Year. The remaining leave may be taken at a time agreed to by IMS though, under the law, IMS cannot unduly reject any reasonable application for such leave.

Employees are entitled to payment for all public holidays which fall on a working day.

#### **Personal/Carer's Leave and Compassionate Leave**

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IMS employees are provided with personal/carer's leave and compassionate leave as per Workplace Relations Standards.

For each 12 month period you are entitled to 10 days of paid personal/ carer's leave, which covers both sick leave and carer's leave, and 2 days of paid compassionate leave. This leave also accrues and accumulates under the same conditions as your annual leave.

Personal/carer's leave can be taken as a result of personal illness or injury, or to provide care or support for a member of your immediate family who is sick, injured or has an unexpected emergency

Compassionate leave may be taken in the event of a death or life threatening illness of a member of your immediate family.

For the purposes of this document, 'immediate family' includes the following: spouse, de facto partner, children, parents, grandparents, grandchildren and siblings.

When personal, carer's or compassionate leave is taken, you must notify IMS as soon as possible of your inability to attend work. IMS may request evidence in the form of a medical certificate or statutory declaration to support your reason for the leave.

## Questions 14-21

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

- 14  The main aim of the Buddy Peer Support Scheme is to help new students during exam periods.
- 15  Students will be put in touch with others from their own language group.
- 16  The principal reward for the buddy is making new friends.
- 17  The buddy is responsible for making the first move to meet the new student.
- 18  Buddies need to work one-on-one with the student in their care.
- 19  Buddies participate on a voluntary basis.
- 20  Buddies are required to attend two meetings per term.
- 21  The buddy's obligations finish at the end of each term.

## Questions 22-27

Choose the appropriate letter, **A, B or C** Write the appropriate letter in boxes **22-27** on your answer sheet.

22 Annual leave entitlements for IMS workers

- A increase only after a year of service.
- B are based on the number of hours worked.
- C apply to those employees who have worked for a year.

23 Employees who work extra hours

- A earn additional paid leave entitlements.
- B will receive additional leave shown in hours on their payslip.
- C must submit a pay claim.

24 An employee's request to take holidays

- A can be easily refused by IMS under the law.
- B has to be during IMS's shutdown period.
- C must be fairly considered by IMS.

25 IMS employees' paid personal/carer's leave

- A is determined by the employer on a yearly basis.
- B is provided under the same conditions as their annual leave.
- C includes both sick leave and compassionate leave.

26 An IMS worker is entitled to use carer's leave to

- A help his/her sister who's been in a car accident.
- B attend a grandmother's funeral.
- C take a nephew who accidently broke his arm to hospital.

27 If personal leave is taken, IMS workers must

- A present evidence why they were absent.

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- B inform their employer within a month.
- C inform the company of their absence promptly.

# READING PASSAGE 3

Read the passage below and answer Questions 28-40 which follow.



## HOW BABIES LEARN LANGUAGE

During the first year of a child's life, parents and carers are concerned with its physical development; during the second year, they watch the baby's language development very carefully. It is interesting how easily children learn language. Children who are just three or four years old, who cannot yet tie their shoelaces, are able to speak in full sentences without any specific language training.

The current view of child language development is that it is an instinct—something as natural as eating or sleeping. According to experts in this area, this language instinct is innate, that is something each of us is born with. However, this prevailing view has not always enjoyed widespread acceptance.

In the middle of last century, experts, including John Whiting, a renowned professor at Harvard University, regarded child language development as the process of learning through mere repetition. Language 'habits' developed as young children were rewarded for repeating language correctly and ignored or punished when they used incorrect forms of language. Over time, a child, according to this theory, would learn language much like a dog might learn to behave properly through training.

Yet even though the modern view holds that language is instinctive, experts like Professor Lise Eliot are convinced that the interaction a child has with its parents and caregivers is crucial to its development. The language of the parents and caregivers act as models for the developing child. In fact, a baby's day-to-day experience is so important that the child will learn to speak in a manner very similar to the model speakers it hears.

Given that the models parents provide are so important, it is interesting to consider the role of 'baby talk' in the child's language development. Baby talk is the language produced by an adult speaker who is trying to exaggerate certain aspects of the language to capture the attention of a young baby.

Dr Roberta Golinkoff believes that babies benefit from baby talk. Experiments show that immediately after birth babies respond more to infant-directed talk than they do to adult-directed talk. When using baby talk, people exaggerate their facial expressions, which helps the baby to begin to understand what is being communicated. She also notes that the exaggerated nature and repetition of baby talk helps infants to learn the difference between sounds. Since babies have a great deal of information to process, baby talk helps.

Although there is concern that baby talk may persist too long, Dr Golinkoff says that it stops being used as the child gets older, when the child is better able to communicate with the parents.

Professor Jusczyk has made a particular study of babies' ability to recognise sounds, and claims they recognise the sound of their own names as early as four and a half months. Babies know the meaning of Mummy and Daddy by about six months, which is earlier than was previously believed. By about nine months, babies begin recognizing frequent patterns in language. A baby will listen longer to the sounds that occur frequently, so it is good to frequently call the infant by its name.

An experiment at Johns Hopkins University in USA, in which researchers went to the homes of 16 nine-month-olds, confirms this view. The researchers arranged their visits for ten days out of a two week period. During each visit the researcher played a CD that included the same three stories. The stories included odd words such as 'python' or 'hornbill', words that were unlikely to be encountered in the babies' everyday experience. After a couple of weeks during which nothing was done, the babies were brought to the research lab, where they listened to two recorded lists of words. The first list included words heard in the story. The second included similar words, but not the exact ones that were used in the stories.

Jusczyk found the babies listened longer to the words that had appeared in the stories, which indicated that the babies had extracted individual words from the story. When a control group of 16 nine-month-olds, who had not heard the stories, listened to the two groups of words, they showed no preference for either list.

This does not mean that the babies actually understand the meanings of the words, merely the sound patterns. It supports the idea that people are born to speak, and have the capacity to learn language from the day they are born. This ability is enhanced if they are involved in conversation. What's more, Dr Eliot reminds parents that babies and toddlers need to feel they are communicating. Clearly, sitting in front of the television is not enough; the baby must be having an interaction with another speaker.

## Questions 28-34

Complete the summary below.

Choose **NO MORE THAN THREE WORDS AND /OR NUMBERS** from the passage.

Write your answers in boxes **28-34** on your answer sheets.

The study of 28 \_\_\_\_\_ in very young children has changed considerably in the last 50 years. Early studies claimed that language developed through repetition, but since then it has been established that children can speak independently at age three to four, and that this ability is 29 \_\_\_\_\_. In fact, the child will follow the speech patterns and linguistic behaviour of its carers and parents who act as 30 \_\_\_\_\_. A particular benefit is the use of baby talk in which parents 31 \_\_\_\_\_ both sound and facial expressions to catch the child's attention. This assists the child in processing large amounts of information and understanding the message being communicated. Babies' ability to 32 \_\_\_\_\_ sound patterns rather than words comes earlier than was previously thought. Studies have shown that babies tend to focus on 33 \_\_\_\_\_ occurring patterns and while they may not understand the meaning of the words, they do understand the patterns. This reinforces the idea that babies are capable of learning language from day one. So it is important to include them in 34 \_\_\_\_\_ and situations where they can benefit from interaction.

## Questions 35-40

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

<b>YES</b>	if the statement agrees with the views of the writer
<b>NO</b>	if the statement contradicts the views of the writer
<b>NOT GIVEN</b>	if it is impossible to say what the writer thinks about this

35   Children begin to learn their first language without being taught.

36   According to experts in the 1950s and 1960s, language learning is very similar to the training of animals.

37   Repetition in language learning is important, according to Professor Eliot.

38   Dr Golinkoff is concerned that 'baby talk' is spoken too much by some parents.

39  The first word a child learns to recognise is usually 'Mummy' or 'Daddy'.

40  Researchers found that babies liked listening to the same stories being read.



## Solution:

### Part 1: Question 1 - 13

- |    |                   |    |                         |
|----|-------------------|----|-------------------------|
| 1  | Developmental art | 2  | 5.00                    |
| 3  | North Gallery     | 4  | Greek Olympic Sculpture |
| 5  | 632               | 6  | 132                     |
| 7  | 317               | 8  | 122                     |
| 9  | 443               | 10 | H                       |
| 11 | G                 | 12 | A                       |
| 13 | B                 |    |                         |

### Part 2: Question 14 - 27

- |    |           |    |           |
|----|-----------|----|-----------|
| 14 | FALSE     | 15 | NOT GIVEN |
| 16 | FALSE     | 17 | TRUE      |
| 18 | FALSE     | 19 | TRUE      |
| 20 | NOT GIVEN | 21 | TRUE      |
| 22 | B         | 23 | A         |



24 C

25 B

26 A

27 C

**Part 3: Question 28 - 40**

28 language development

29 innate

30 models/model speakers

31 exaggerate

32 recognise

33 frequently

34 conversation

35 YES

36 YES

37 NOT GIVEN

38 NO

39 NO

40 NOT GIVEN