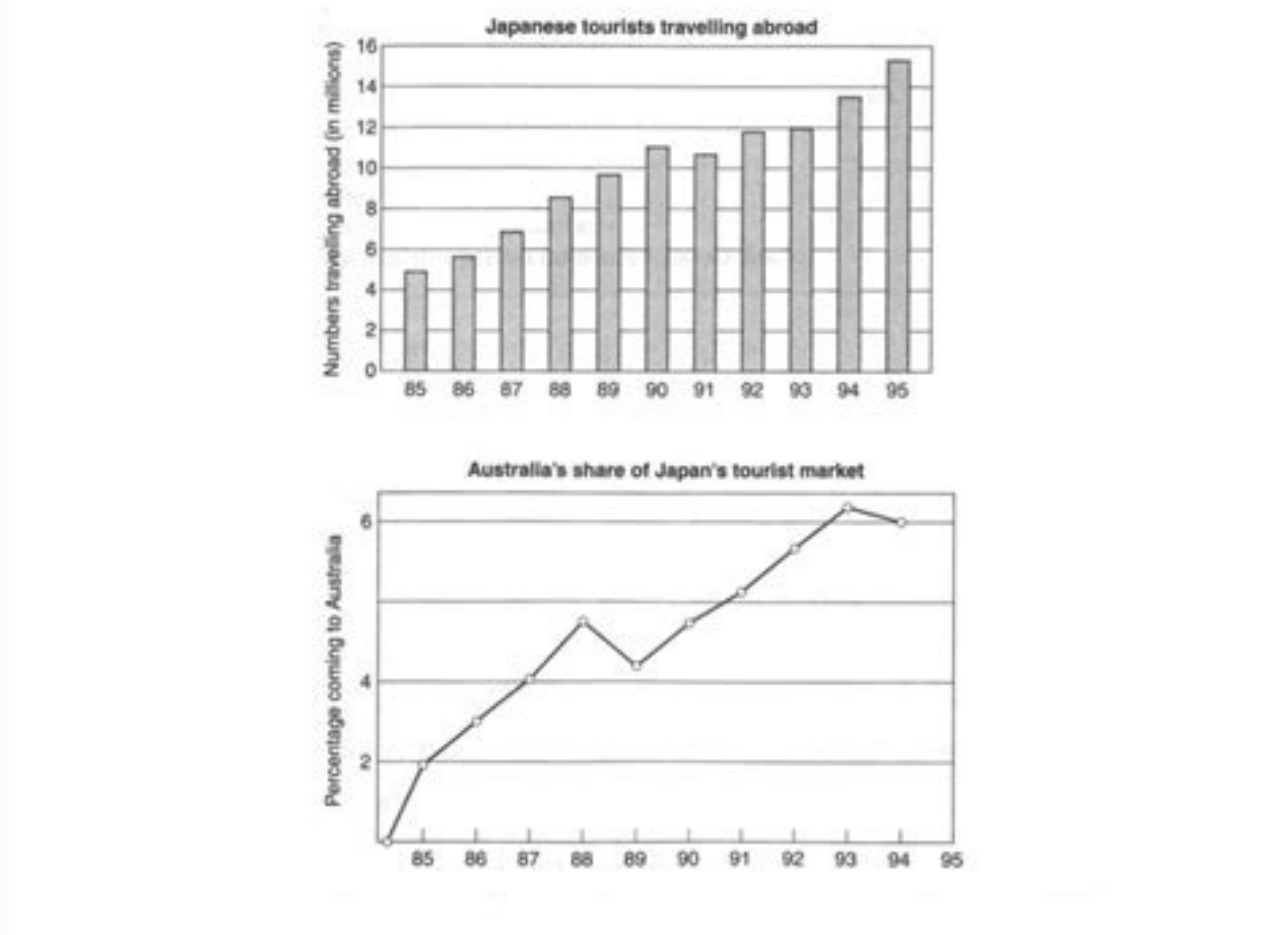


I'm not robot!



A Hearing impairment or other auditory function deficit in young children can have a major impact on their development of speech and communication, resulting in a detrimental effect on their ability to learn at school. This is likely to have major consequences for the individual and the population as a whole. The New Zealand Ministry of Health has found from research carried out over two decades that 6-10% of children in that country are affected by hearing loss.

B A preliminary study in New Zealand has shown that classroom noise presents a major concern for teachers and pupils. Modern teaching practices, the organisation of desks and chairs, classroom, pre-classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the teacher's voice. Education researchers Hudson and Sall have also suggested that recent trends in learning often involve collaborative interaction of multiple minds and tools as much as individual possession of information. Class all amounts to heightened activity and noise levels, which have the potential to be particularly serious for children experiencing auditory function deficit. Noise in classrooms can only exacerbate their difficulty in comprehending and processing verbal communication with other children and instructors from the teacher.

C Children with auditory function deficit are potentially failing to learn to their maximum potential because of noise levels generated in classrooms. The effects of noise on the ability of children to learn effectively in typical classroom environments are now the subject of increasing concern. The International Association of Noise Control Associations (IANCA), on the advice of the World Health Organisation, has established an international working party, which includes New Zealand, to evaluate noise and remediation control for school rooms.

D While the detrimental effects of noise in classroom situations are not limited to children experiencing disability, those with a disability that affects their processing of speech and verbal communication could be severely vulnerable. The auditory function deficit in question includes hearing impairment, communication disorders (ASD) and attention deficit disorders (ADD/ADHD).

E Autism is considered a neurological and genetic life-long disorder that causes discrepancies in the way information is processed. This disorder is characterised by interfering problems with social interaction, social communication and social interaction. According to Levy, this affects the ability to understand and relate in typical ways to people, understand events and objects in the environment, and understand or respond to sensory stimuli. Autism does not allow learning or thinking in the same ways as in children who are developing normally.

Questions 1-6

Reading Passage 1 has nine sections, **A-I**.

Which section contains the following information?

Write the correct letter, A-I, in boxes 1-6 on your answer sheet.

Write the correct letter, A-I, in boxes 1-6 on your answer sheet.

- an account of a national policy initiative
- a description of a global team effort
- a hypothesis as to one reason behind the growth in classroom noise
- a demand for suitable worldwide regulations
- a list of medical conditions which place some children more at risk from noise than others
- the estimated proportion of children in New Zealand with auditory problems

Questions 7-10

Answer the questions below.

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

Write your answers in boxes 7-10 on your answer sheet.

- For what period of time has hearing loss in schoolchildren been studied in New Zealand?
- In addition to machinery noise, what other type of noise can upset children with autism?
- What term is used to describe the hearing problems of schoolchildren which have not been diagnosed?
- What part of the New Zealand Disability Strategy aims to give schoolchildren equal opportunity?

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IELTS SPEAKING PART 2

- Talk about a toy you had in your childhood.
- You should say:
- What was the toy?
- Who gave it to you?
- How old were you then?
- Why do you remember this toy?

IELTS SPEAKING PART 1

- What is your full name?
- Can I see your ID?
- Where are you from?
- Do you work or study?
- Do you read newspapers?
- Does your family read newspapers?
- Do you read any news online?
- What section of the newspaper do you read first? Why?

IELTS SPEAKING PART 3

What is the difference between toys for girls and boys?

Is there a toy that was common in your childhood?

Should children be allowed to change their toys?

Do children learn something from toys?

IELTS SPEAKING PART 1 TOPIC: DREAM

DREAM BIG

changed. It is not as ingenious or inspired as The Three Evangelists – one of her finest novels and a hard act to follow – but the well-judged inclusion of Marc leaves the reader wanting to see more of the other two evangelists. Despite some shortcomings, it is still a brilliant read and I remain a steadfast fan.

Questions 28-36

Complete the summary below.
Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the text for each answer.
Write your answers in boxes 28–36 on your answer sheet.

Fred Vargas is the 28 of Frédérique Audoin-Rouzeau. She has two main professions, and writing crime novels is her 29 She thinks it is funny that her fiction is so popular, in contrast to her academic writing, which does not sell so well. It took many years of research before she published her book about the 30 whereas she can write the first draft of a detective story in just 31, although it takes quite a bit longer to correct and change the 32

Dog Will Have His Day is a story about a piece of human bone, and Louis Kehlweiler's attempts to solve a murder mystery. Kehlweiler is a typical example of Vargas' heroes, many of whom are 33; in his case, he has a pet toad who he chats to regularly. He enlists the help of Marc and Mathias, both 34 who had featured as evangelists in an earlier Vargas novel. They end up in a small 35 where they learn that a woman's body had recently been found on the beach. In the

answers to an answer sheet during the time allowed for the test. No extra time is allowed for transfer. Care should be taken when writing answers as poor spelling and grammar are penalised.MarksEach question is worth 1 mark. IELTS General Training Reading in detail A detailed look at the paper with links to related resources.

Task type 1 – Multiple choice Task type and formatIn this task type, test takers choose the best answer from four alternatives A, B, C or D, or the best two answers from five alternatives (A, B, C, D or E), or the best three answers from seven alternatives (A, B, C, D, E, F or G). They write the letter of the answer they have chosen on the answer sheet.

The questions may involve completing a sentence, in which the ‘stem’ gives the first part of a sentence and test takers choose the best way to complete it from the options, or could involve complete questions, choosing the option which best answers them. The questions are in the same order as the information in the text: that is, the answer to the first question in this group will be located in the text before the answer to the second question, and so on. This task type may be used with any type of text.Task focusThis task type tests a wide range of reading skills including detailed understanding of specific points or an overall understanding of the main points of the text.No. of questionsVariable Task type 2 – Identifying information Task type and formatThe test taker will be given a number of statements and asked: ‘Do the following statements agree with the information in the text?’ They then write ‘true’, ‘false’ or ‘not given’ in the boxes on their answer sheets. The questions are in the same order as the information in the text: that is, the answer to the first question in this group will be located in the text before the answer to the second question and so on.It is important to understand the difference between ‘false’ and ‘not given’. ‘False’ means that the passage states the opposite of the statement in question; ‘not given’ means that the statement is neither confirmed nor contradicted by the information in the passage. Any knowledge students bring with them from outside the passage should not play a part when deciding on their answers.Task focusThis task type assesses the test takers’ ability to recognise particular points of information conveyed in the text. It can thus be used with more factual texts.No. of questionsVariable Task type 3 – Identifying writer’s views/claims Task type and formatThe test taker will be given a number of statements and asked: ‘Do the following statements agree with the views/claims of the writer?’ They answer ‘yes’, ‘no’ or ‘not given’ in the boxes on their answer sheet. The questions are in the same order as the information in the text: that is, the answer to the first question in this group will be located in the text before the answer to the second question, and so on. It is important to understand the difference between ‘no’ and ‘not given’. ‘No’ means that the views or claims of the writer explicitly disagree with the statement, i.e. the writer somewhere expresses the view or makes a claim which is opposite to the one given in the question; ‘not given’ means that the view or claim is neither confirmed nor contradicted. (Any knowledge students bring with them from outside the passage should not play a part when deciding on their answers.Task focusThis task type assesses the test takers’ ability to recognise opinions or ideas, and is thus often used with discursive or argumentative texts.No. of questionsVariable Task type 4 – Matching information Task type and formatTest takers locate specific information in the lettered paragraphs/sections of a text, and write the letters of the correct paragraphs/sections in the boxes on their answer sheet. They may be asked to find: specific details, an example, a reason, a description, a comparison, a summary, an explanation. They will not necessarily need to find information in every paragraph/section of the text, but there may be more than one piece of relevant information in a given paragraph/section. When this is the case, test takers will be told that they can use any letter more than once. The questions do not follow the same order as the information in the text. This task type can be used with any text as it may test a wide range of reading skills, from locating detail to recognising a summary or definition.Task focusThis task type assesses the test takers’ ability to scan for specific information. Unlike task type 5 (Matching headings), it is concerned with specific information rather than with the main idea.No. of questionsVariable Task type 5 – Matching headings Task type and formatTest takers are given a list of headings, usually identified with lower-case Roman numerals (i, ii, iii, etc.), referring to the main idea of the paragraph or section of the text. They must match the heading to the correct paragraphs or sections, which are marked alphabetically, and write the appropriate Roman numerals in the boxes on their answer sheets. There will always be more headings than there are paragraphs or sections, so some headings will not be used. It is also possible that some paragraphs or sections may not be included in the task. One or more paragraphs or sections may already be matched with a heading as an example. No heading may be used more than once. This task type is used with texts that contain paragraphs or sections with clearly defined themes.Task focusThis task tests the ability to recognise the main idea or theme in the paragraphs or sections of a text, and to distinguish main ideas from supporting ones.No. of questionsVariable Task type 6 – Matching features Task type and formatTest takers match a set of statements or pieces of information to a list of options. These are a group of features from the text, and are identified by letters. Test takers may, for example, be required to match different characteristics to age groups or events to historical periods, etc. It is possible that some options will not be used, and that others may be used more than once. The instructions will advise whether options may be used more than once. The questions do not follow the same order as the information in the text.Task focusThis task assesses the ability to recognise relationships and connections between facts in the text, and to recognise opinions and theories. It may be used both with texts dealing with factual information, description or narrative. Test takers need to be able to skim and scan the text in order to locate the required information and to read for detail.No. of questionsVariable Task type 7 – Matching sentence endings Task type and formatTest takers are given the first half of a sentence based on the text and choose the best way to complete it from a list of possible options. They will have more options to choose from than there are questions. The questions are in the same order as the information in the text: that is, the answer to the first question in this group will be found before the answer to the second question, and so on. This task type may be used with any type of text.Task focusThis task type assesses the test takers’ ability to understand the main ideas.No. of questionsVariable Task type 8 – Sentence completion Task type and formatTest takers complete sentences in a given number of words taken from the text, writing their answers on the answer sheet. The instructions will make it clear how many words/numbers should be in the answers, e.g. ‘NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage’, ‘ONE WORD ONLY’ or ‘NO MORE THAN TWO WORDS’. If test takers write more than the number of words asked for, they will lose the mark.Numbers can be written using figures or words. Contracted words will not be tested. Hyphenated words count as single words. The questions are in the same order as the information in the passage: that is, the answer to the first question in this group will be found before the answer to the second question, and so on.Task focusThis task type assesses the test takers’ ability to locate detail/specific information.No. of questionsVariable Task type 9 – Summary, note, table, flow-chart completion Task type and formatTest takers are given a summary of a section of the text, and are required to complete it with information drawn from the text. Note that the summary will usually be of only one part of the passage rather than the whole. The given information may be in the form of: several connected sentences (referred to as a summary), several notes (referred to as notes), a table with some of its cells empty or partially empty (referred to as a table), a series of boxes or steps linked by arrows to show a sequence of events, with some of the boxes or steps empty or partially empty (referred to as a flow-chart). The answers will not necessarily occur in the same order as in the text. However, they will usually come from one section rather than the entire text. There are two variations of this task type. Test takers may be asked either to select words from the text or to select from a list of answers. Where words have to be selected from the passage, the instructions will make it clear how many words/numbers test takers should use in their answers, e.g. ‘NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage’, ‘ONE WORD ONLY’ or ‘NO MORE THAN TWO WORDS’. If test takers write more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words are not tested. Hyphenated words count as single words. Where a list of answers is provided, they most frequently consist of a single word, There are always more words or phrases in the box than there are gaps to fill. Because this task type often relates to precise factual information, it is often used with descriptive texts.Task focusThis task type assesses the test takers’ ability to understand details and/or the main ideas of a section of the text. In the variations involving a summary or notes, they need to be aware of the type of word(s) that will fit into a given gap (for example, whether a noun is needed, or a verb, etc.).No. of questionsVariable Task type 10 – Diagram label completion Task type and formatTest takers complete labels on a diagram which relates to a description contained in the text. The instructions will make it clear how many words/numbers test takers should use in their answers, e.g. ‘NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage’, ‘ONE WORD ONLY’ or ‘NO MORE THAN TWO WORDS’. If they write more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words are not tested. Hyphenated words count as single words. The questions are in the same order as the information in the text: that is, the answer to the first question in this group will be located in the text before the answer to the second question, and so on.Task focusThis task type assesses the ability to locate and understand precise information in the text.No. of questionsVariable IELTS General Training Reading – How it’s marked The General Training Reading test is marked by certificated markers, who are regularly monitored to ensure reliability. After being marked, all answer sheets, are further analysed by Cambridge Assessment English. Band score conversion A band score conversion table is produced for each version of the General Training Reading test which translates scores out of 40 into the IELTS 9-band scale. Scores are reported in whole bands and half bands. 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