

BURLINGTON IELTS GENERAL TRAINING VOLUME 1 TEST 1

SECTION 1 QUESTIONS 1–14

Read the text below and answer Questions 1–8.

BRAXTON COMMUNITY COLLEGE

*Welcome to our newsletter. We are pleased to be able to offer the following courses this year.
To register for a course, please email **info@braxtoncollege.edu**.*

A Drama classes

This course aims to create a welcoming atmosphere for anyone, with or without experience, who is thinking of learning to act. The course is run by David Redmond, who has appeared in shows in theatres across the country, and he will take you through some basic acting techniques. As you work towards the end-of-year show, you'll gain confidence and make friends. **Mon/Thurs 5-7pm**

B Chinese cookery

On this course, students will learn to make some well-known Chinese dishes, as well as one or two regional dishes that are less well known. You will provide your own ingredients based on a list that your tutor, Lee Yimo, has produced, while all the equipment you need is available at the college. A basic knowledge of cooking techniques is required. **Session times to be decided**

C Folk dancing for beginners

Many parts of the UK have their own folk dances, and this course will introduce you to a selection of them. Apart from being fun and enjoyable, folk dancing has a number of health benefits. Note that this active course requires a basic level of fitness from students. Anyone wishing to take the Folk Dance Association exam at the end of the course should inform the tutor, Leanne Broad, when registering. **Sat 3pm/Wed 3pm alternate weeks**

D Computer basics

Coding is becoming more and more important and this course is the perfect introduction. Accessing the lessons remotely, students will begin to learn one of the most popular programming languages and use it to create their own game! Waris Dirie, the tutor, has a PhD in Computer Science and has taught at the college for over ten years. **Choice of session: Tues or Fri 8pm**

E Creative writing

Whether you write just for fun or you want a career in the media, this course will give you what you need. Students will get the chance to experiment with different forms of writing, from poetry to screenplays. The tutor, Jacky Andrews, has guided past students to becoming published novelists, playwrights, and screenwriters. **Sun 3pm, with one-on-one feedback sessions every other Saturday**

Questions 1–8

The text on the previous page has five sections, **A–E**.

For which section are the following statements true?

Write the correct letter, **A–E**, in boxes 1–8 on your answer sheet.

NB You may use any letter more than once.

- 1 This course can lead to getting a qualification.
- 2 Students will take part in a public performance.
- 3 Students need to be in good shape to do this course.
- 4 This course would suit someone who is free only at the weekend.
- 5 Students can do this course from home.
- 6 Students need to have a little experience.
- 7 The tutor has professional experience in performing.
- 8 Students need to bring something to the classes.

Read the text below and answer Questions 9–14.

FANTASY LAND ITINERARY

Fantasy Land is big! And we know it can be confusing when you don't know the adventure park very well. We've made things easy for you with a suggested itinerary that will help you plan your day!

A RECEPTION

Once you've bought your ticket and got your wristband, this is where you'll start. Before you leave, check out all the safety guidance you need to remember. Fast-track tickets are also available here to save you time queueing. It might also be a good idea to stock up on water and snacks. As we leave Reception and turn left, we head to

B ... FAIRGROUND ALLEY!

All your favourites are here, from bumper cars to hook-a-duck, where showing your skill can win you food tickets for the Kettledrum! Everything is included with your admission ticket, and it's a great place for both old and young alike. Once you've explored everything here, you and your family will be ready to go over to...

C ... THE SWITCHBACK!

Riders over 155 cm tall will love this fast ride, while the rest of you will enjoy watching them scream! This ride takes you 80 m into the air, giving you a great view across the whole park, before swooping down as your seat twists 720°! After a few repetitions of that, it'll be time to take it a little easier at...

D ... THE KETTLEDRUM!

This might look like an ordinary restaurant, but don't be fooled! The refreshments are real and this is a great place to buy lunch, but once you sit down, your table heads off and takes you on an adventure! You'll go through the Kitchen Zone and out to the Safari Zone, where you can watch lions eat at the same time as you do! It's a fantastic way to catch your breath before heading to...

E ... THE BIG ONE!

One of the biggest rollercoasters in the country, The Big One reaches speeds of 90mph! Due to the extreme nature of this ride, entry to this adventure is restricted to those over 12. For younger riders, head to The Little One instead. It's right next door and you'll have just as much fun as your older brothers and sisters! After The Big One, our final destination of the day is ...

F ... THE GROTTTO!

The Grotto provides a wonderfully relaxing end to the day. As you travel through this multimedia ride, you'll go through fairy tales from all over the globe. You'll meet Clever Hans from Europe and Anansi the Spider from Africa! You'll learn a lot, and take away great memories of your day at Fantasy Land!

Questions 9–14

Look at the six adventure park locations, **A–F**, on the previous page.

For which location are the following statements true?

Write the correct letter, **A–F**, in boxes 9–14 on your answer sheet.

NB You may use any letter more than once.

- 9 Which location is not for young children?
- 10 Which TWO locations sell food and drink?
- 11 Where can you get a prize if you are skilful?
- 12 Which location has a height restriction?
- 13 Where can you see characters from around the world?
- 14 Which location has important information to study?

SECTION 2 QUESTIONS 15–27

Read the text below and answer Questions 15–21.

COMPANY IN-PERSON COMPLAINTS PROCESS

While our electrical goods are of the highest standard, issues will arise from time to time. It is important that you handle complaints sensitively and professionally. When a customer comes in with one of your products they are having problem with, how you respond can affect the reputation of the company either positively or negatively. Start by showing the customer that you understand how they feel. You can do this by repeating the problem to the customer. At this point, it's a good idea to quickly check the product to make sure that any problems haven't been caused by incorrect use. If you think that may have happened, politely ask the customer about how the problem came about.

Where appropriate, you should then ask the customer if they would like a replacement product. Often, this is enough to resolve the complaint. If the customer refuses the offer, you are authorised to offer a refund. If the original payment was by card, all money returned must go on to the same card. Put the damaged product to one side to be returned to the manufacturer and inform your manager at the earliest opportunity.

In rare cases, a customer may wish to take the complaint further. Beside each service counter, you will find a notice that lists the number of the complaints helpline. Draw the customer's attention to this number and explain that the agents there will be able to help them. Some customers prefer not to make use of this service, and at this point you are authorised to allow them to speak to a senior colleague if someone is available. If no-one is available, invite the customer to return at another time.

At this point your interaction with the customer will be over, but it is important to remember that maintaining a high level of service depends on you following up on the complaint. After allowing a reasonable amount of time, probably a few days, call customer services to check that the complaint has been dealt with.

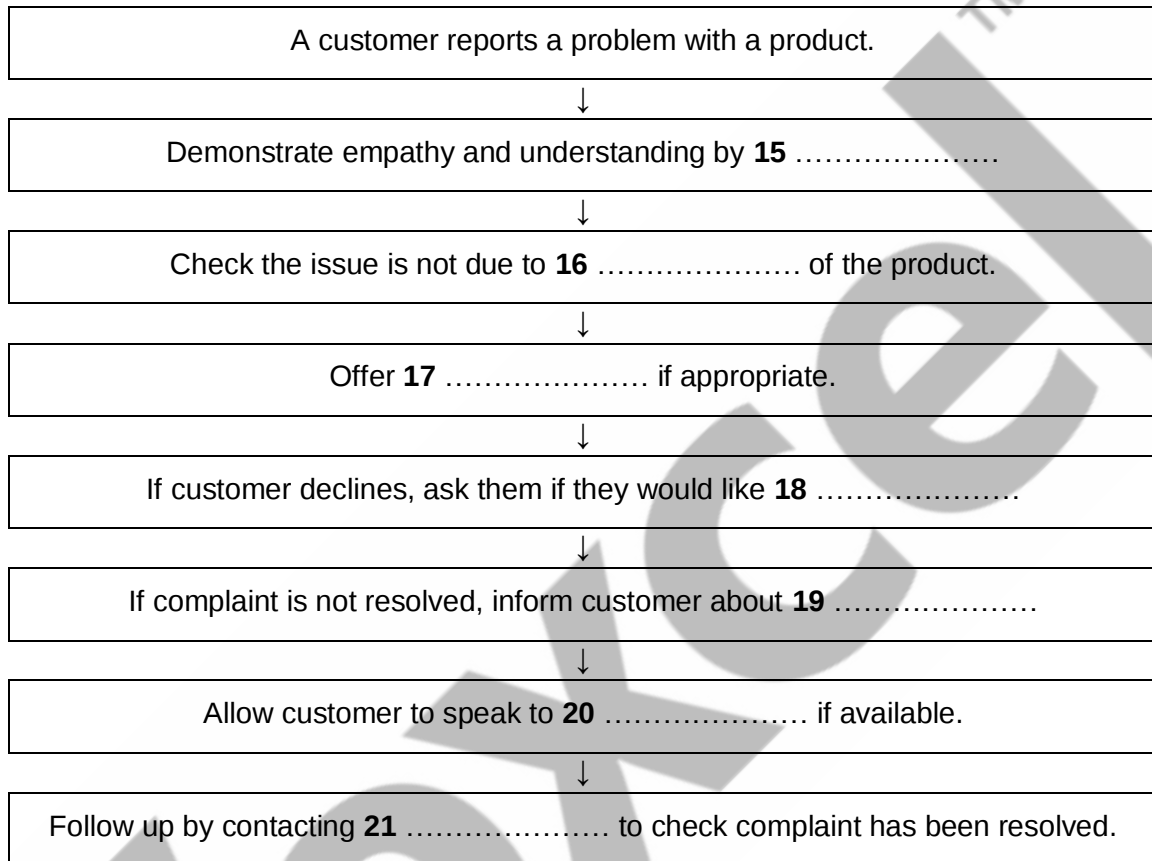
Questions 15–21

Complete the flow-chart below.

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

Write your answers in boxes 15–21 on your answer sheet.

The Complaints Process



Read the text below and answer Questions 22–27.

WORKING FROM HOME

Welcome to the Working from Home Policy Page. As we face challenges in the workplace, we need to balance the needs and desires of employees against those of the company. This Policy finds the right balance and applies across the company, effective immediately.

WHO AND WHEN

There are three different types of working from home: occasional, temporary, and permanent. Things come up in everyone's lives, and issues around parenting, transport, medical needs, or even the weather can mean that it's difficult or impossible to get to the office. In most cases, you will be asked to take a day of leave, but those employees in critical positions will need to continue to work from home. Your manager will inform you on the day in question whether your position is critical or not. Please note that all the guidance below regarding cybersecurity still applies to occasional working from home.

Employees working from home temporarily (i.e. up to six months) include those on maternity/paternity leave and those with ongoing illness, including mental health issues. Your manager will arrange status review sessions at least once a month to agree to your working from home situation going forward. If you dispute the manager's assessment of your needs, then contact the Human Resources Department to discuss appealing against the decision.

Permanent working from home is available to a very limited number of employees—generally, those who have been employed under the Disability Inclusion Programme. Other employees are entitled to apply for permanent working from home status, but please note that these requests are unlikely to be granted, except in exceptional circumstances.

CYBERSECURITY

We take the security of data, both our own and our clients', very seriously. When working from home, you will use your usual username and passcode to access the company system. All work should be carried out on the company system. You are not allowed to download data onto your home machine to work on offline. Anyone doing so will face a disciplinary process.

Questions 22–27

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

In boxes 22–27 on your answer sheet, write

- TRUE** if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 22 The Working from Home Policy should be followed now by all employees.
- 23 Most employees who are unable to get to the office will be asked to work from home.
- 24 Employees working from home will be given a reduced amount of work to do.
- 25 Employees who have recently had a baby will be able to work from home.
- 26 Employees must accept their manager's decision about working from home.
- 27 Most employees will probably be refused permission to work from home permanently.

SECTION 3 QUESTIONS 28-40

Read the text below and answer Questions 28-40.

THE EARLY HISTORY OF CRICKET

Today, cricket is a billion-dollar sport, with fans and players, both amateur and professional, in all four corners of the world. Its beginnings are shrouded in mystery until the game starts to appear in legal records from the middle of the 16th century in Surrey, a county in the south-east of England. Prior to that, there was a passing reference in an accounts document from 1300 to a payment related to Prince Edward (the future King Edward II) playing 'creag and other games' in Kent, another county, but there is no evidence that this was a ball game at all similar to cricket. In fact, during this period, as today, there were a number of bat and ball games played by children, and it wasn't until the 1600s that anything resembling cricket was taken up by adults. The 1597 case in Surrey concerned ownership of land, and made clear that *creckett* was played by schoolboys in the 1550s.

The game had developed into an adult pursuit by the early 17th century, and the first inter-village match, held in Kent, dates from around 1610, after which the sport begins to appear in the records with a little more regularity. Since these archives are usually kept for legal purposes, the context in which the sport appears is often that of someone being charged with breaking the Sabbath, or of violence at a match, or the occasional fatality caused on-field by contact between the bat and a fielder, as the players chasing the ball are called. Cases such as the last one occurred in Sussex in the 1620s and 1640s, and would eventually lead to a law designed to minimise this danger when the laws of cricket were first codified in London in 1744.

One of the characteristics of cricket that had developed by the middle of the 17th century was the division of those playing into the categories of gentlemen and players. Aristocrats would put together teams of men from their local village, often to compete against a fellow noble in a head-to-head match with the villagers serving merely as fielders. The distinction between (amateur) gentlemen and (professional) players would last well into the 20th century.

Cricket grew in importance through the 17th century and into the early 18th century, and the first matches between counties date from this time, as do the very first records of matches being played overseas, such as a 1676 recreational game in Aleppo and a 1709 game in the American colony of Virginia. A Kent vs Surrey match dates from the same time as the Virginia match, although during this period results were not reported, and it isn't until a report on the 1728 game between Sussex and Kent made clear that Kent had been too strong for their opponents that the era of cricket statistics in any form began.

By the latter half of the 18th century, cricket was well established and a number of clubs were founded in London, often employing professional players from rural areas who had experience and expertise. Most prominent among these clubs was the one in the village of Hambledon in the county of Hampshire, with the county name often being applied to the club. This social club for members of the gentry organised some of the most important matches of the day, and it would only lose its dominant position with the formation of the Marylebone Cricket Club in London in the 1780s.

By the early 19th century, cricket had spread geographically both within the borders of Britain and further afield. In the north, Nottingham and Sheffield boasted prominent clubs, the former representing its county in what would be termed the first 'County Championship' match. Abroad, the first club in the USA was set up in Pennsylvania in 1833, and remarkably the first international match took place in New York between the USA and Canada, two countries not known for their cricketing prowess these days. And in Australia, which in contrast is one of the great modern cricketing nations, matches took place in both Sydney and in rural areas from the first decades of the 19th century.

As with other sports, such as football, the greater leisure time and increased disposable income that the mass of the population enjoyed as the 19th century wore on led to the professionalisation of cricket and the setting up of regional and national leagues and competitions, many of which survive to this day.

Questions 28–35

Complete the sentences below.

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

Write your answers in boxes 28–35 on your answer sheet.

- 28 The first clear references to cricket occur in English documents.
- 29 Cricket wasn't played by until the 17th century.
- 30 Changes were made to the rules because of more than one on the cricket field.
- 31 The in games between members of the upper classes were often residents from the local area.
- 32 It's possible to argue that started to be kept when an account of a game gave the result for the first time.
- 33 Cricketers from were given new opportunities when new clubs sprang up.
- 34 The club in Hambledon held a in cricket and was a place where members of the upper classes met.
- 35 The lack of on the part of the USA and Canada today contrasts with their role in the first international match.

Questions 36–40

Look at the following statements (Questions 36–40) and the list of places below.

Match each statement with the correct place, **A–G**.

Write the correct letter, **A–G**, in boxes 36–40 on your answer sheet.

NB You may use any letter more than once.

- 36 It was where the first concrete evidence of cricket being played was found.
- 37 It was where people agreed on the first set of accepted rules.
- 38 It lost the first game where the result is known.
- 39 It was used to refer to something much smaller than might be expected.
- 40 It played in the first game of an important competition.

List of places

- | | | |
|---------------------|-----------------|-----------------|
| A the USA | B Sussex | C Kent |
| D Hampshire | E Surrey | F London |
| G Nottingham | | |