Instruments used for the study

APPENDIX A ***Biographical Information***

TITLE OF RESEARCH REPORT: THE ROLE OF LANGUAGE LEARNING STYLES AND STRATEGIES IN ENGLISH LANGUAGE PROFICIENCY ACHIEVEMENT BY THE EFL LEARNERS. (INTERMEDIATE LEVEL)

Please fill the following particulars. (Please tick (/) in necessary boxes)

Name: …….

Course: ……

Gender: ☐ Male ☐ Female

Race : ☐ Malay ☐ Chinese ☐ Indian

☐ Others, please specify…….

Religion: ☐ Islamic ☐ Buddha ☐ Hindu ☐ Christian

☐ Others, please specify …….

Country of Origin: ……..

Language Spoken with: Family:……

Friends: …….

Teacher: …….

Reason for learning English: ……..

……

APPENDIX B Learning Style Inventory (LSI)

	Often	Sometimes	Seldom
1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussions.			
2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			
3. I like to write things down or to take notes for visual review.			
4. I prefer to use posters, models, or actual practice and other activities in class.			
5. I require explanations of diagrams, graphs, or visual directions.			
6. I enjoy working with my hands or making things.			
7. I am skilful with and enjoy developing and making graphs and charts.			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I can remember best by writing things down.			
10. I can easily understand and follow directions on a map.			
11. I do best in academic subjects by listening to lectures and tapes.			
12. I play with coins or keys in my pocket.			
13. I learn to spell better by repeating words out loud than by writing the words on paper.			

14. I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio.			
15. I chew gum, smoke or snack while studying.			
16. I think the best way to remember something is to picture it in your head.			
17. I learn the spelling of words by "finger spelling" them.			
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands during learning periods.			
21. I prefer listening to the news on the radio rather than reading the paper.			
22. I prefer obtaining information about an interesting subject by reading about it.			
23. I feel very comfortable touching others, hugging, handshaking, etc.			
24. I follow oral directions better than written ones.			

(*Adapted from Barsch*)

APPENDIX C Strategy Inventory for Language Learning (SILL)

This form of the strategy inventory for language learning (SILL) is for students of a second language (SL). Please read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. **There are no right or wrong answers** to these statements.

Part A

1. I think of relationships between what I already know and new things I learn in the SL.	O 1 O 2 O 3 O 4 O 5
2.I use new SL words in a sentence so I can remember them.	O 1 O 2 O 3 O 4 O 5
3. I connect the sound of a new SL word and an image or picture of the word to help me remember the word.	O 1 O 2 O 3 O 4 O 5
4. I remember a new SL word by making a mental picture of a situation in which the word might be used.	O 1 O 2 O 3 O 4 O 5
5. I use rhymes to remember new SL words.	O 1 O 2 O 3 O 4 O 5
6. I use flashcards to remember new SL words.	O 1 O 2 O 3 O 4 O 5
7. I physically act out new SL words.	O 1 O 2 O 3 O 4 O 5
8. I review SL lessons often.	O 1 O 2 O 3 O 4 O 5
9. I remember new SL words or phrases by Remembering their location on the page, on the board, or on a street sign.	O 1 O 2 O 3 O 4 O 5

Part B

10. I say or write new SL words several times.	O 1 O 2 O 3 O 4 O 5
11. I try to talk like native SL speakers.	O 1 O 2 O 3 O 4 O 5
12. I practice the sounds of SL.	O 1 O 2 O 3 O 4 O 5
13. I use the SL words I know in different ways.	O 1 O 2 O 3 O 4 O 5

14. I start conversations in the SL. O 1 O 2 O 3 O 4 O 5

15. I watch SL language TV shows spoken in SL or go to movies spoken in SL. O 1 O 2 O 3 O 4 O 5

16. I read for pleasure in the SL. O 1 O 2 O 3 O 4 O 5

17. I write notes, messages, letters, or reports in the SL. O 1 O 2 O 3 O 4 O 5

18. I first skim an SL passage (read over the passage quickly) then go back and read carefully. O 1 O 2 O 3 O 4 O 5

19. I look for words in my own language that are similar to new words in the SL. O 1 O 2 O 3 O 4 O 5

20. I try to find patterns in the SL. O 1 O 2 O 3 O 4 O 5

21. I find the meaning of an SL word by dividing it into parts that I understand. O 1 O 2 O 3 O 4 O 5

22. I try not to translate word for word. O 1 O 2 O 3 O 4 O 5

23. I make summaries of information that I hear or read in the SL. O 1 O 2 O 3 O 4 O 5

Part C

24. To understand unfamiliar SL words, I make guesses. O 1 O 2 O 3 O 4 O 5

25. When I can't think of a word during a conversation in the SL, use gestures. O 1 O 2 O 3 O 4 O 5

26. I make up new words if I do not know the right ones in the SL. O 1 O 2 O 3 O 4 O 5

27. I read SL without looking up every new word. O 1 O 2 O 3 O 4 O 5

28. I try to guess what the other person will say next in the SL. O 1 O 2 O 3 O 4 O 5

29. If I can't think of an SL word, I use a word or phrase that means the same thing. O 1 O 2 O 3 O 4 O 5

Part D

30. I try to find as many ways as I can to use my SL. O 1 O 2 O 3 O 4 O 5

31. I notice my SL mistakes and use that information to help me do better. O 1 O 2 O 3 O 4 O 5

32. I pay attention when someone is speaking SL. O 1 O 2 O 3 O 4 O 5

33. I try to find out how to be a better learner of SL. O 1 O 2 O 3 O 4 O 5

34. I plan my schedule so I will have enough time to study SL. O 1 O 2 O 3 O 4 O 5

35. I look for people I can talk to in SL. O 1 O 2 O 3 O 4 O 5

36. I look for opportunities to read as much as possible in SL. O 1 O 2 O 3 O 4 O 5

37. I have clear goals for improving my SL skills. O 1 O 2 O 3 O 4 O 5

38. I think about my progress in learning SL. O 1 O 2 O 3 O 4 O 5

Part E

39. I try to relax whenever I feel afraid of using SL. O 1 O 2 O 3 O 4 O 5

40. I encourage myself to speak SL even when I am afraid of making a mistake. O 1 O 2 O 3 O 4 O 5

41. I give myself a reward or treat when I do well in SL. O 1 O 2 O 3 O 4 O 5

42. I notice if I am tense or nervous when I am studying or using SL. O 1 O 2 O 3 O 4 O 5

43. I write down my feelings in a language learning dairy. O 1 O 2 O 3 O 4 O 5

44. I talk to someone else about how I feel when I am learning SL. O 1 O 2 O 3 O 4 O 5

Part F

45. If I do not understand something in SL, I ask the other person to slow down or say it again. O 1 O 2 O 3 O 4 O 5

46. I ask SL speakers to correct me when I talk. O 1 O 2 O 3 O 4 O 5

47. I practice SL with other students. O 1 O 2 O 3 O 4 O 5

48. I ask for help from SL speakers. O 1 O 2 O 3 O 4 O 5

49. I ask questions in SL. O 1 O 2 O 3 O 4 O 5

50. I try to learn about the culture of SL speakers. O 1 O 2 O 3 O 4 O 5

Adapted from http://homework.wtuc.edu.tw/sill.php (May 5, 2009)

APPENDIX D IELTS Academic Reading Comprehension Test

READING PASSAGE 1 You should spend about 20 minutes on ***Questions 1-13*** which are based on Reading Passage 1 below.

Questions 1-8

Reading passage 1 has seven paragraphs **A-H**.

From the list of headings below choose the most suitable heading for each paragraph. Write the appropriate numbers (i-xi) in boxes 1-8 on your answer sheet.

List of headings

i. Obesity in animals

ii. Hidden danger

iii. Proof of the truth

iv. New perspective on the horizon

v. N known treatment

vi. Rodent research leads the way

vii. Expert explains energy requirements of obese people

viii. A very uncommon complaint

ix. Nature or nurture

x. Shifting the blame

xi. Lifestyle change required despite new findings

1 Paragraph A

2 Paragraph B

3 Paragraph C

4 Paragraph D

5 Paragraph E

6 Paragraph F

7 Paragraph G

8 Paragraph H

Tackling Obesity in the Western World

A Obesity is a huge problem in many Western countries and one which now attracts considerable medical interest as researchers take up the challenge to find a 'cure' for the common condition of being seriously overweight. However, rather than take responsibility for their weight, obese people have often sought solace in the excuse that they have a slow metabolism, a genetic hiccup which sentences more than half the Australian population (63% of men and 47% of women) to a life of battling with their weight. The argument goes like this: it doesn't matter how little they eat, they gain weight because their bodies break down food and turn it into energy more slowly than those with a so-called normal metabolic rate.

B 'This is nonsense, 'says Dr Susan Jebb from the Dunn Nutrition Unit at Cambridge in England. Despite the persistence of this metabolism myth, science has known for several years that the exact opposite is in fact true. Fat people have faster metabolisms than thin people. 'What is very clear, 'says Dr Jebb, 'is that overweight people actually burn off more energy. They have more cells, bigger hearts, bigger lungs and they all need more energy just to keep going.'

C It took only one night, spent in a sealed room at the Dunn Unit to disabuse one of their patients of the beliefs of a lifetime: her metabolism was fast not slow. By sealing the room and measuring the exact amount of oxygen she used, researchers were able to show her that her metabolism was not the culprit. It wasn't the answer that she expected and probably not the one she wanted but she took the news philosophically.

D Although the metabolism myth has been completely disproved, science has far from discounted our genes as responsible for making us whatever weight we are, fat or thin. One of the world's leading obesity researchers, geneticist Professor Stephen O'Rahilly, goes so far as to say we are on the threshold of a complete change in the way we view not only morbid obesity, but also everyday overweight. Prof.O'Rahilly's groundbreaking work in Cambridge has proven that obesity can be caused by our genes. 'These people are not weak-willed, slothful or lazy,' says Prof.O'Rahilly, 'They have a medical condition due to a genetic defect and that causes them to be obese.'

E In Australia, the University of Sydney's Professor Ian Caterson says while major genetic defects may be rare, many people probably have minor genetic variations that combine to dictate weight and are responsible for things for things such as how much we eat, the amount of exercise we do and the amount of energy we need. When you add up all these little variations, the results is that some people are genetically predisposed to putting on weight. He says while the fast/slow metabolism debate may have been settled, that doesn't mean some other subtle change in the metabolism gene won't be found in overweight people. He is confident that science will, eventually, be able to 'cure' some forms of obesity but the only effective way for the vast majority of overweight and obese people to lose weight is a change of diet and an increase in exercise.

F Despite the $500 million a year Australians spend trying to lose weight and the $830 million it costs the community in health care, obesity is at epidemic proportions here, as it is in all Western nations. Until recently, research and treatment for obesity had concentrated on behaviour modification, drugs to decrease appetite and surgery. How the drugs worked was often not understood and many caused severe side effects and even death in some patients. Surgery for obesity has also claimed many lives.

G It has long been known that a part of the brain called the hypothalamus is responsible for regulating hunger, among other things. But it wasn't until 1994 that Professor Jeffery Friedman from Rockfeller University in the US sent science in a new direction by studying an obese mouse. Prof. Friedman found that unlike its thin brothers, the fat mouse did not produce a hitherto unknown hormone called leptin. Manufactured by the fat cells, leptin acts as a appetite. Previously, the fat cells were thought to be responsible simply for storing fat. Prof. Friedman gave the fat mouse leptin and it lost 30% of its body weight in two weeks.

H On the other side of Athlantic, Prof. O'Ranhilly read about this research with great excitement. For many months two blood samples had lain in the bottom of his freezer, taken from two extremely obese young cousins. He hired a doctor to develop a test for leptin in human blood, which eventually resulted in the discovery that neither of the children's blood contained the hormone. When one cousin was given leptin, she lost a stone in weight and Prof. O'Ranhilly made medical history. Here was the first proof that a genetic defect could cause obesity in humans. But leptin deficiency turned out to be an extremely rare condition and there is a lot more research to be done before the 'magic' cure for obesity is ever found.

Questions 9-13

Complete the summary of reading passage 1 (Questions 9-13) using words from the box at the bottom of the page.

Write your answers in boxes 9-13 on your answer sheet.

OBESITY

Example weight

People with a …….**(0)**…… problem often try to deny responsibility.

They do this by seeking to blame their …… **(9)**……. For the fact that they are overweight and erroneously believe that they use ….....**(10)**……. energy than thin people to stay alive. However, recent research has shown that a ……**(11)**…… problem can be responsible for obesity as some people seem programmed to …… **(12)**…… more than others. The new research points to a shift from trying to change people's ……**(13)**……. to seeking an answer to the problem in the laboratory.

List of words

weight	exercise	sleep
mind	bodies	exercise
metabolism	more	genetic
less	physical	consume
behaviour	use	mental

READING PASSAGE 2 *You should spend about 20 minutes on Questions 14-27 which are based on Reading Passage 2 below.*

Wheel of Fortune

Emma Duncan discusses the potential effects on the entertainment industry of the digital revolution

A Since moving pictures were invented a century ago, a new way of distributing entertainment to consumers has emerged about once every generation. Each such innovation has changed the industry irreversibly; each has been accompanied by a period of fear mixed with exhilaration. The arrival of digital technology, which translates music, pictures and text into the zeros and ones of computer language, marks one of those periods.

B This may sound familiar, because the digital revolution, and the explosion of choice that would go with it, has been heralded for some time. In 1992, John Malone, chief executive off TCI, an American cable giant, welcomed the '500-channel universe'. Digital television was about to deliver everything except pizza's to people's living rooms. When the entertainment companies tried out the technology, it worked fine – but not at a price that people were prepared to pay.

C Those 500 channels eventually arrived but via the internet and the PC rather than through television. The digital revolution was starting to affect the entertainment business in unexpected ways. Eventually it will change every aspect of

it, from the way cartoons are made to the way films are screened to the way people buy music. That much is clear. What nobody is sure of is how it will affect the economics of the business.

D New technologies always contain within them both threats and opportunities. They have the potential both to make the companies in the business a great deal richer, and to sweep them away. Old companies always fear new technology. Hollywood was hostile to television, television terrified by the VCR. Go back far enough, points out Hal Varian, an economist at the University of California at Berkeley, and you find publishers complaining that 'circulating libraries would cannibalise their sales. Yet whenever a new technology has come in, it has made more money for existing entertainment companies. The proliferation of the means of distribution results, gratiflyingly, in the proliferation of dollars, pounds, pesetas and the rest to pay for it.

E All the same, there is something in the old companies' fears. New technologies may not threaten their lives, but they usually change their role. Once television became widespread, film and radio stopped being the staple form of entertainment. Cable television has undermined the power of the broadcasters. And as power has shifted the movie studios, the radio companies and the television broadcasters have been swallowed

up. These days, the grand old names of entertainment have more resonance than power. Paramount is part of Viacom, a cable company; Universal, part of Seagram, a drinks-and entertainment company; MGM, once the roaring lion of Hollywood, has been reduced to a whisper because it is not part of one of the giants. And RCA, once the most important broadcasting company in the world, is now a recording label belonging to Bertelsmann, a large German entertainment company.

F Part of the reason why incumbents got pushed aside was that they did not see what was coming. But they also faced a tighter regulatory environment than the present one. In America, laws preventing television broadcasters from owning programme companies were repealed earlier this decade, allowing the creation of vertically integrated business. Greater freedom, combined with a sense of history, prompted the smarter companies in the entertainment business to re-invent themselves. They saw what happened to those of their predecessors who were stuck with one form of distribution. So, these days, the powers in the entertainment business are no longer movie studios, or television broadcasters, or publishers; all those business have become part of bigger business still, companies that can both create content and distribute it in a range of different ways.

G Out of all this, seven huge entertainment companies have emerged- Time Warner, Walt Disney, Bertelsmann, Viacom, News Corp, Seagram and Sony. They cover pretty well every bit of the entertainment business except pornography. Three are American, one is Australian, one Canadian, One German and one Japanese. 'What you are seeing', says Christopher Dixon, managing director of media of media research at PaineWebber, a stockbroker, 'is the creation of a global oligopoly. It happened to the oil and automotive business earlier this century; now it is happening to the entertainment business.' It remains to be seen whether the latest technology will weaken those great companies, or make them stronger than ever.

Questions 14-21

*Reading Passage 2 has seven paragraphs **A-G**.*
Which paragraphs mentions the following (Questions 14-21)?
Write the appropriate letters (A-G) in boxes 14-21on your answer sheet.
NB Some of the paragraphs will be used more than ones.

14 the contrasting effects that new technology can have on existing business

15 the fact that a total transformation is going to take place in the future in the delivery of all forms of entertainment

16 the confused feelings that people are known to have experienced in response to technological innovation.

17 the fact that some companies have learnt from the mistakes of others

18 the high cost to the consumer of new ways of distributing entertainment

19 uncertainty regarding the financial impact of wider media access

20 the fact that some companies were the victims of strict government policy

21 the fact that the digital revolution could undermine the giant entertainment companies

Questions 22-25

*The writer refers to various individuals and companies in the reading passage. Match the people or companies **(A-E)** with the points made in Questions 22-25 about the introduction of new technology.*

*Write the appropriate letter **(A-E)** in boxes 22-25 on your answer sheet.*

22 Historically, new forms of distributing entertainment have alarmed those well- established in the business.

23 The merge of entertainment companies follows a pattern evident in other industries.

24 Major entertainment bodies that have remained Independent have lost their influence.

25 News of the most recent technological development was published some years ago.

A	John Malone
B	Hal Valarian
C	MGM
D	Walt Disney
E	Christopher Dixon

Questions 26-27

*Choose the appropriate letters **A-D** and write them in boxes 26-27 on your answer sheet.*

26 How does the writer put across his views on the digital revolution?

A by examining the forms of media that will be affected by it

B by analysing the way entertainment companies have reacted to it

C by giving a personal definition of technological innovation

D by drawing comparisons with other periods of technological innovation

27 Which of the following best summarises the writer's views in Reading Passage 2?

A The public should cease resisting the introduction of new technology.

B Digital technology will increase profits in the entertainment business.

C Entertainment companies should adapt to technological innovation.

D Technological change only benefits big entertainment companies.

READING PASSAGE 3 *You should spend about 20 minutes on Questions 28-40 which are based on Reading Passage 3 below.*

What do we mean by being 'talented' or 'gifted'? The most obvious way is to look at the work someone does and if they are capable of significant success, label them as talented.
The purely quantitative route- 'percentage definition'- looks not at individuals, but at simple percentages, such as the top five percent of the population, and labels them – by definition – as gifted. This definition has fallen from favour, eclipsed by the advent of IQ tests, favoured by luminaries such as Professor Hans Eysenck, where a series of written or verbal tests of general intelligence leads to a score of intelligence.

The IQ test has been eclipsed in turn. Most people studying intelligence and creativity in the new millennium now prefer a boarder definition, using a multifaceted approach where talents in many areas are recognised rather than purely concentrating on academic achievement. If we are therefore assuming that talented, creative or gifted individuals may need to be assessed across a range of abilities, does this mean intelligence can run in families as a genetic or inherited tendency? Mental dysfunction- such as schizophrenia-can, so is an efficient mental capacity passed on from parent to child?

Animal experiments throw some lights on this question, and on the whole area of whether it is genetics, the environment or a combination of the two that allows for intelligence and creative ability. Different strains of rats show great differences in intelligence or 'rat reasoning'. If this are brought up in normal conditions and then run through a maze to reach a food goal, the 'bright' strain make far fewer wrong turns that the 'dull' ones. But if the environment is made dull and boring the number of errors becomes equal. Return the rats to an exciting maze and the discrepancy returns as before- but is much smaller. In other words, a dull rat in a stimulating environment will almost do as well as a bright rat who is bored in a normal one. This principle applies to humans too – someone may be born with innate intelligence, but their environment probably has the final say over whether they become creative or even a genius.

Evidence now exists that most young children, if given enough opportunities and encouragement, are able to achieve significant and sustainable levels of academic or sporting prowess. Bright or creative children are often physically very active at the same time, and so may receive more parental attention as a result – almost by default- in order to ensure their safety. They may also talk earlier, and in this, in turn, breeds parental interest. This can sometimes cause problems with other siblings who may feel jealous even though they themselves may be bright. Their creative talents may be undervalued and so never come to fruition. Two themes seem to run through famously creative families as a result. The first is that the parents were able to identify the talents of each child, and nurture and encourage these accordingly but in an even –handed manner. Individual differences were encouraged, and friendly sibling rivalry was not seen as a particular problem. If the father is, say, a famous actor, there is no undue pressure for his children to follow him onto the boards, but instead their chosen interests are encouraged. There need not even by any obvious talent in such a family since there always needs to be someone who sets the family carrier in motion, as in the case of the Sheen acting dynasty.

Martin Sheen was the seventh of ten children born to a Spanish immigrant father and an Irish mother. Despite intense parental disapproval he turned his back on entrance exams to university and borrowed cash from a local priest to start a fledgling acting career. His acting successes in films such as *Badlands* and *Apocalypse Now* made him one of the most highly- regarded actors of the 1970's. Three sons –Emilio Estevez, Ramon Estevez and Charlie Sheen – have followed him into the profession as a consequence of being inspired by his motivation and enthusiasm.

A stream seems to run through creative families. Such children are not necessarily smothered with love by their parents. They feel loved and wanted, and are secure in their home, but are often more surrounded by an atmosphere of work and where following a calling appears to be important. They may see from their parents that it takes time and dedication to be master of a craft, and so are in less of a hurry to achieve for themselves once they start to work.

The generation of creativity is complex: it is a mixture of genetics, the environment, parental teaching and luck that determines how successful or talented family members are. This last point- luck- is often not mentioned where talent is concerned but plays an undoubted part. Mozart, considered by many to be the finest composer of all time, was lucky to be living in an age that encouraged the writing of music. He was brought up surrounded by it, his father was a musician who encouraged him to the point of giving up his job to promote his child genius, and he learnt musical composition with frightening speed – the speed of a genius. Mozart himself simply wanted to create the finest music ever written but did not necessarily view himself as a genius – he could write sublime music at will, and so often preferred to lead a hedonistic lifestyle that he found more exciting than writing music to order.

Albert Einstein and Bill Gates are two more examples of people whose talents have blossomed by virtue of the times they were living in. Einstein was a solitary, somewhat slow child had affection at home but whose phenomenal intelligence emerged without any obvious parental input. This may have been partly due to the fact that at the start of the 20th Century a lot of the Newtonian laws of physics were being questioned, leaving a fertile ground for ideas such as his to be developed. Bill Gates may have had the creative vision to develop Microsoft, but without the new computer age dawning at the same time he may never have achieved the position on the world stage he now occupies.

Questions 28-29

Complete the notes which show how the approaches to defining 'talent' have changed.

*Choose **ONE** or **TWO WORDS** from the passage for each answer.*

Write your answers in boxes 28-29 on your answer sheet.

'percentage definition'

……..**(28)**……

..……**(29)**…….

Questions 30-32

*Which **THREE** of the following does the writer regard as a feature of creative families?*

Write the appropriate letters A-F in boxes 30-32 on your answer sheet.

A a higher than average level of parental affection

B competition between brothers and sisters

C parents who demonstrate vocational commitment

D strong motivation to take exams and attend university

E a patient approach to achieving success

F the identification of the most talented child in the family

Questions 33-34

*Choose the appropriate letters **A-D** and write them in boxes 33-34 on your answer sheet.*

33 The Rat experiment was conducted to show that

A certain species of rat are more intelligent than others.

B intelligent rats are more motivated than 'dull' rats.

C a rat's surroundings can influence its behaviour.

D a boring environment has little impact on a 'bright' rat.

34 The writer cites the story of Martin Sheen to show that

A he was the first in a creative line.

B his parents did not have his creative flair.

C he became an actor without proper training.

D his sons were able to benefit from his talents.

Questions 35-39

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 35-39 on your answer sheet write

YES if the statement agrees with the writer's claims

NO if the statement contradicts the writer's claims

NOT GIVEN if it is impossible to say what the writer thinks about this

35 Intelligence test have now been proved to be unreliable.

36 The brother or sister of a gifted older child may fail to fulfil their own potential.

37 The importance of luck in the genius equation tends to be ignored.

38 Mozart was acutely aware of his own remarkable talent.

39 Einstein and Gates would have achieved success in any area.

Question 40

From the list below choose the most suitable title for the whole of Reading Passage 3.

*Write the appropriate letter **A**-**D** in box 40 on your answer sheet.*

A Geniuses in their time

B Education for the gifted

C Revising the definition of intelligence

D Nurturing talent within the family

- End of paper –

APPENDIX E IELTS Listening Test

SECTION 1 ***Questions 1-10***

Questions 1-4

Circle the correct letters A-C.

1 What kind of course the man is seeking?

A Daytime

B Evenings

C Weekends

2 How long does the man want to study?

A 12 weeks

B 6 months

C 8 months

3 What proficiency level is the student?

A Beginner

B Intermediate

C Advanced

4 When does the man want to start the course?

A March

B June

C September

Questions 5-10

Complete the form.

*Write **NO MORE THAN THREE WORDS** for each answer.*

Language Centre

Client Information Card

Name: Richard **5** ……

E-mail address: **6** …… @hotmail.com

Date of birth: **7** ……..1980

Reason for studying Japanese: **8** ……..

Specific leaning needs: **9** ……

Place of previous study (if any): **10** ……

SECTION 2 ***Questions 11-20***

Questions 11-12

Complete the sentences below.

Write ***NO MORE THAN THREE WORDS*** for each answer.

11 The theory illustrates that dogs are …….. animals.

12 The people of the town built a ……. of a dog.

Questions 13-20

Complete the table below.

Write ***NO MORE THAN THREE WORDS*** for each answer.

TYPE OF WORKING DOG	ESSENTIAL CHARACTERISTICS FOR THE JOB	ADDITIONAL INFORMATION
Sheep dogs	Smart, obedient	Herd sheep and **13** …….. them
Guide dogs	Confident and **14** ……	Training paid for by **15** ……
Guard dogs and **16** …….. and …… dogs	Tough and courageous	Dogs and trainers available through **17** …….
Detector dogs	Need to really **18** ……	In Sydney they catch **19** …….. a month
Transport dogs	Happy working **20** ……	International treaty bans huskies from Antarctica

SECTION 3 ***Questions 21-30***

Questions 21-23

Complete the notes below.

Write ***NO MORE THAN THREE WORDS*** or ***A NUMBER*** for each answer.

Braille – a system of writing for the blind

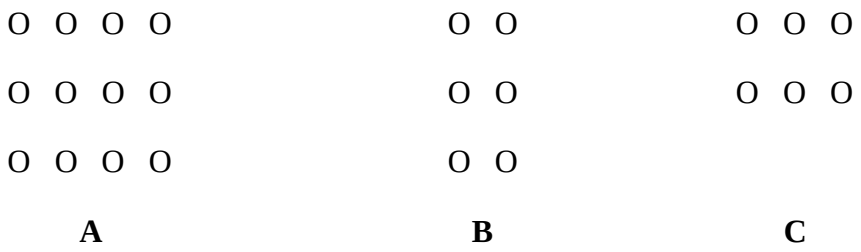
- Louis Braille was blinded as a child in his **21** ……
- Braille invented the writing system in the year **22** ……

- An early writing system for the blind used embossed letters.
- A military system using dots was called **23** ……..

Questions 24-27

Circle the correct letters ***A-C***.

24 Which diagram shows the Braille positions?



A **B** **C**

25 What can the combined dots represent?

A both the letters and words

B only individual words

C only letters of the alphabet

26 When was the Braille system officially adopted?

A as soon as it was invented

B two years after it was invented

C after Louis Braille had died

27 What is unusual about the way Braille is written?

A It can only be written using a machine.

B The texts have to be read backwards.

C handwritten Braille is created in reverse.

Questions 28-30

List **THREE** subjects that also use a Braille code.

Write **NO MORE THAN ONE WORD** for each answer.

28 ……

29 ……

30 ……

SECTION 4 Questions 31-40

Questions 31-35

Complete the notes below.

*Write **NO MORE THAN THREE WORDS** or **A NUMBER** for each answer.*

Question: can babies remember any **31** …… ?

Experiment with babies:

Apparatus: baby in cot

colourful mobile

some **32** ……

Re- introduce mobile between one and **33** …… later.

Table showing memory test results

Baby's age	**Maximum memory span**
2 months	2 days
3 months	**34** …… .
21 months	Several weeks
2 years	**35** …… .

Questions 36-40

Research questions: Is memory linked to **36** …… development?

Can babies **37** …… their memories?

Experiment with older children:

Stages in incident: a) lecture taking place

b) object falls over

c) **38** ……..

Table showing memory test results

Age	**%remembered next day**	**% remembered after 5 months**
Adults	70%	**39** ……
9-year-olds	70%	Less than 60%
6-year-olds	Just under 70%	**40** ……..

- End of paper –

APPENDIX F Listening Test Tape scripts

SECTION 1

Woman: Good morning! University Language Centre. How can I help you?

Man: I'm interested in doing a language course. I did Mandarin last year and now I'd like to

do Japanese. Can you give me some information about what courses are available at your centre and when they start. That sort of thing.

Woman: Yes, certainly. Well, we actually offer a number of courses in Japanese at different

levels. Are you looking for full time or part time?

Man: Oh ! I couldn't manage full time as I work every day but evenings would be fine and certainly preferable to weekends.

Woman: Well, we don't offer courses at the weekend anyway, but let me run through your options. We have a 12-week intensive course three hours three nights a week- that's our crash course! Or an eight month course two nights a week.

Man: I think the crash course would suit me best as I'll be leaving for Japan in six months' time.

Woman: Are you a beginner?

Man: Not a complete beginner, no!

Woman: Well… we offer the courses at three levels, beginners, lower intermediate, and upper intermediate, though we don't always run them all. It depends very much on demand.

Man: I'd probably be at the lower intermediate level – as I did some Japanese at school but that was ages ago.

Woman: Right, well the next Level Two course begins on Monday 12th September – there are still some places on that one- otherwise you'd have to wait until January or March.

Man: No – I'd prefer the next course.

Woman: Right! Can I get some details from you then so I can send you some information?

Man: Sure!

Woman: What's your name? Family name first.

Man: Hagerty. Richard.

Woman: H A G A R T Y?

Man: No, H A G E R T Y

Woman: Oh, OK! And your address, Richard?

Man: Well perhaps you could email it to me.

Woman: Right. What's your e-mail address?

Man: It's ricky45 – that's one word R I C K Y 4 5, at Hotmail dot com.

Woman: And I just need some other information for our statistics. This helps us offer the best possible courses and draw up a profile of our students.

Man: Fine!

Woman: What's your date of birth?

Man: I was born on 29th February 1980.

Woman: … 1980! So you are a leap year baby! That's unusual.

Man: Yes – it is!

Woman: ... and just one or two other questions for our market research, if you don't mind.

Man: No, that's fine.

Woman: What are your main reasons for studying Japanese? Business, travel or general interest?

Man: My Company's sending me to Japan for two years.

Woman: Alright – I'll put down 'Business'. And do you have any specific needs? Will there be an emphasis on written language? For instance, will you need to know how to write business letters, that sort of thing?

Man: No. But I will need to be able to communicate with people on a day- to- day basis.

Woman: OK so I'll put down 'conversation'.

Man: Yes, because I already know something about the writing system at an elementary level and I don't anticipate having to read too much.

Woman: You said you'd studied some Japanese. Where did you study?

Man: Three years at school. Then I gave it up so I've forgotten a fair bit. You know how it is with languages if you don't have the chance to use them.

Woman: Yes, but I'm sure it will all come back to you once you get going again. Now once we receive your enrolment form we'll …

SECTION 2

Announcer: Welcome to this week's edition of Country Wide. And today we're taking a look at a number of different breeds of working dogs. And here to report on the dogs with jobs is Kevin Thornhill.

Kevin: Thanks, Joanne. Well yes, dogs with jobs is the subject of today's programme. Dogs have earned themselves a reputation over the centuries for being extremely loyal. And here's a little story which illustrates just how loyal they are. Just outside the country town of Gundagai, is a statue built to commemorate a dog – a dog which sat waiting for his owner to return to the spot where he'd left him. Well…the story, which was immortalised in a song, has it that the poor dog died waiting for his master '*five miles from Gundagai*!', which is where they built the statue. Now that's what I call loyalty!

Well, because of their loyalty and also their ability to learn practical skills dogs can be trained to do a number of very valuable jobs. Perhaps the most well-known of working dogs is the border collie sheep dog. Sheep dogs which work in unison with their masters need to be smart and obedient with a natural ability to herd sheep. Some farmers say that their dogs are so smart that they not only herd sheep, they can count them, too!

Another much- loved working dog is the guide- dog, trained to work with the blind. Guide dogs, usually Labradors, need to be confident enough to lead their owner through traffic and crowds but they must also be of a gentle nature. It costs a great deal of money to train a dog for this very valuable work but the Guide Dog Associations in the UK, America and Australia receive no government assistance so all the money comes from donations.

Another common breed of work dog is the German shepherd. German Shepherds make excellent guard dogs and are also very appropriate as search and rescue dogs working in disaster zones after earthquakes and avalanches. These dogs must be tough and courageous to cope with the arduous conditions of their work. And so that they can be sent anywhere in the world to assist in disaster relief operations, effective dogs and their trainers are now listed on an international database.

When you arrive at an airport here in Australia, you may be greeted in the baggage hall by a detector dog, wearing a little red coat bearing the words 'Quarantine'. These dogs are trained to sniff out fresh fruit as well as meat even live animals hidden in people's bags. In order to be effective, a good detector dog must have an enormous food drive – in other words they must really love their food. At Sydney airport where there are ten detector dogs working full time, they stop about 80 people a month trying to bring illegal goods into the country. And according to their trainers, they very rarely get it wrong! Another famous working dog is the husky. Huskies, which originally came from Siberia, have been used for decades as a means of transport on snow, particularly in Antarctica where they have played an important role. Huskies are well adapted to harsh conditions and they enjoy working in a team. But the huskies have all left Antarctica now because the International Treaty prohibits their use in the territory as they are not native animals. Many people were sad to see the dogs leave Antarctica as they had been vital to the early expeditions and earned their place in history along with the explorers.

SECTION 3

Chairman: We're very pleased to welcome to our special interest group today, Dr. Linda Graycar who is from the City Institute for the Blind. Linda is going to talk to us about the system of writing for the blind known as Braille. Linda, welcome.

Dr. Graycar: Thank you.

Chairman: Now, we'd like to keep this session pretty informal, and I know Linda won't mind if members of the group wants to ask questions as we go along. Let's start with an obvious one. What is Braille and where does it get its name from?

Dr. Graycar: Well, as you said, Braille is a system of writing used by and for people cannot see. It gets its name from the man who invented it, the Frenchman Louis Braille who lived in the early 19th century.

Chairman: Was Louis Braille actually blind himself?

Dr. Graycar: Well… he wasn't born blind, but he lost his sight at the age of three as the result of an accident in his father's workshop. Louis Braille then went to Paris to the National Institute for Blind Children and that's where he invented his writing system at the age of only 15 in 1824 while he was at the Institute.

Chairman: But he wasn't the first person to invent a system of touch reading for the blind, was he?

Dr. Graycar: No – another Frenchman had already come up with the idea of printing embossed letters that stood out from the paper but this was very cumbersome and inefficient.

Chairman: Did Louis Braille base his system on this first one?

Dr. Graycar: No, not really. When he first went to Paris he heard about a military system of writing using twelve dots. This was a system invented by an enterprising French army officer and it was known as 'night writing' it wasn't meant for the blind, but rather… for battle communications at night.

Chairman: That must've been fun!

Dr. Graycar: Anyway, Braille took this system as a starting point but instead of using the twelve dots which 'night writing' used, he cut the number of dots in half and developed a six- dot system.

Chairman: Can you give us a little more information about how it works?

Dr. Graycar: Well, it's a system of touch reading which uses an arrangement of raised dots called a cell. Braille numbered the dot positions 1-2-3 downward on the left and 4-5-6 downward on the right. The letters of the alphabet are then formed by using different combinations of these dots.

Student: So is the writing system based on the alphabet with each word being individually spelt out?

Dr. Graycar: Well… It's not quite that simple, I'm afraid! For instance, the first ten letters of the alphabet are formed using dots 1, 2, 4 and 5. But Braille also has its own

short forms for common words. For example, ‘b’ for the word ‘but’ and ‘h’ for ‘have’ – there are many other contractions like this.

Chairman: So you spell out most words letter by letter, but you use short forms for common words.

Dr. Graycar: Yes. Though, I think that makes it sound a little easier than it actually is!

Chairman: And was it immediately accepted? I mean, did it catch on straight away?

Dr. Graycar: Well, yes and no! It was immediately accepted and used by Braille’s fellow students at the school but the system was not officially adopted until 1854, two years after Braille’s death. So, official acceptance was slow in coming!

Student: I suppose it works for all languages which uses the roman alphabet?

Dr. Graycar: Yes, it does, with adaptations, of course.

Student: Can it be written by hand or do you need a machine to produce Braille?

Dr. Graycar: Well, you can write it by hand on to paper with a device called a slate and a stylus but the trick is that you have to write backwards…e.g. from right to left so that then when you turn your sheet over, the dots face upwards and can be read like English from left to right.

Student: Oh, I see.

Dr. Graycar: But these days you’d probably use a Braille- writing machine, which is a lot easier!

Chairman: And, tell us. Linda. Is Braille used in other ways? Other than for reading text?

Dr. Graycar: Yes, indeed. In addition to the literary Braille code, as it’s known, which of course includes English and French, there are other codes. For instance, in 1965 they created a form of Braille for Mathematics.

Student: I can’t, imagine trying to do maths in Braille!

Dr. Graycar: Yes, that does sound difficult, I agree. And there’s also a version for scientific notation. Oh and yes, I almost forgot, there is now a version for music notation as well.

Chairman: Well, thanks, Linda.

SECTION 4

Lecturer: We're going to look today at some experiments that have been done on memory in babies and young children.

Our memories, it's true to say, work very differently depending upon whether we are very old, very young or somewhere in the middle. But when exactly do we start to remember things and how much can we recall?

One of the first questions that we might ask is – do babies have any kind of episodic memory… can they remember particular events? Obviously, we can't ask *them*, so how do we find out?

Well, one experiment that's been used has produced some interesting results. It's quite simple and involves a baby, in its cot, a colourful mobile and a piece of string. It works like this. If you suspend the mobile above the cot and connect baby's foot to it with the string the mobile will move every time the baby kicks. Now you can allow time for the baby to learn what happens and enjoy the activity. Then you remove the mobile for a time and re-introduce it sometime from one to fourteen days later.

If you look at the table of results… at the top two rows… you can see that what is observed shows that two-month- old babies can remember the trick for up to two days and three- month –old babies for up to a fortnight. And although babies trained on one mobile will respond only if you use the familiar mobile, if you train them on a variety of colours and designs, they will happily respond to each one in turn.

Now, looking at the third row in the table, you will see that when they learn to speak, babies as young as 21 months demonstrate an ability to remember events which happened several weeks earlier. And by the time they are two, some children's memories will stretch back over six months, though their recall will be random, with little distinction between key events and trivial ones and very few of these memories, if any, will survive into later life. So we can conclude from this that even very tiny babies are capable of grasping and remembering a concept. So how is it that young infants can suddenly remember for a considerably longer period of time? Well, one theory accounting for all of this – and this relates to the next question we might ask – is that memory develop with language. Very young children with limited vocabularies are not good at organising their thoughts. Though they may be capable of storing memories, do they have the ability to retrieve them? One expert has suggested an analogy with books on a library shelf. With infants, he says, 'it is as if early books are hard to find because they were acquired before the cataloguing system was developed'.

But even older children forget far more quickly than adults do. In another experiment, several six-year-olds, nine –year- olds and adults were shown a staged incident. In other words, they all watched what they all thought was a natural sequence of events. The incident went like this… a lecture which they were listening to was suddenly interrupted by something accidentally overturning, in this case it was a slide projector. To add a third stage and make the recall mode demanding, this 'accident' was then followed by an argument. In a memory test the following day, the adults and the nine- year-olds scored an average 70% and the six- year- olds did only slightly worse. In a retest five months later, the pattern was very different. The adults' memory recall hadn't changed but the nine –year-olds' had slipped to less than 60% and the six- year-olds could manage little better than 40% recall.

In similar experiments with numbers, digit span is shown to…