

General Training Reading

Section 1 Questions 1–14

Questions 1–5

Read the information below about events taking place at four Historic Houses in Sydney.

Classify the location of the following things.

In boxes 1–5 on your answer sheet write

G if it's happening at Government House

R if it's happening at Rouse Hill Estate

E if it's happening at Elizabeth Farm

V if it's happening at Vacluse House

- 1 a demonstration of 19th century skills
- 2 the first event ever run by the Historic Houses Trust
- 3 a garden performance with refreshments on sale
- 4 a view of the water
- 5 a celebration of early Australian agriculture

Sunday 6 March 3pm–7pm
GOVERNMENT HOUSE

Treat yourself to a musical feast for an autumn afternoon in the gardens and grounds of Government House, listening to some of Sydney's best musicians.

Government House was built between 1837 and 1845 and sits within an important historic garden with exotic trees, pathways, and terraces.

Bring a picnic or just a rug and purchase something from the selection of refreshments available.

Grounds open daily 10am–4pm

7 & 8 November 10am–5pm

OUT OF THE WOODWORK
The festival of traditional woodwork

ROUSE HILL ESTATE

On this beautiful rural property, once occupied by six generations of one family, you can watch talented craftsmen at work and learn about the construction of houses and farm buildings in the early 19th century.

Bring the family and enjoy a weekend that includes live music, kids' activities, arts and crafts, and much more.

Weekend 14 & 15 November

ELIZABETH FARM

Come and enjoy the fruits of the olive tree, open air dining, and experience the music and dance of the Mediterranean region at our Olive Festival.

The olive, now part of Australia's modern multi-cultural society, is an important aspect of our history. Today the oldest olive tree in the country, planted at Elizabeth Farm in 1805, is the inspiration for the festival.

Open daily 10am–5pm

Jazz in the Gardens

Sunday 27 November 6pm–9pm

Vacluse House

The Jazz Festival is the longest running and most successful of the Historic Houses musical events.

On a perfect summer's evening, pack a picnic dinner, come along with friends or family and enjoy some of Sydney's best jazz in the idyllic gardens of Vacluse House.

Vacluse House is the only surviving example in Sydney of a 19th-century estate overlooking the harbour, with house, stables and outbuildings, set in its own magnificent gardens.

Read the text below and answer Questions 6–12.

★ City Cycle Guide

Helpful tips for new cyclists:



Your local bike shop is the best place for advice on:

- ★ bike set-up – a simple adjustment can make cycling safer and more comfortable
- ★ condition of brakes, tyres, chain, gears, etc.
- ★ lights, bells, helmets, locks, luggage carriers
- ★ reflective or fluorescent and specialist clothing for cycling in the rain.

Good Cycling code

- ★ Traffic regulations apply to cyclists.
- ★ Cycling is permitted on all roads apart from motorways, as well as many places where motor vehicles are not permitted.
- ★ It is illegal for cyclists to ignore red lights, disobey 'one-way' and other road signs or to ride on the pavement and areas that are exclusively for pedestrians.
- ★ The police have powers to impose a £30 fine for cycling offences.

Cyclists' Touring Club (CTC)

The national cyclists' organisation CTC works for all cyclists and has developed national standards and accreditation for cycling training. It offers legal advice, cheap insurance and organises tours and social events. Adult joining fee is £32 or five years for the price of four at £128.

Questions 6–12

Complete the summary using the list of words, **A–S**, below.

Write the correct letter, **A–S**, in boxes 6–12 on your answer sheet.

Cycle Guide

This brochure is for people who have recently taken up cycling.

For mechanical advice you should go to your nearest cycle shop. They can make sure that your bike is**6**.... and comfortable. They also have a wide range of accessories for sale, such as specialist gear for**7**.... conditions.

You need to be aware of the**8**.... of the road, as these apply to everyone, not just motorists. Although**9**.... are often allowed to go where many others may not, if you break the law, you run the risk of getting**10**....

It pays to belong to the CTC. Members can get help from**11**.... and take part in tours and specially arranged**12**....

A benefits**F** entertainment**K** lost**P** rocky**B** bicycles**G** fined**L** motorists**Q** rules**C** clean**H** hurt**M** pedestrians**R** signs**D** contours**I** insurance**N** people**S** wet**E** difficult**J** lawyers**O** reliable

Read the text below and answer Questions 13 and 14.

Mitchell College

Emergency Fire Procedures

If you discover a fire, you should

- sound the fire alarm
- report the fire to Reception from any of the green phones in the building
- evacuate (leave) the building and go to your meeting point.

If you hear the fire alarm

- leave the room immediately via the nearest safe exit, shutting the doors behind you
- do not use the lift
- do not take any personal belongings
- assist disabled people and visitors to leave the building
- go to the arranged meeting point
- do not return to the building until the fire safety officer has told you it is safe to do so.

Questions 13 and 14

Choose **TWO** letters **A–F**. Write your answers in boxes 13 and 14 on your answer sheet.

Which **TWO** things must you do if the fire alarm goes off?

- A** ring the fire brigade
- B** close all doors as you leave the building
- C** pick up only essential personal belongings
- D** help anyone in need to get out
- E** check that everyone has gone to the meeting point
- F** return to the building when the fire alarm stops

Section 2 Questions 15–27

Read the text below and answer Questions 15–19.

Become a professional barista –

Sign up for a “Coffee World” coffee-making course today

The Coffee World course deals with the practical skills and knowledge required to make and serve a great cup of coffee, from selecting the right beans, using and caring for an espresso coffee machine, to final presentation.

It covers essentials such as storage of coffee beans, as well as machine care and maintenance procedures. Each successful student will receive a copy of our Coffee World instruction booklet on how to keep your coffee machine in top working order.

The course is limited to six students per class so everyone is kept busy from start to finish with ‘hands-on’ experience. At the end of the course, the students are assessed by our experienced trainers for their national barista certificate.

Extract from the booklet

Every coffee machine is a bit different. For simplicity, this diagram illustrates a single-reservoir steam machine. The raised area on the top of the machine is called the lid. This is where you put the beans. Just below this is the steam valve. In the centre of the machine is a pipe through which the steam can exit, which is used to froth up the milk. The technical name for this pipe is the steam wand. The wand can also be used for warming cups.

The model shown here has one single water tank. The water is heated in this tank in all steam machines.



Questions 15 and 16

Choose **TWO** letters, **A–F**.

Write your answers in boxes 15 and 16 on your answer sheet.

The list below mentions topics you can cover on the Coffee World course.

Which **TWO** topics are mentioned in the text?

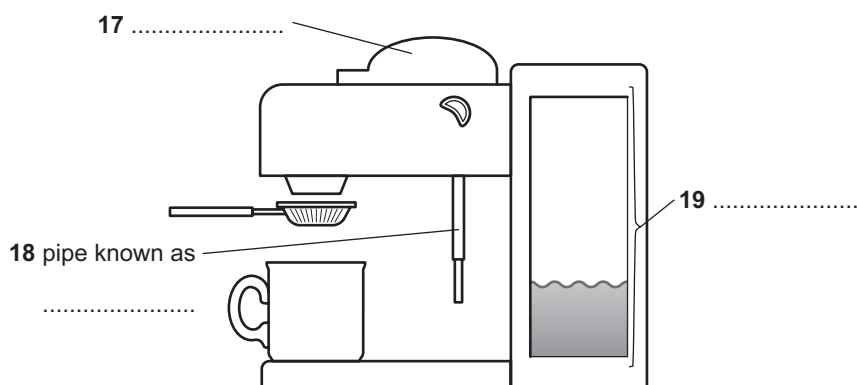
- A how to run a coffee shop
- B where coffee comes from
- C where to buy the best coffee
- D how to choose the best coffee beans
- E how to select a good coffee machine
- F how to look after your machine

Questions 17–19

Label the diagram.

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

Write your answers in boxes 17–19 on your answer sheet.



Read the text below and answer Questions 20–27.

Why You Should Complete A First Aid Course

People need to know what to do in an emergency before medical help arrives. A First Aid course will prepare you to make appropriate decisions regarding first aid care and to act on those decisions.

The first critical step in any emergency depends on someone being there who will take the right action. After completing the course you should be able to:

- recognise when an emergency has occurred
- follow the step-by-step plan of action for any emergency
- provide care for injuries until the arrival of professional medical help.

How you will learn

Course content is presented in various ways. This manual, which is essential reading for everyone undertaking a First Aid course, contains the information that will be discussed in class. DVDs and posters will support this information, as well as discussions and other class activities. The audio-visual materials will emphasise the key points to remember when making decisions in emergencies and will help you provide appropriate care. Participating in all class activities will increase your confidence in your ability to be effective.

The course has been designed to enable you to evaluate your own progress in terms of skills, knowledge and decision-making. Certain chapters in the manual include practice sessions that are designed to help you learn specific first aid skills. Many of these skills can be practised with another student. This will give you a sense of what it would be like to care for a real patient in an emergency situation and help reduce any concerns you may have about providing care.

The manual

This manual has been designed to facilitate your learning and understanding of the material presented in it. It includes the following features.

At the beginning of each chapter there is a list of key terms with definitions. You will need to know these terms to understand the contents of each chapter.

Case studies are included in all the chapters and are easily recognised as they appear in yellow-coloured boxes. They present a variety of material ranging from historical information to application of the information in the text. You will not be tested on these case studies.

At the end of each chapter you will also find study questions that have been designed to test your memory and understanding of chapter content. The answers are in Appendix A.

Questions 20–27

Complete the sentences below.

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

Write your answers in the boxes 20–27 on your answer sheet.

- 20 The course will equip you to provide care while waiting for
- 21 You must read if you undertake this course.
- 22 Everything you learn is backed up by visual material in the form of both
.....
- 23 The course allows you to assess in three main areas.
- 24 Working with another student helps you become more confident about looking after
a
- 25 A knowledge of the will help you understand what each chapter in
the manual is about.
- 26 A knowledge of the will not count towards your final assessment.
- 27 Use the to help you remember the information.

Section 3 **Questions 28–40**

Read the text below and answer Questions 28–40.

Unlocking the history of locks and keys

- A** Keys have always represented authority, security, and power. Kings, emperors, court nobles, and cities and towns across the globe have incorporated the symbol of the key into banners, coats of arms and official seals. The delivery of keys to a castle, fortress or city was a symbolic event, as is the presentation of the Key-to-the-City today to a visiting dignitary. It was a way of showing people that they were both welcome and trusted.
- B** Many centuries ago in ancient Egypt, the importance of the ‘head of the household’ was determined by the number of keys he owned. These were large keys, and were carried by slaves on their shoulders. If he had several slaves, or key bearers, he was considered to be a man of great wealth and distinction. And in this tradition, through the ages, the lock and its key have become an intricate part of our culture. Locking up personal property, the key symbolizes our desire for privacy and security for our possessions.
- C** The earliest known locks date back well over 3,000 years. They were made of wood and were large and crude in design; yet their principle of operation was the forerunner of the modern pin-tumbler locks in use today. Since the earliest times, chests were secured with strong and often very large locks. They were used to protect precious metals, money, jewels, to store clothing, and church vestments, archives and arms, linens and other household articles, bridal dresses, and even for burial of important people. Chest locks were ornamented for household use, or were very plain and sturdy for chests that were to be transported. So the design and appearance of a lock usually depended on the use to which that lock would be put.
- D** Padlocks were known to the ancient Greeks, Romans, Egyptians and other cultures including the Chinese, and were particularly favoured because they were portable. It is generally believed that the padlock was first used as a ‘travel’ lock to safeguard merchandise from thieves along ancient trade routes and seaboards and waterways where commerce was centred. Brass and iron padlocks found in Europe and the East were popularised by the Romans and the Chinese.
- E** Another type of padlock, the push-key padlock, was of simple construction, the bolt being kept in locked position by the projection of a spring or springs. To unlock, the springs were compressed or flattened by the key, which freed the bolt and permitted it to slide back. Padlocks were often highly decorated with dragons, horses, dogs and even elephants, and were presented in pairs as gifts, with congratulatory messages. For better efficiency, letter locks, otherwise known as combination padlocks, were later developed, which eliminated the need for an actual key and worked by aligning letters or numbers on revolving disks. Padlocks were used throughout the centuries to lock up prisoners as well as possessions. They were usually made of iron, bronze or brass, and were rough in construction, but had the disadvantage of being easy to defuse.

- F** Throughout the 14th and 15th centuries in Europe, there was little significant improvement made in the design of locking mechanisms, although ornamentation became increasingly important. Craftsmen at this time excelled in metal work and designed and produced locks for gates, doors, chests and cupboards. This was the age of the 'Masterpiece' lock, that had to be designed and produced as a one-of-a-kind by a journeyman¹ locksmith, in order to qualify him as a Master. Masterpiece locks, which were never actually used on a door, were often displayed without covers to show the component parts of the mechanisms, their functions, the decoration and method of assembly.
- G** During the era of the Renaissance in the 15th and 16th centuries in Europe, master locksmiths were inspired to produce the most intricate and the finest ornamental locks of all time. This was the period when iron craftsmen and lock artisans were highly sought after and became internationally famous. They excelled in the forging, embossing, engraving, and etching of metals, and were invited to make locks and keys for many of the great courts of Europe.

Beating the burglars

When lock-picking² became prevalent in the 18th century, the inventor met the challenge of confounding the burglar with increasingly complicated locking mechanisms. Among the new improvements were keys with changeable bits, as well as alarm bells and what were known as 'puzzle' padlocks. These early puzzle padlocks had from three to seven rings of characters or letters which released the lock when properly aligned. Dial locks were similar in operation, and both types were set to be unlocked by words or patterns of numbers known only to the owners or responsible persons.

The introduction of digital technology in the late 20th century revolutionised the science of locks and security systems. But despite the advances made in this field, most of us still rely on conventional keys to lock our front doors or start the car, possibly because we prefer the mechanical satisfaction of turning a key to remembering a security number.

¹ apprentice, someone who is learning his/her trade

² the art of opening a lock without a key, usually illegally

Questions 28–34

The text has seven paragraphs, **A–G**.

Which paragraph contains the following information?

Write the correct letter, **A–G**, in boxes 28–34 on your answer sheet.

- 28** the reason why a certain lock was used to protect goods for sale
- 29** an explanation of how a particular lock works
- 30** examples of the relationship between form and function
- 31** a time when locksmiths were in big demand
- 32** reference to an ancient ceremony
- 33** how certain lock-making skills were tested
- 34** the use of keys as a measure of a person's social status

Questions 35 and 36

Choose correct letter, **A, B, C** or **D**.

Write your answers in boxes 35 and 36 on your answer sheet.

- 35** According to the writer, early padlocks were popular because they were
- A** made of wood.
 - B** extremely secure.
 - C** easily transported.
 - D** common to many cultures.
- 36** What does the writer say about Masterpiece locks?
- A** They were used to demonstrate design features.
 - B** They were made to lock up small items only.
 - C** They were made for the royal families of Europe.
 - D** They were produced to last for centuries.

Questions 37–40

Complete the notes below.

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

Write your answers in boxes 37–40 on your answer sheet.

Anti-burglar devices

Security mechanisms have included:

- keys with changeable bits
- **37**
- puzzle padlocks
- **38**

In recent years, alternative methods of security have been made possible by **39**

However, people continue to prefer **40**