

## Listening Segment

### Form completion lesson

Audio: [Test 6.mp3](#)

Complete the information below. Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

### Gym Membership

#### Gym Information:

Remains open from Monday to 1. \_\_\_\_\_

Monthly cost: 2. \_\_\_\_\_

### Training Programs

Program name	Days held	Fitness instructor
Flat 3. _____Program	Monday, 4. _____ and Friday	Brian 7. _____
5. _____ Building	Wednesday and thursday	8. _____ Wilkinson
Body 6. _____	Monday to Thursday.	Mary Roberts

#### Member Information:

Name: William 9. \_\_\_\_\_

Contact number: 10. \_\_\_\_\_

### Answers:

1. Friday
2. 200 pounds
3. Belly
4. Tuesday
5. Resistance
6. Sculpting
7. Martin
8. Thomas
9. Barney
10. 025687964

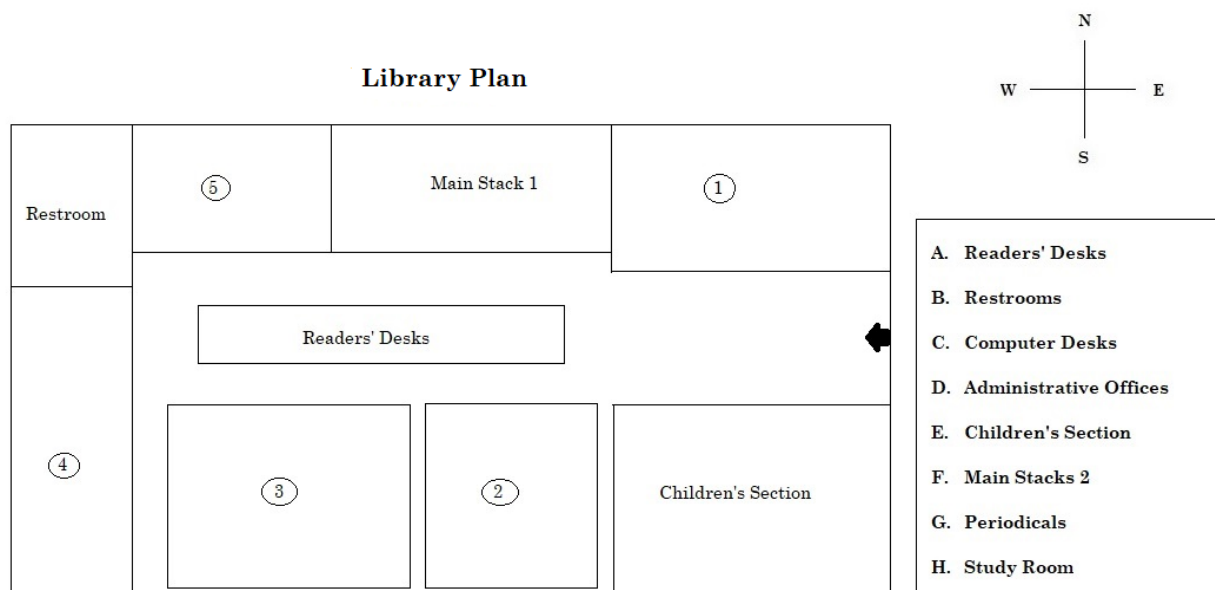
### Map Labelling

#### Audio:

<https://drive.google.com/file/d/1Gut7FJF7QhepuH4zDxltvkGsEeHNM4vT/view?usp=sharing>

Label the plan below

**Choose five answers from the box and write the correct letters A–J next to questions 1–5.**



**Answer Key:**

1. D
2. G
3. F
4. C
5. H

**MCQ Lesson****Audio:**

[https://drive.google.com/file/d/1reIRJgJqu6QMgTwgmOvOAFd1DHn\\_vt2N/view?usp=sharing](https://drive.google.com/file/d/1reIRJgJqu6QMgTwgmOvOAFd1DHn_vt2N/view?usp=sharing)

**PART 2**

Questions 11-14

Choose the correct letter, A, B or C.

**Minster Park**

11. The park was originally established
  - A) as an amenity provided by the city council
  - B) as land belonging to a private house
  - C) as a shared area set up by the local community
12. Why is there a statue of Diane Gosforth in the park?
  - A) She was a resident who helped to lead a campaign
  - B) She was a council member responsible for giving the public access
  - C) She was a senior worker at the park for many years
13. During the First World War, the park was mainly used for
  - A) exercises by troops
  - B) growing vegetables

C) public meetings

14. When did the physical transformation of the park begin?

A) 2013

B) 2015

C) 2016

### Answer Keys:

11. C

12. A

13. B

14. C

### Sentence Completion Lesson

#### Audio:

#### Part1:

[https://drive.google.com/file/d/1\\_YeIPQiWF6RPhKQKVBkfG5wL9AVLHKVU/view?usp=sharing](https://drive.google.com/file/d/1_YeIPQiWF6RPhKQKVBkfG5wL9AVLHKVU/view?usp=sharing)

#### Part 2:

[https://drive.google.com/file/d/1pKSA\\_YMHOGzl5Ve\\_ZtPIr1X4UhQdWuEK/view?usp=sharing](https://drive.google.com/file/d/1pKSA_YMHOGzl5Ve_ZtPIr1X4UhQdWuEK/view?usp=sharing)

### (No more than 2 words)

Fine art conservators and restorers work on various different artifacts, including oil painting. Even though oil (1)\_\_\_\_\_ last for centuries, they need to be taken care of. Paintings are relics of the past and (2)\_\_\_\_\_ the time period it was painted in. Overtime, paintings (3)\_\_\_\_\_ and get damaged easily.

Art restoration techniques are constantly (4)\_\_\_\_\_ and incorporating newer technologies. Every painting's needs are different. Modern conservation

and restoration do not allow anything (5)\_\_\_\_\_ to be done to a painting.

Art restoration and conservation are not the (6)\_\_\_\_\_. Restoration is done to fix damaged paintings while (7)\_\_\_\_\_ work is done to make sure the painting does not deteriorate through aging. A painting needs to go through some (8)\_\_\_\_\_ and testing before the restorer determines how to restore and conserve the painting. Lost paints are carefully painted in with a lightfast (9)\_\_\_\_\_.

A nicely restored and conserved painting can be more (10)\_\_\_\_\_ than a damaged painting.

### Answer Keys

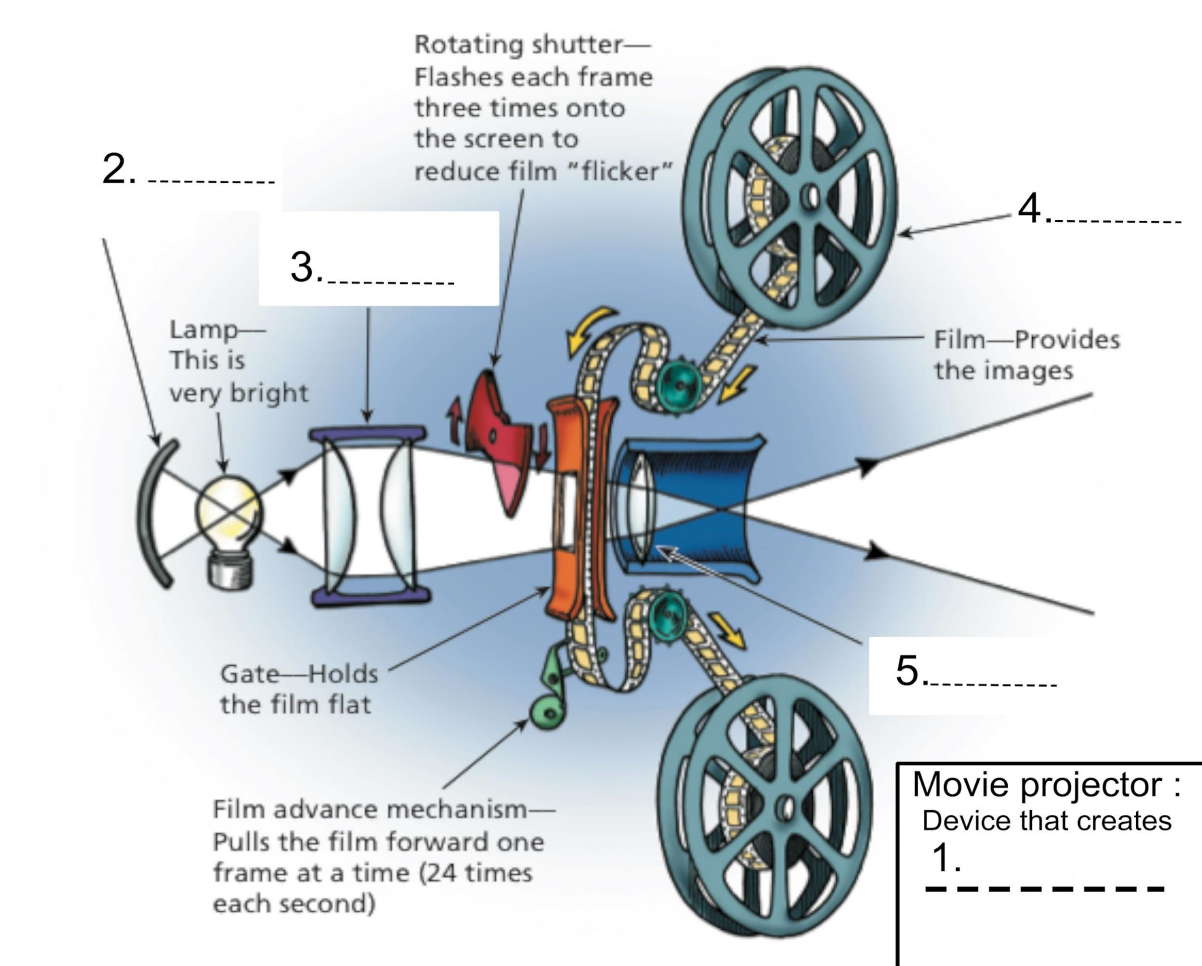
1. paintings
2. reflect
3. age
4. evolving
5. irreversible
6. same
7. conservation
8. analysis
9. pigment
10. valuable

## Listening for Diagrams lesson

Audio:

<https://drive.google.com/file/d/1x0gbX9-6FoNv0zD2ynVH-iL-NOzvlcyR/view?usp=sharing>

The diagram above shows us the parts of a movie projector. Rewrite the names of the parts that are hidden beneath the question mark. You can write maximum three words for each.



**Answer keys**

1. Opto-mechanical illusions
2. Concave reflector
3. Condenser
4. Spool
5. lense

**Gap fill lesson****Audio:**

[https://drive.google.com/file/d/1aVwxSb\\_mK67e17I05UKMTdUxqn\\_K6CgS/view?usp=sharing](https://drive.google.com/file/d/1aVwxSb_mK67e17I05UKMTdUxqn_K6CgS/view?usp=sharing)

The biggest obstacle for an entrepreneur in starting a new business is taking (1) \_\_\_\_\_. And the target is to gain rewards after that. An entrepreneur (2) \_\_\_\_\_ new ideas and (3) \_\_\_\_\_ new goods and products to the market. A successful entrepreneur does not start a business abruptly. He/she measures the (4) \_\_\_\_\_ for his/her goods or services then puts efforts into utilizing the existing (5) \_\_\_\_\_. After that, the final product is put forward to (6) \_\_\_\_\_ the customers. The duty of an entrepreneur does not end after selling the products. He/she has to make sure that the products or services match their (7) \_\_\_\_\_. This will bring his/her customers back to his/her store. Furthermore, an entrepreneur generally follows two sorts of (8) \_\_\_\_\_ in order to buy a position in the market for himself/herself. Either he/she uses the present themes by little (9) \_\_\_\_\_ or come up with a new way of using the resources available nearby. Before starting a new business, a good plan needs to draw and work according to it. The person who proves to be a good (10) \_\_\_\_\_ becomes an ultimate gainer and a successful

entrepreneur. But those who are unable to execute properly, incur huge losses both mentally and financially.

**Answer keys:**

1. Risks
2. Innovates
3. Introduces
4. Demand
5. Resources
6. Lure
7. Standards
8. Strategies
9. Alteration
10. Executor



## Reading Segment

### Reading Passage 1

#### Networking as a concept

Networking as a concept has acquired what is in all truth an unjustified air of modernity. It is considered in the corporate world as an essential tool for the modern businessperson, as they trot round the globe drumming up business for themselves or a corporation. The concept is worn like a badge of distinction, and not just in the business world.

People can be divided basically into those who keep knowledge and their personal contacts to themselves, and those who are prepared to share what they know and indeed their friends with others. A person who is insecure, for example someone who finds it difficult to share information with others and who is unable to bring people, including friends, together does not make a good networker. The classic networker is someone who is strong enough within themselves to connect different people including close friends with each other. For example, a businessman or an academic may meet someone who is likely to be a valuable contact in the future, but at the moment that person may benefit from meeting another associate or friend. It takes quite a secure person to bring these people together and allow a relationship to

develop independently of himself. From the non-networker's point of view such a development may be intolerable, especially if it is happening outside their control. The unfortunate thing here is that the initiator of the contact, if he did but knew it, would be the one to benefit most.

And why?

Because all things being equal, people move within circles and that person has the potential of being sucked into ever-growing spheres of new contacts. It is said that, if you know eight people, you are in touch with everyone in the world. It does not take much common sense to realise the potential for any kind of venture as one is able to draw on the experience of more and more people.

Unfortunately, making new contacts, business or otherwise, while it brings success, does cause problems. It enlarges the individual's world. This is in truth not altogether a bad thing, but it puts more pressure on the networker through his having to maintain an ever larger circle of people. The most convenient way out is, perhaps, to cull old contacts, but this would be anathema to our networker as it would defeat the whole purpose of networking. Another problem is the reaction of friends and associates. Spreading oneself thinly gives one less time for others who were perhaps closer to one in the past. In the workplace, this can cause tension

with jealous colleagues, and even with superiors who might be tempted to rein in a more successful inferior. Jealousy and envy can prove to be very detrimental if one is faced with a very insecure manager, as this person may seek to stifle someone's career or even block it completely.

The answer here is to let one's superiors share in the glory; to throw them a few crumbs of comfort. It is called leadership from the bottom. In the present business climate, companies and enterprises need to co-operate with each other in order to expand. As globalization grows apace, companies need to be able to span not just countries but continents. Whilst people may rail against this development it is for the moment here to stay. Without co-operation and contacts, specialist companies will not survive for long. Computer components, for example, need to be compatible with the various machines on the market and to achieve this, firms need to work in conjunction with others. No business or institution can afford to be an island in today's environment. In the not very distant past, it was possible for companies to go it alone, but it is now more difficult to do so.

The same applies in the academic world, where ideas have been jealously guarded. The

opening-up of universities and colleges to the outside world in recent years has been of enormous benefit to industry and educational institutions. The stereotypical academic is one who moves in a rarefied atmosphere living a life of sometimes splendid isolation, a prisoner of their own genius. This sort of person does not fit easily into the mould of the modern networker. Yet even this insular world is changing. The ivory towers are being left ever more frequently as educational experts forge links with other bodies; sometimes to stunning effect as in Silicon Valley in America and around Cambridge in England, which now has one of the most concentrated clusters of high-tech companies in Europe.

It is the networkers, the wheeler-dealers, the movers and shakers, call them what you will, that carry the world along. The world of the Neanderthals was shaken between 35,000 and 40,000 BC; they were superseded by Homo Sapiens with the very 'networking' skills that separate us from other animals: understanding, thought abstraction and culture, which are inextricably linked to planning survival and productivity in humans. It is said the meek will inherit the earth. But will they?

Questions 1-5

YES if the statement agrees with the writer's claims

NO if the statement contradicts the writer's claims

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

1. Networking is not a modern idea.
2. Networking is worn like a badge exclusively in the business world.
3. People fall into two basic categories.
4. A person who shares knowledge and friends makes a better networker than one who does not.
5. The classic networker is physically strong and generally in good health.

Questions 6–10

Using NO MORE THAN THREE WORDS from the passage, complete the sentences below.

6. Making new acquaintances \_\_\_\_\_ but also has its disadvantages.
7. At work, problems can be caused if the manager is \_\_\_\_\_.
8. A manager can suppress, or even totally \_\_\_\_\_ the career of an employee.
9. In business today, working together is necessary in order for \_\_\_\_\_ to grow.
10. Businesses that specialise will not last for long without \_\_\_\_\_.

Questions 11–15

Using NO MORE THAN THREE WORDS from the passage, complete the sentences below.

11. In which sphere of life have ideas been protected jealously?
12. Which type of individual does not easily become a modern networker?
13. Where is one of the greatest concentrations of high tech companies in Europe?
14. Who replaced the Neanderthals?
15. What, as well as understanding and thought abstraction, sets us apart from other animals?

**Answers**

1. Yes.
2. No.
3. Yes.
4. Yes.
5. Not given.
6. Brings success.
7. (very) insecure/jealous/nervous.
8. Block.
9. Companies and enterprises.
10. Cooperation and contact.
11. (the) academic world.
12. (the) stereotypical academic.
13. (around) Cambridge (in England).
14. Homo Sapiens.
15. Culture.

**Reading Passage 2****A Silent Force**

A

There is a legend that St Augustine in the fourth century AD was the first individual to be seen reading silently rather than aloud, or semi-aloud, as had been the practice hitherto. Reading has come a long way since Augustine's day. There was a time when it was a menial job of scribes and priests, not the mark of civilisation it became in Europe during the Renaissance when it was seen as one of the attributes of the civilised individual.

B

Modern nations are now seriously affected by their levels of literacy. While the Western world has seen a noticeable decline in these areas, other less developed countries have advanced and, in some cases, overtaken the West. India, for example, now has a large pool of educated workers. So European countries can no longer rest on their laurels as they have done for far too long; otherwise, they are in danger of falling even further behind economically.

C

It is difficult in the modern world to do anything other than a basic job without being able to read. Reading as a skill is the key to an educated workforce, which in turn is the bedrock of economic advancement, particularly in the present technological age. Studies have shown that by increasing the literacy and numeracy skills of primary school children in the UK, the benefit to the economy generally is in billions of pounds. The skill of reading is now no more just an intellectual or leisure activity, but rather a fully-fledged economic force.

D

Part of the problem with reading is that it is a skill which is not appreciated in most developed societies. This is an attitude that has condemned large part of the population in most Western nations to illiteracy. It might surprise people in countries outside the West to learn that in the

United Kingdom, and indeed in some other European countries, the literacy rate has fallen to below that of so-called less developed countries.

E

There are also forces conspiring against reading in our modern society. It is not seen as cool among a younger generation more at home with computer screens or a Walkman. The solitude of reading is not very appealing. Students at school, college or university who read a lot are called bookworms. The term indicates the contempt in which reading and learning are held in certain circles or subcultures. It is a criticism, like all such attacks, driven by the insecurity of those who are not literate or are semi-literate. Criticism is also a means, like all bullying, of keeping peers in place so that they do not step out of line. Peer pressure among young people is so powerful that it often kills any attempts to change attitudes to habits like reading.

F

But the negative connotations apart, is modern Western society strongly opposing an uncontrollable spiral of decline? I think not.

G

How should people be encouraged to read more? It can easily be done by increasing basic reading skills at an early age and encouraging young people to borrow books from schools.



Some schools have classroom libraries as well as school libraries. It is no good waiting until pupils are in their secondary school to encourage an interest in books; it needs to be pushed at an early age. Reading comics, magazines and low brow publications like Mills and Boon is frowned upon. But surely what people, whether they be adults or children, read is of little import. What is significant is the fact that they are reading. Someone who reads a comic today may have the courage to pick up a more substantial time later on.

H

But perhaps the best idea would be to stop the negative attitudes to reading from forming in the first place. Taking children to local libraries brings them into contact with an environment where they can become relaxed among books. If primary school children were also taken in groups into bookshops, this might also entice them to want their own books. A local bookshop, like some local libraries, could perhaps arrange book readings for children which, being away from the classroom, would make the reading activity more of an adventure. On a more general note, most countries have writers of national importance. By increasing the standing of national writers in the eyes of the public, through local and national writing competitions, people would be drawn more to the printed word. Catch them young and, perhaps, they just might then all become bookworms.

**Questions 16–22****Reading Passage 2 has eight paragraphs labelled A–H.**

Choose the most suitable heading for each paragraph from the list of headings below.

Note: There are more headings than paragraphs, so you will not use all of them.

One of the headings has been done for you as an example. Any heading may be used more than once.

**List of Headings**

- i Reading not taken for granted
- ii Taking children to libraries
- iii Reading: the mark of civilisation
- iv Reading in St Augustine's day
- v A large pool of educated workers in India
- vi Literacy rates in developed countries have declined because of people's attitude
- vii Persuading people to read
- viii Literacy influences the economies of countries in today's world
- ix Reading benefits the economy by billions of pounds
- x The attitude to reading amongst the young
- xi Reading becomes an economic force
- xii The writer's attitude to the decline in reading

Example: Paragraph H Answer vii

16 Paragraph A

17 Paragraph B

18 Paragraph C

19 Paragraph D

20 Paragraph E

21 Paragraph F

22 Paragraph G

### **Questions 23–27**

Do the following statements agree with the information given in Reading Passage 2?

YES if the statement agrees with the writer's claims

NO if the statement contradicts the writer's claims

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

23 European countries have been satisfied with past achievements for too long and have allowed other countries to overtake them in certain areas.

24 Reading is an economic force.

25 The literacy rate in less developed nations is considerably higher than in all European countries.

26 If you encourage children to read when they are young the negative attitude to reading that grows in some subcultures will be eliminated.

27 People should be discouraged from reading comics and magazines.

### **Answers**

16. III.

17. VIII.

18. XI.

19. VI.

20. X.

21. XII.

22. VII.

23. Yes.

24. Yes.

25. Not given.

26. Yes.

27. No.

### Reading Passage 3

Variations on a theme: the sonnet form in English poetry

A

The form of lyric poetry known as 'the sonnet', or 'little song', was introduced into the English poetic corpus by Sir Thomas Wyatt the Elder and his contemporary Henry Howard, Earl of Surrey, during the first half of the sixteenth century. It originated, however, in Italy three centuries earlier, with the earliest examples known being those of Giacomo de Lentino, 'The Notary' in the Sicilian court of the Emperor Frederick II, dating from the third decade of the thirteenth century. The Sicilian sonneteers are relatively obscure, but the form was taken up by the two most famous poets of the Italian Renaissance, Dante and Petrarch, and indeed the latter is regarded as the master of the form.

B

The Petrarchan sonnet form, the first to be introduced into English poetry, is a complex poetic structure. It comprises fourteen lines written in a rhyming metrical pattern of iambic pentameter, that is to say each line is ten syllables long, divided into five 'feet' or pairs of syllables (hence 'pentameter'), with a stress pattern where the first syllable of each foot is

unstressed and the second stressed (an iambic foot). This can be seen if we look at the first line of one of Wordsworth's sonnets, 'After-Thought':

'I thought of my partner and my guide'.

If we break down this line into its constituent syllabic parts, we can see the five feet and the stress pattern (in this example each stressed syllable is underlined), thus: 'I thought/ of thee/ my partner and/ my guide'.

C

The rhyme scheme for the Petrarchan sonnet is equally as rigid. The poem is generally divided into two parts, the octave (eight lines) and the sestet (six lines), which is demonstrated through rhyme rather than an actual space between each section. The octave is usually rhymed abbaabba with the first, fourth, fifth and eighth lines rhyming with each other, and the second, third, sixth and seventh also rhyming. The sestet is more varied: it can follow the patterns cdecde, cdccdc, or cdedce. Perhaps the best interpretation of this division in the Petrarchan sonnet is by Charles Gayley, who wrote: "The octave bears the burden; a doubt, a problem, a reflection, a query, an historical statement, a cry of indignation or desire, a vision of the ideal. The sestet eases the load, resolves the problem or doubt, answers the query or

doubt, solaces the yearning, realises the vision.” Thus, we can see that the rhyme scheme demonstrates a twofold division in the poem, providing a structure for the development of themes and ideas.

D

Early on, however, English poets began to vary and experiment with this structure. The first major development was made by Henry Howard, Earl of Surrey, altogether an indifferent poet, but was taken up and perfected by William Shakespeare, and is named after him. The Shakespearean sonnet also has fourteen lines in iambic pentameter, but rather than the division into octave and sestet, the poem is divided into four parts: three quatrains and a final rhyming couplet. Each quatrain has its own internal rhyme scheme, thus a typical Shakespearean sonnet would rhyme abab cdcd efef gg. Such a structure naturally allows greater flexibility for the author and it would be hard, if not impossible, to enumerate the different ways in which it has been employed, by Shakespeare and others. For example, an idea might be introduced in the first quatrain, complicated in the second, further complicated in the third, and resolved in the final couplet — indeed, the couplet is almost always used as a resolution to the poem, though often in a surprising way.

## E

These, then, are the two standard forms of the sonnet in English poetry, but it should be

recognized that poets rarely follow rules precisely and a number of other sonnet types have

been developed, playing with the structure. elements. Edmund Spenser, for example, more

famous for his verse epic 'The Faerie Queene', invented a variation on the Shakespearean form

by interlocking the rhyme schemes between the quatrains, thus: abab bcba cdcd ee, while in

the twentieth century Rupert Brooke reversed his sonnet, beginning with the couplet. John

Milton, the seventeenth-century poet, was unsatisfied with the fourteen-line format and wrote

a number of 'Caudate' sonnets, or 'sonnets with the regular fourteen lines (on the Petrarchan

model) with a 'coda' or 'tail' of a further six lines. A similar notion informs George Meredith's

sonnet sequence 'Modern Love', where most sonnets in the cycle have sixteen lines.

## F

Perhaps the most radical of innovators, however, has been Gerard Manley Hopkins, who

developed what he called the 'Curtal' sonnet. This form varies the length of the poem, reducing

it in effect to eleven and a half lines, the rhyme scheme and the number of feet per line.

Modulating the Petrarchan form, instead of two quatrains in the octave, he has two tercets rhyming abc abc, and in place of the sestet he has four and a half lines, with a rhyme scheme dcbbdc. As if this is not enough, the tercets are no longer in iambic pentameter, but have six stresses instead of five, as does the final quatrain, with the exception of the last line, which has three. Many critics, however, are sceptical as to whether such a major variation can indeed be classified as a sonnet, but as verse forms and structures become freer, and poets less satisfied with convention, it is likely that even more experimental forms will out.

### Questions 28–32

Reading Passage 3 has six paragraphs labelled A–F.

Choose the most suitable heading for each paragraph from the list of headings below.

Write the appropriate numbers (i–xiii) in boxes 28–32 on your answer sheet.

Any heading may be used more than once.

Note: There are more headings than paragraphs, so you will not use all of them.

#### List of Headings

- i Octave develops sestet
- ii The Faerie Queene and Modern Love
- iii The origins of the sonnet
- iv The Shakespearean sonnet form
- v The structure of the Petrarchan sonnet form
- vi A real sonnet?
- vii Rhyme scheme provides structure developing themes and ideas



- viii Dissatisfaction with format
- ix The Sicilian sonneteers
- x Howard v. Shakespeare
- xi Wordsworth's sonnet form
- xii Future breaks with convention
- xiii The sonnet form: variations and additions

Example Paragraph A Heading iii

28 Paragraph B

29 Paragraph C

30 Paragraph D

31 Paragraph E

32 Paragraph F

### **Questions 33–37**

Using NO MORE THAN THREE WORDS from the passage, complete the sentences below.

33 Sir Thomas Wyatt the Elder and Henry Howard were \_\_\_\_\_ .

34 It was in the third decade of the thirteenth century that the \_\_\_\_\_ was introduced.

35 Among poets of the Italian Renaissance \_\_\_\_\_ was considered to be the better sonneteer.

36 The Petrarchan sonnet form consists of \_\_\_\_\_ .

37 In comparison with the octave, the rhyming scheme of the sestet is \_\_\_\_\_ .

**Questions 38–40**

Choose the correct letters A–D and write them in boxes 38–40 on your answer sheet.

38 According to Charles Gayley,

- A the octave is longer than the sestet.
- B the octave develops themes and ideas.
- C the sestet provides answers and solutions.
- D the sestet demonstrates a twofold division.

39 The Shakespearean sonnet is

- A an indifferent development.
- B more developed than the Petrarchan sonnet.
- C more flexible than the Petrarchan sonnet.
- D enumerated in different ways.

40 According to the passage, whose sonnet types are similar?

- A Spenser and Brooke
- B Brooke and Milton
- C Hopkins and Spenser
- D Milton and Meredith

**Answer:**

28. V.

29. VII.

30. IV.

31. XIII.

32. VI.

33. Contemporaries.

34. Sonnet / little song.

- 35. Petrarch.
- 36. Fourteen lines /octave and sestet.
- 37. More varied.
- 38. C.
- 39. C.
- 40. D.

## Writing Segment

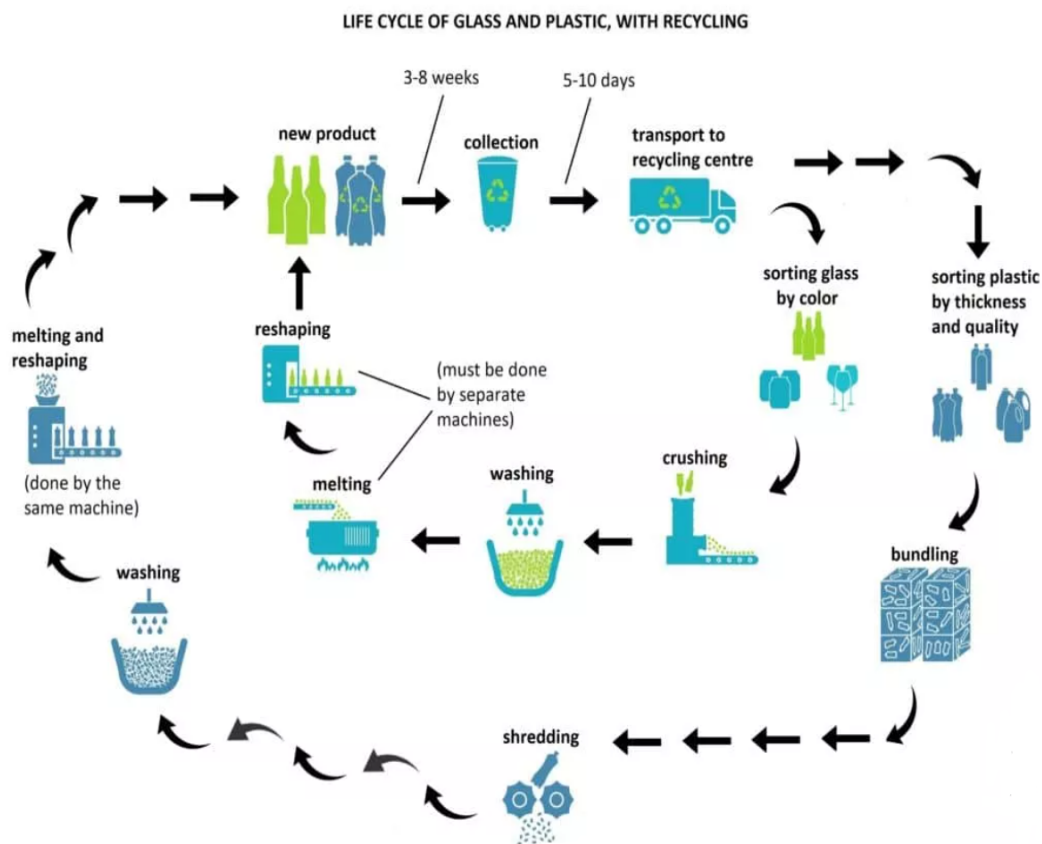
### Writing Task 1:

You should spend about 20 minutes on this task.

*The diagram below gives information about the recycling of glass and plastic containers.*

*Summarise the information by selecting and reporting the main features and make comparisons where relevant.*

Write at least 150 words.



### Answer:

This flowchart shows the differences and similarities in the life cycles of glass and plastic containers, from creation and use to recycling and re-creation.

This diagram reveals both similarities and differences in the way that plastic and glass goods are made, recycled, and then made anew. The processes have more differences than similarities, but there are some more significant differences in the earlier stages of the recycling process.

The initial collection and transportation of both goods are the same. However, after that, glass is sorted by color and may then be immediately crushed, while plastic is sorted by thickness and quality and must be bundled before it can be shredded.

Once the glass is crushed and the plastic is shredded, the processes become similar again. At this point, both the glass and plastic pieces are washed, and then melted and reshaped into new products. These final steps are nearly identical, although the melting and reshaping of the glass must be done by two separate machines rather than one.

## **Writing task 2:**

### **Advantage/Disadvantage essay**

"In the future all cars, buses and trucks will be driverless. The only people travelling inside these vehicles will be passengers.

Do you think the advantages of driverless vehicles outweigh the disadvantages?"

### **Answer:**

A future filled with driverless vehicles is an inevitability. In my opinion, though there are concomitant moral risks, the practical import of such a seismic shift will be positive on the whole.

Critics of this trend suggest that machines should not be responsible for the potential loss of human life. This argument rests on the fact that when there is an accident involving humans, it is possible to either assess blame and assign punishment or accept that human error played a role. In contrast, an individual severely injured as the result of a collision caused by a machine may justly feel that all human autonomy and free will are absent from their

fate. This is analogous to a natural disaster with the crucial distinction being that humanity has engineered the situation. It is human nature to prefer to control a situation rather than surrender the outcome to an autonomous machine.

Proponents of automated vehicles, on the other hand, argue the tangible ramifications concerning public safety. The evidence overwhelmingly suggests that driverless vehicles cause fewer accidents than humans. The reason for this is that humans are prone to errors related to fatigue, distractions such as smartphones, and, in some cases, altered states. Machines might experience the occasional technical error, however, they are far more consistent by comparison. In fact, the few accidents that have occurred with automated vehicles were the fault of human drivers. If all cars were driverless, this would enable a greater level of sophistication that could, theoretically, all but eliminate automobile accidents.

In conclusion, though many accidents will occur without human agency playing a role, safer roads fully justify this innovation. Companies and consumers must be wary of the influence of automation while also embracing its most transparent benefits.

## Speaking Segment

### Speaking Part 2:

Describe a time when you started using a new technological device (e.g., a new computer or phone).

You should say:

- What device you started using.
- Why did you start using this device?
- How easy or difficult it was to use.

and explain how helpful this device was to you.

### Answer:

Up until recently, I have avoided buying and using any smartphones primarily because they cost a bit too much money (for an 'economic' person like me), and it would not feel convenient because of their large size to carry them in my pocket. But, that all changed when I found out that I was missing some of the "greatest" moments of my family life because of not having a smartphone.

Anyway, it was actually a few months ago, that I felt the need for buying a smartphone when my sister wanted me, while riding on a bus in the road, to see the live video of her 10-month-old little angel (my niece) walking for the first time except, of course, she totally forgot that I didn't have a smartphone to see and capture the 'special moments'. I felt really bad at that time, to say

the least, and immediately decided to buy a smartphone. Luckily, I found a great phone at a discounted price because the phone store had some kind of “sale” going at that time. However, in the beginning, it was not really that easy to use my smartphone, because of its “touch screen”, which wasn’t always easy to manoeuvre unlike the “buttons” of a regular mobile phone. Besides, it would make calls ‘automatically’, while still in my pocket, because of its very ‘sensitive’ touch screen if I was not handling it in a careful manner.

But, now, after the initial difficulties in handling the phone, I find my new beautiful gadget to be really handy and useful. First, it allows me to communicate with my friends and families very easily by using the internet feature on the machine. Besides, I can also see my family members live on the video while also talking to them at the same time when I am away from them. Then, it also allows me to download and listen to some new music, when I am on the road, in order to keep the “travel fatigue” at bay. Finally, it also allows me to take pictures of special moments when I am with my family and friends.