

## Listening Segment:

### Form completion:

**Audio:** <https://drive.google.com/file/d/1YJvyZd8I98NHMKUWxSK4WzywCHtrv9cT/view?usp=sharing>

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

### Visa Interview Registration :

Name: Jems

Surname: **1.** \_\_\_\_\_

Type of visa: **2.** \_\_\_\_\_

Passport no. : **3.** \_\_\_\_\_

Address: **4.** \_\_\_\_\_

Date of birth: **5.** \_\_\_\_\_

Education: **6.** \_\_\_\_\_

Appointment time: **7.** \_\_\_\_\_

**Select correct option from A to F**  
**Questions 8 to 10**

Which documents Jems will need for a Visa interview?

For	Name of document
Verification	<u>Address proof</u>
Identity proof	8. _____
Procedure	9. _____
10. Stamping	_____ 10. _____ _____

- A. Passport
- B. Driving License
- C. Application form
- D. Fees acknowledgement
- E. Income proof
- F. Appointment letter

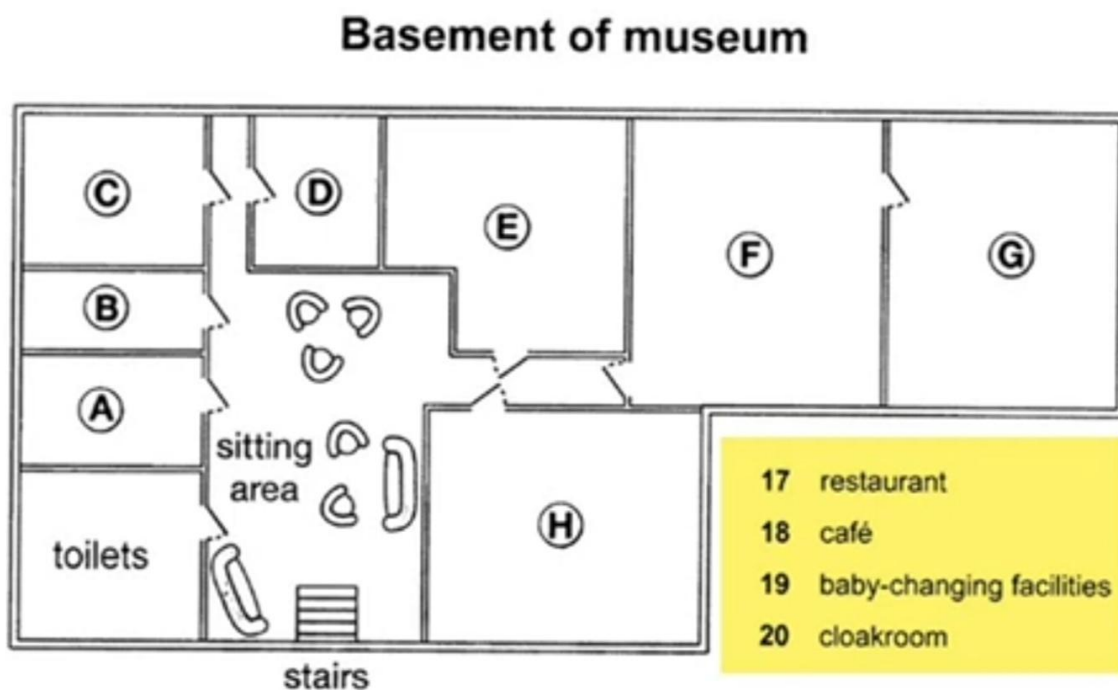
**Answer-**

- 1. Armstrong
- 2. Short term tourist
- 3. B 98CZEI65432DC
- 4. King's Residency, Australia
- 5. 19th september
- 6. Post graduation
- 7. Day after tomorrow
- 8. A
- 9. F
- 10. D

**Map Labeling:**

**Audio:** [https://drive.google.com/file/d/1BcoX-WpN\\_IcwoqA8n3S1KOHXDqfnOOfS/view?usp=sharing](https://drive.google.com/file/d/1BcoX-WpN_IcwoqA8n3S1KOHXDqfnOOfS/view?usp=sharing)

Map:



Question:

1. Restaurant
2. Cafe
3. Baby-changing facilities
4. Cloak-room

Answers:

1. F
2. H
3. C
4. B

**MCQ Lesson:**

**Audio:** <https://drive.google.com/file/d/1biCDsUoEmo5kJHI5IABFL2fEgo9M0qxb/view?usp=sharing>

31. What led the group to choose their topic?
- A) They were concerned about the decline of one species.
  - B) They were interested in the effects of city growth.
  - C) They wanted to investigate a recent phenomenon.
32. The exact proportion of land devoted to private gardens was confirmed by
- A) consulting some official documents.
  - B) taking large-scale photos.
  - C) discussions with town surveyors.
33. The group asked garden owners to
- A) take part in formal interviews.
  - B) keep a record of animals they saw.
  - C) get in contact when they saw a rare species.
34. The group made their observations in gardens
- A) which had a large number of animal species.
  - B) which they considered to be representative.
  - C) which had stable populations or rare animals.
35. The group did extensive reading on
- A) wildlife problems in rural areas.
  - B) urban animal populations.
  - C) current gardening practices.
36. The speaker focuses on three animal species because
- A) a lot of data has been obtained about them.
  - B) the group was most interested in them.
  - C) they best indicated general trends

**Answers:**

- 31 C
- 32 A
- 33 B
- 34 B
- 35 A
- 36 C

**Sentence Completion:**

**Audio:** [https://drive.google.com/file/d/1CcEPbTIAvhT3c939GPuP7ESg\\_hLb-2nB/view?usp=sharing](https://drive.google.com/file/d/1CcEPbTIAvhT3c939GPuP7ESg_hLb-2nB/view?usp=sharing)

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

1. Studying with the Open University demanded a great deal of \_\_\_\_\_.
2. Studying and working at the same time improved Rachel's \_\_\_\_\_ skills.
3. It was helpful that the course was structured in \_\_\_\_\_.
4. She enjoyed meeting other students at \_\_\_\_\_.

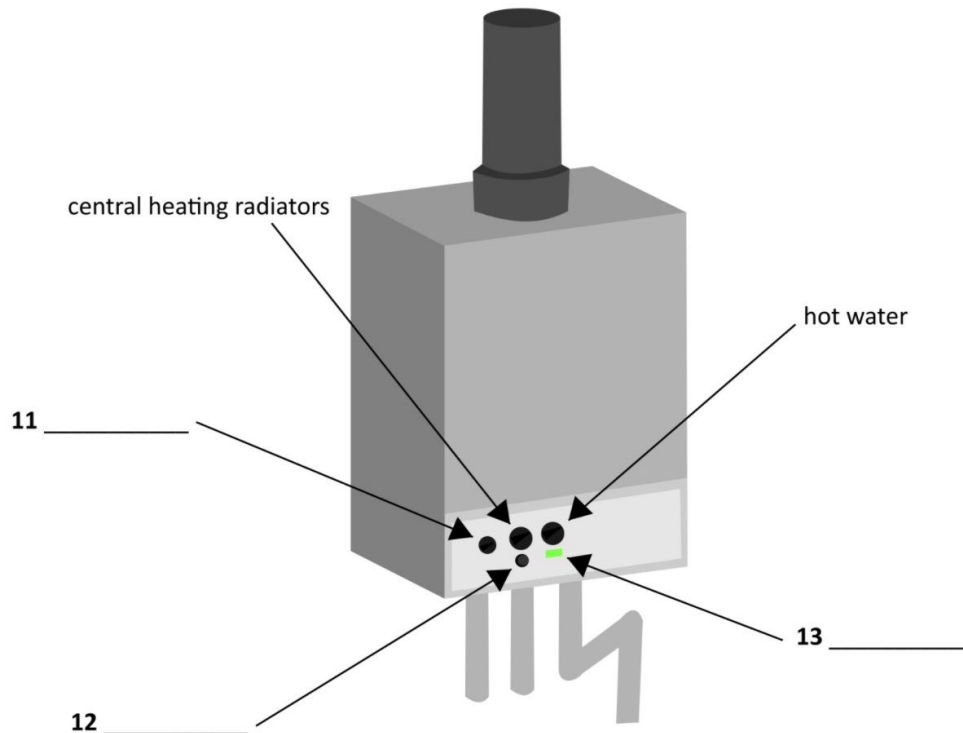
Answers:

1. motivation
2. time management / time-management
3. modules
4. summer school/summer schools

**Diagram Lesson:**

**Audio:** [https://drive.google.com/file/d/1cSLCySa6\\_02NIJT81NkkjO9C7urlj6xB/view?usp=sharing](https://drive.google.com/file/d/1cSLCySa6_02NIJT81NkkjO9C7urlj6xB/view?usp=sharing)

Complete the information below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

**Answers:**

11. On/off switch

12. Reset button

13. Warning indicator

**Gap filling:**

**Audio:** [https://drive.google.com/file/d/1yDxs51bl6gp9RX-WNLTCHeroOqX6\\_aXI/view?usp=sharing](https://drive.google.com/file/d/1yDxs51bl6gp9RX-WNLTCHeroOqX6_aXI/view?usp=sharing)

**Fill in the gaps below.**

Fill in the gaps below.

Write NO MORE THAN TWO WORDS for each answer.

The tour costs (1)..... Bookings must be made no later than (2)..... days in advance. A (3)..... deposit is required as well. The reference number of the customer is (4).....

**Answers:**

1. \$280
2. 14
3. 20 per cent / 20%
4. 39745

## Reading Segment

### READING PASSAGE 1

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

#### RED IN RUSSIAN ART

##### A

In Old Slavonic, a language that precedes Russian, 'red' has a similar root to the words 'good' and 'beautiful'. Indeed, until the 20th century, *Krasnaya Ploshchad*, or Red Square, in central Moscow, was understood by locals as 'Beautiful Square'. For Russians, red has great symbolic meaning, being associated with goodness, beauty, warmth, vitality, jubilation, faith, love, salvation, and power.

##### B

Because red is a long-wave colour at the end of the spectrum, its effect on a viewer is striking: it appears closer than colours with shorter waves, like green, and it also intensifies colours placed alongside it, which accounts for the popularity of red and green combinations in Russian painting.

##### C

Russians love red. In the applied arts, it predominates bowls, boxes, trays, wooden spoons, and distaffs for spinning all feature red, as do children's toys, decorative figurines, Easter eggs, embroidered cloths, and garments. In the fine arts, red, white, and gold form the basis of much icon painting.

**D**

In pre-Christian times, red symbolised blood. Christianity adopted the same symbolism; red represented Christ or saints in their purification or martyrdom. The colour green, meantime, signified wisdom, while white showed a person reborn as a Christian. Thus, in a famous 15th-century icon from the city of Novgorod, *Saint George and the Dragon*, red-dressed George sports a green cape, and rides a pure-white stallion. In many icons, Christ and the angels appear in a blaze of red, and the mother of Christ can be identified by her long red veil. In an often-reproduced icon from Yaroslavl, the Archangel Michael wears a brilliant red cloak. However, the fires of Hell that burn sinners are also red, like those in an icon from Pskov.

**E**

A red background for major figures in icons became the norm in representations of mortal beings, partly to add vibrancy to skin tones, and one fine example of this is a portrait of Nikolai Gogol, the writer, from the early 1840s. When wealthy aristocrats wished to be remembered for posterity, they were often depicted in dashing red velvet coats, emulating the cloaks of saints, as in the portraits of Jakob Turgenev in 1696, or of Admiral Ivan Talyzin in the mid-1760s. Portraits of women in Russian art are rare, but the Princess Yekaterina Golitsyna, painted in the early 1800s, wears a fabulous red shawl.

Common people did not appear frequently in Russian fine art until the 19th century when their peasant costumes were often white with red embroidery, and their elaborate headdresses and scarves were red. The women in the 1915 painting, *Visiting*, by Abram Arkhipov seem aflame with life: their dresses are red; their cheeks are red; and, a jug of vermillion lingonberry cordial glows on the table beside them.

Russian avant-garde painters of the early 20th century are famous beyond Russia as some of the greatest abstract artists. Principal among these are Nathan Altman, Natalia Goncharova, Wassily Kandinsky, and Kazimir Malevich, who painted the ground-breaking *White on white as well as Red Square*, which is all the more compelling because it isn't quite square. Malevich used primary colours, with red prominent, in much of his mature work. Kuzma



Petrov-Vodkin is hailed as a genius at home, but less well-known abroad; his style is often surreal, and his palette is restricted to the many hues of red, contrasting with green or blue. The head in his 1915 *Head of a youth* is entirely red, while his 1925 painting, *Fantasy*, shows a man in blue, on a larger-than-life all-red horse, with a blue town in blue mountains behind.

## F

Part of the enthusiasm for red in the early 20th century was due to the rise of the political movement, communism. Red had first been used as a symbol of revolution in France in the late 18th century. The Russian army from 1918–45 called itself the Red Army to continue this revolutionary tradition, and the flag of the Soviet Union was the Red Flag.

Soviet poster artists and book illustrators also used swathes of red. Some Social Realist painters have been discredited for their political associations, but their art was potent, and a viewer cannot help but be moved by Nikolai Rutkovsky's 1934 *Stalin at Kirov's coffin*. Likewise, Alexander Gerasimov's 1942 *Hymn to October* or Dmitry Zhilinsky's 1965 *Gymnasts of the USSR* stand on their own as memorable paintings, both of which include plenty of red.

## G

In English, red has many negative connotations – red for debt, a red card for football fouls, or a red-light district – but in Russian, red is beautiful, vivacious, spiritual, and revolutionary. And Russian art contains countless examples of its power.

## Questions 1–6

Reading Passage 1 on the following page has seven sections: **A–G**.

Choose the correct heading for sections **B–G** from the list of headings below.

Write the correct number, **i–x**, in boxes **1–6** on your answer sheet.

## List of Headings

- i** The uses of red
- ii** Russian and English views of red
- iii** Red and beauty
- iv** The optics of red
- v** Red and religion
- vi** The hazards of red
- vii** Red and politics
- viii** Portrait painters who copied icons
- ix** Red and art
- x** Revolutionary painters

*Example*                      *Answer*

**Section A**                      **iii**

**1** Section **B**

**2** Section **C**

**3** Section **D**

**4** Section **E**

**5** Section **F**

**6** Section **G**

**Questions 7–12**

Choose **ONE WORD OR A NUMBER** from the passage for each answer.

Write your answers in boxes **7-12** on your answer sheet.

### Russian Applied Arts

**Household goods:** Red wooden objects, toys, figurines, & embroidered **7**.....

**Garments:** Red coats, dresses, headdresses, shawls & scarves

### Russian Fine Arts

- Painting:**
- Red, white & gold = main colours
- Icon
- **8**.....-century Novgorod icon of St George in red
  - Christ, saints, angels & mother of Christ in red
  - Fires of Hell = red
- Portrait
- 1840s Gogol painted with red **9**....., like figures in icons
  - 1696 Turgenev & mid-1760s Talyzin in red coats, like saints' cloaks
  - 1800s Princess Golitsyna in a red shawl
  - 1915 *Visiting* = peasant women & lots of red
- Abstract
- Painters famous worldwide: Altman, Goncharova & Kandinsky
  - Malevich's *White on white* & *Red Square* = impressive
- Surrealist
- Petrov-Vodkin famous in Russia
  - 1915 *Head of a* **10**..... = head all red
  - 1925 *Fantasy* = blue man on a huge red horse
- Social**
- 11**.....:
- Lots of red in Rutkovsky's 1934 *Stalin at Kirov's coffin*
  - Gerasimov's 1942 *Hymn to October*
  - Zhilinsky's **12**..... *Gymnasts of the USSR*

**Question 13**

Choose **TWO** letters: **A-E**.

Write the correct letters in box **13** on your answer sheet.

The list below includes associations Russians make with the colour red.

Which **TWO** are mentioned by the writer of the passage?

**A.** danger

**B.** wealth

**C.** intelligence

**D.** faith

**E.** energy

**Answers**

1. iv

2. i

3. v

4. ix

5. vii

6. ii

7. cloths

8. 15th/Fifteenth

9. background

10. youth

11. Realism

12. 1965

13. D&E

## **READING PASSAGE 2**

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

### **Lepidoptera**

#### **Myths and Misnomers**

A buttercup is a small, bright yellow flower; a butternut is a yellow-fleshed squash; and, there is also a butter bean. The origin of the word 'butterfly' may be similar to these plants – a creature with wings the colour of butter – but a more fanciful notion is that 'flutterby' was misspelt by an early English scribe since a butterfly's method of flight is to flutter by. Etymologists may not concur, but entomologists agree with each other that butterflies belong to the order of Lepidoptera, which includes moths, and that 'lepidoptera' accurately describes the insects since 'lepis' means 'scale' and 'pteron' means 'wing' in Greek.

Until recently, butterflies were prized for their evanescence – people believed that adults lived for a single day; it is now known this is untrue, and some, like monarch butterflies, live for up to nine months.

#### **Butterflies versus Moths**

Butterflies and moths have some similarities: as adults, both have fur membranous wings covered in minute scales, attached to a short thorax and a longer abdomen with three pairs of legs. They have moderately large heads, long antennae, and compound eyes; tiny palps for smell; and, a curling proboscis for sucking nectar. Otherwise, their size, colouration, and life cycles are the same.

Fewer than one percent of all insects are butterflies, but they hold a special place in the popular imagination as being beautiful and benign. Views of moths, however, are less kind since some live indoors and fast on cloth; others damage crops; and, most commit suicide, being nocturnal and drawn to artificial light. There are other differences between butterflies and moths; for example, when resting, the former fold their wings vertically above their bodies, while the latter lay theirs flat. Significantly, butterfly antennae thicken slightly towards their tips, whereas moth antennae end in something that looks like a V-shaped TV aerial.

### **The Monarch Butterfly**

Originating in North America, the black-orange-and-white monarch butterfly lives as far away as Australia and New Zealand, and for many children, it represents a lesson in metamorphosis, which can even be viewed in one's living room if a pupa is brought indoors.

It is easy to identify the four stages of a monarch's life cycle – egg, larva, pupa, and adult – but there are really seven. This is because, unlike vertebrates, insects do not have an internal skeleton, but a tough outer covering called an exoskeleton. This is often shell-like and sometimes indigestible by predators. Muscles are hinged to its inside. As the insect grows, however, the constraining exoskeleton must be moulted, and a monarch butterfly undergoes seven moults, including four as a larva.

Temperature dramatically affects butterfly growth: in warm weather, a monarch may go through its seven moults in just over a month. Time spent inside the egg, for instance, may last three to four days in 25° Celsius, but in 18°, the whole process may take closer to eight weeks, with time inside the egg eight to twelve days. Naturally, longer development means lower populations due to increased predation.

A reliable food supply influences survival and the female monarch butterfly is able to sniff out one particular plant its young can feed off – milkweed or swan plant. There are a few other plants larvae can eat, but they will resort to these only if the milkweed is exhausted and alternatives are very close by. Moreover, a female butterfly may be conscious of the size of the milkweed on which she

lays her eggs since she spaces them, but another butterfly may deposit on the same plant, lessening everyone's chance of survival.

While many other butterflies are close to extinction due to pollution or dwindling habitat, the global numbers of monarchs have decreased in the past two decades, but less dramatically.

Monarch larvae absorb toxins from milkweed that renders them poisonous to most avian predators who attack them. Insect predators, like aphids, flies, and wasps, seem unaffected by the poison and are therefore common. A recent disturbing occurrence is the death of monarch eggs and larvae from bacterial infection.

Another reason for population decline is reduced wintering conditions. Like many birds, monarch butterflies migrate to warmer climates in winter, often flying extremely long distances, for example, from Canada to southern California or northern Mexico, or from southern Australia to the tropical north. They also spend some time in semi-hibernation in dense colonies deep in forests. In isolated New Zealand, monarchs do not migrate, instead of finding particular trees on which to congregate. In some parts of California, wintering sites are protected, but in Mexico, much of the forest is being logged, and the insects are in grave danger.

Milkweed is native to southern Africa and North America, but it is easy to grow in suburban gardens. It's swan-shaped seed pods contain fluffy seeds used in the 19th century to stuff mattresses, pillows, and lifejackets. After milkweed had hitched a lift on sailing ships around the Pacific, the American butterflies followed with Hawaii seeing their permanent arrival in 1840, Samoa in 1867, Australia in 1870, and New Zealand in 1873. As butterfly numbers decline sharply in the Americas, it may be these Pacific outposts that save the monarch.

**Questions 14–17**

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

In boxes **14–17** on your answer sheet, write:

**TRUE** if the statement agrees with the information.

**FALSE** if the statement contradicts the information.

**NOT GIVEN** if there is no information on this.

**14** One theory is that the word ‘butterfly’ means an insect the colour of butter.

**15** Another theory is that a ‘buttery’ was a mistake for a ‘flutterby’.

**16** The Greeks had a special reverence for butterflies.

**17** The relative longevity of butterflies has been understood for some time.

**Questions 18–21**

Classify the things on the following page that relate to:

**A.** butterflies only.

**B.** moths only.

**C.** both butterflies and moths.

*Write the correct letter **A**, **B**, or **C**, in boxes **18–21** on your answer sheet.*

**18.** They have complex eyes.

**19.** Humans view them negatively.

**20.** They fold their wings upright.

**21.** They have more pronounced antennae.



**Questions 22–27**

Complete the summary below using the numbers or words, **A–I**, below.

Write the correct letter **A–I**, in boxes **22–27** on your answer sheet.

- |                         |                       |                    |
|-------------------------|-----------------------|--------------------|
| <b>A.</b> bacteria      | <b>B.</b> California  | <b>C.</b> Canada   |
| <b>D.</b> four          | <b>E.</b> Mexico      | <b>F.</b> milkweed |
| <b>G.</b> North America | <b>H.</b> the Pacific | <b>I.</b> seven    |

**The Monarch Butterfly**

Monarch butterflies can live for up to nine months. Indigenous to **22**....., they are now found throughout the Pacific as well.

Since all insects have brittle exoskeletons, they must shed these regularly while growing. In the life of a monarch butterfly, there are **23**..... moults.

Several factors affect butterfly populations. Low temperatures mean animals take longer to develop, increasing the risk of predation. A steady supply of a specific plant called **24**..... is necessary, and a small number of eggs laid per plant. Birds do attack monarch butterflies, but as larvae and adults contain toxins, such attacks are infrequent. Insects, unaffected by poison, and **25**..... pose a greater threat.

The gravest danger to monarch butterflies is the reduction of their wintering grounds, by deforestation, especially in **26**.....

Monarchs do not migrate long distances within New Zealand, but they gather in large colonies on certain trees. It is possible that the isolation of this country and some other islands in **27**..... will save monarchs.

**Answers**

- 14. TRUE
- 15. TRUE
- 16. NOT GIVEN
- 17. FALSE
- 18. C
- 19. B
- 20. A
- 21. B
- 22. G
- 23. I
- 24. F
- 25. A
- 26. E
- 27. H

**READING PASSAGE 3**

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

**HOW FAIR IS FAIR TRADE?**

The fair-trade movement began in Europe in earnest in the post-war period, but only in the last 25 years has it grown to include producers and consumers in over 60 countries.

In the 1950s and 60s, many people in the developed world felt passionately about the enormous disparities between developed and developing countries, and they believed the system of international trade shut out African, Asian, and South American producers who could not compete with multinational companies or who came from states that, for political reasons, were not trading with the West. The catchphrase 'Trade Not Aid' was used by church groups and trade unions – early supporters of fair trade – who also considered that international aid was either a pittance or a covert form of subjugation. These days, much fair trade does include aid: developed-world volunteers offer their services, and there is free training for producers and their workers.

Tea, coffee, cocoa, cotton, flowers, handicrafts, and gold are all major fair-trade items, with coffee being the most recognizable, found on supermarket shelves and at café chains throughout the developed world.

Although around two million farmers and workers produce fair-trade items, this is a tiny number in relation to total global trade. Still, fair-trade advocates maintain that the system has positively impacted upon many more people worldwide, while the critics claim that if those two million returned to the mainstream trading system, they would receive higher prices for their goods or labour.

Fair trade is supposed to be a trade that is fair to producers. Its basic tenet is that developed-world consumers will pay slightly more for end products in the knowledge that developing-world producers have been equitably remunerated, and that the products have been made in decent circumstances. Additionally, the fair-trade system differs from that of the open market because there is a minimum price paid for goods, which may be higher than that of the open market. Secondly, a small premium, earmarked for community development, is added in good years; for example, coffee co-operatives in South America frequently receive an additional 25c per kilogram. Lastly, purchasers of fair-trade products may assist with crop pre-financing or with the training of producers and workers, which could take the form of improving product quality, using environmentally friendly fertilisers, or raising literacy. Research has shown that non-fair-trade farmers copy some fair-trade farming practices, and, occasionally, encourage social

progress. In exchange for ethical purchase and other assistance, fair-trade producers agree not to use child or slave labour, to adhere to the United Nations Charter on Human Rights, to provide safe workplaces, and to protect the environment despite these not being legally binding in their own countries. However, few non-fair-trade farmers have adopted these practices, viewing them as little more than rich-world conceits.

So that consumers know which products are made under fair-trade conditions, goods are labelled, and, these days, a single European and American umbrella organisation supervises labelling, standardisation, and inspection.

While fair trade is increasing, the system is far from perfect. First and foremost, there are expenses involved in becoming a fair-trade-certified producer, meaning the desperately poor rarely participate, so the very farmers fair-trade advocates originally hoped to support are excluded. Secondly, because conforming to the standards of fair-trade certification is costly, some producers deliberately mislabel their goods. The fair-trade monitoring process is patchy, and unfortunately, around 12% of fair-trade-labelled produce is nothing of the kind. Next, a crop may genuinely be produced under fair-trade conditions, but due to a lack of demand cannot be sold as fair trade, so goes into the open market, where prices are mostly lower. It is estimated that only between 18–37% of fair-trade output is actually sold as fair trade. Sadly, there is little reliable research on the real relationship between costs incurred and revenue for fair-trade farmers, although empirical evidence suggests that many never realise a profit. Partly, reporting from producers is inadequate, and ways of determining profit may not include credit, harvesting, transport, or processing. Sometimes, the price paid to fair-trade producers is lower than that of the open market, so while a crop may be sold, elsewhere it could have earned more, or where there are profits, they are often taken by the corporate firms that buy the goods and sell them on to retailers.

There are problems with the developed-world part of the equation too. People who volunteer to work for fair-trade concerns may do so believing they are assisting farmers and communities, whereas their labour serves to enrich middlemen and retailers. Companies involved in West African cocoa

production have been criticised for this. In the developed world, the right to use a fair-trade logo is also expensive for packers and retailers, and sometimes a substantial amount of the money received from sale is ploughed back into marketing. In richer parts of the developed world, notably in London, packers and retailers charge high prices for fair-trade products. Consumers imagine they are paying so much because more money is returned to producers when profit-taking by retailers or packers is a more likely scenario. One UK café chain is known to have passed on 1.6% of the extra 18% is charged for fair-trade coffee to producers. However, this happens with other items at the supermarket or cafe, so perhaps consumers are naive to believe fair-traders behave otherwise. In addition, there are struggling farmers in rich countries, too, so some critics think fair-trade associations should certify them. Other critics find the entire fair-trade system flawed – nothing more than a colossal marketing scam– and they would rather assist the genuinely poor in more transparent ways, but this criticism may be overblown since fair trade has endured for and been praised in the developing world itself.

### Questions 28–32

Answer the questions below.

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

*Write your answers in boxes **28–32** on your answer sheet.*

- 28.** What was an early slogan about addressing the imbalance between the developed and developing worlds?
- 29.** What is probably the most well-known fair-trade commodity?
- 30.** According to the writer, in terms of total global trade, what do fair-trade producers represent?
- 31.** How do its supporters think fair trade has affected many people?

**32.** What do its critics think fair-trade producers would get if they went back to mainstream trade?

**Questions 33–36**

Complete each sentence with the correct ending, **A–H**, below.

Write the correct letter **A–H**, in boxes **33–36** on your answer sheet.

**33.** Consumers of fair-trade products are happy

**34.** The fair-trade system may include

**35.** Some fair-trade practices

**36.** Fair-trade producers must adopt international employment standards

**A.** loans or training for producers and employees.

**B.** although they may not be obliged to do so in their own country.

**C.** for the various social benefits fair trade brings.

**D.** to pay more for what they see as ethical products.

**E.** has influenced non-fair-trade producers.

**F.** because these are United Nations obligations.

**G.** too much corruption.

**H.** have been adopted by non-fair-trade producers.

**Questions 37–40**

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

In boxes **37–40** on your answer sheet, write:

**YES**                      if the statement agrees with the claims of the writer.

**NO** if the statement contradicts the claims of the writer.

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

**37.** The fair-trade system assists farmers who are extremely poor.

**38.** Some products labelled as fair-trade are in fact not.

**39.** UK supermarkets and cafes should not charge such high prices for fair-trade items.

**40.** Fair trade is mainly a marketing ploy and not a valid way of helping the poor.

### **Answers**

28. 'Trade Not Aid' (*Quotation marks optional*)

29. Coffee

30. A tiny number (*Must include 'A'*)

31. Positively

32. Higher prices

33. D

34. A

35. H

36. B

37. NO

38. YES

39. NOT GIVEN

40. NO

## Writing Segment

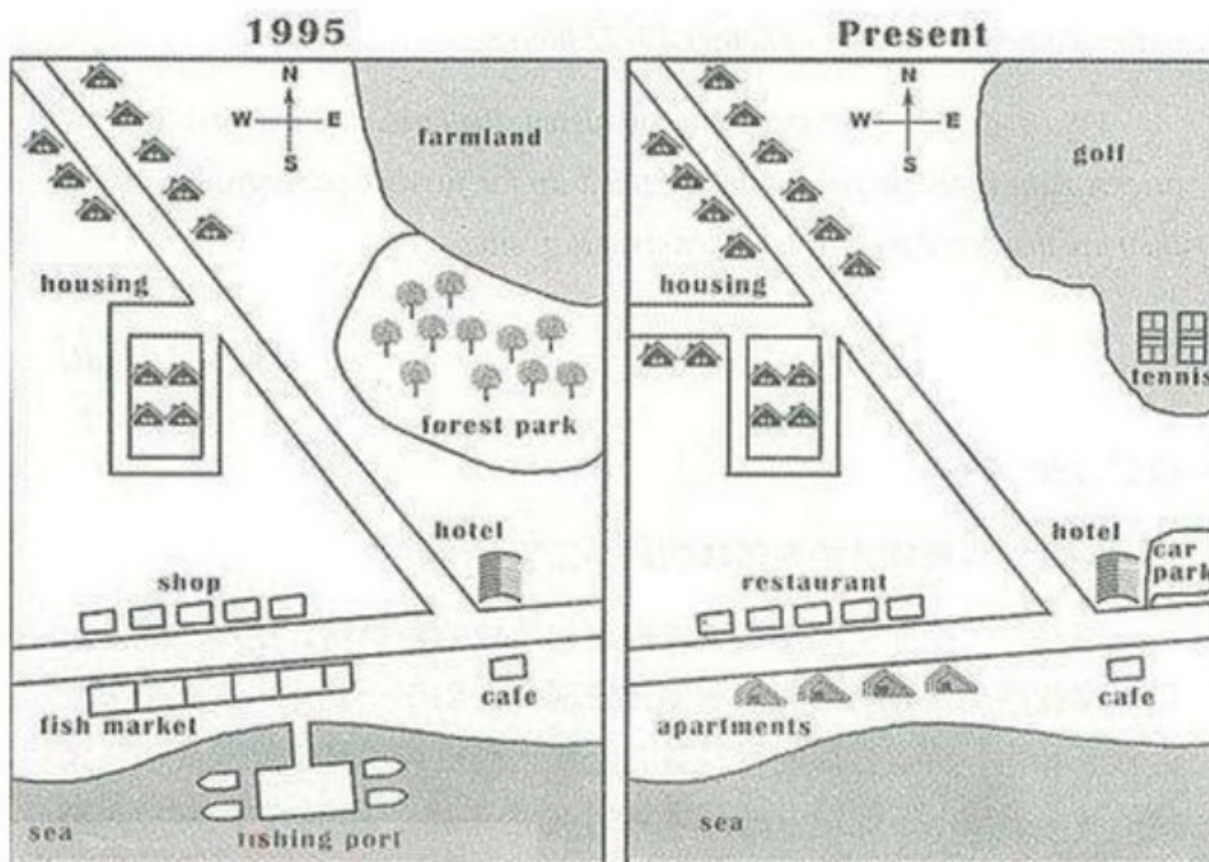
### WRITING TASK 1

You should spend about 20 minutes on this task.

The map below shows the development of the village of Ryemouth between 1995 and the present.

Summarize the information by selecting and reporting the main features and making comparisons where relevant.

Write at least 150 words.





**Writing Task 1 Answer**

The map shows how a village called Ryemouth has developed over the last twenty-five years. There have been several changes, the most noticeable being the increases in accommodation, the elimination of the fishing industry, and the introduction of sports facilities.

In 1995, to the south of the village where the sea is there was previously a fishing industry, with a fishing port and quite a large fish market as well. Next to this was a small cafe. On the other side of the road running by the sea stood a line of five shops and a hotel, while situated in the northeast part of the village were farmland and a park with trees. The main housing of the village was located in the northwest around the main road that runs from the coastal road, with twelve houses, four of them encircled by a smaller side street.

Turning to the present-day map, it can be seen that the fishing facilities have all gone, being replaced by four apartments, and the shops have become restaurants. The cafe remains, as does the hotel, albeit with parking facilities which it did not have before. Having been converted into a golf course, the farmland has now gone, while the forest park has been removed to make way for tennis courts. Although the old houses remain, new ones have been built, along with a new road with two new houses beside it.

*(236 Words)*

**WRITING TASK 2**

You should spend about 40 minutes on this task.

Write about the following topic:

***Some people believe that children's leisure activities must be educational, otherwise they are a complete waste of time.***

***Do you agree or disagree?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

### **WRITING TASK 2 Answer**

To derive a double benefit from anything is considered a bonus, and this is especially the case when discussing leisure activities for children. The idea to fuse both education and entertainment into one activity is a goal of many educators; some would even believe that failure to do this makes the activity pointless. Drawing from examples in Sweden and reviewing games, such as Pokemon, I firmly believe that all activities should have an educational value.

Leisure activities are a perfect time to take advantage of the receptiveness in a child's mind, and some countries are adamant about this. Take Sweden, for example. For many years they have legally stipulated that all children's toys sold in the country should have some educational value. In addition, for such a rule to be passed, it must be upheld by scientific research. Therefore, the advantage of incorporating an education element into toys is scientifically proven.

On the other hand, across the UK, children were wasting their time collecting and learning the statistics of each creature on each Pokemon card. If, however, these cards had been intertwined with more educational data the child could have simultaneously gained a more practical education. Due to the child learning large swathes of irrelevant and useless information it can be argued that the time would have been better spent with real facts and figures on the cards.

To conclude, scientific evidence from Sweden and fantasy games such as Pokemon with little educational value are two clear reasons why children's leisure activities should have an element of learning involved.

*(259 Words)*

## ILETS Speaking

### Part 2

Examiner: Now, have a look at the card and prepare a monologue.

Describe a place that you visit to keep fit. You should say:

- What it is.
- When you go there.
- What you do there.
- and say why you like it.

Candidate: I would like to talk about my local gym that I visit three times a week. It's a new sports center with the latest fitness equipment. It has everything you would ever need to keep fit: treadmills, various dumbbells and exercisers for different muscle groups. Moreover, it offers a wide range of different classes for every taste. I developed my own strength-building strategy, so usually I start with a short warm-up when I jog on the treadmill for a few minutes to sweat. Then, I go to the weights sections and start doing lifting exercises. Finally, I end my workout with stretching. I try not to miss my training, because they help me to relax and forget about the daily routine.