



IELTS

FOR ACADEMIC PURPOSES: 6 PRACTICE TESTS

Malcolm Mann & Steve Taylore-Knowles



PRACTICE TESTS WITH ANSWER KEY

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CTP SLP

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PRACTICE TESTS

Introduction

IELTS for Academic Purposes: 6 Practice Tests provides extensive practice in all 4 modules of the IELTS exam (Academic version). The tests have been carefully produced to reflect the level of difficulty of the exam. All major exam task types are covered, and a variety of reading texts cover the range of text types found in the exam. Throughout the tests, exam-skill tips provide guidance on how to approach each different task type.

The answer key includes explanations as to why answers are correct and model answers for all writing tasks.

Recorded material for all listening tasks can be found on the accompanying audio CD. The audioscripts for the listening tasks are at the back of the book.

Overview of the IELTS Exam (Academic version)

There are 4 modules:

- **Listening**
- **Reading**
- **Speaking**
- **Writing**

Estimated total test time: 2 hours 45 minutes

Listening

Number of sections: 4

Number of items: 40 (10 in each section)

Time: 30 minutes (plus 10 minutes to transfer answers)

You are given time to read the questions before you listen. You then hear each section only once. You may hear people who have different accents, including British, American, Australian and New Zealand accents. You should write your answers on the question paper as you listen. At the end of the Listening Module, you are given 10 minutes to transfer your answers to the answer sheet.

You must follow the instructions exactly. For questions where you have to write letters or Roman numerals, write only the number of answers required. For questions where you have to write no more than, for example, three words, do not write more than three words. For questions where you have to complete a gap, write only the missing word(s) on the answer sheet.

Section 1

This is a dialogue in the context of 'social needs'. This means that you listen to two people talking to each other about arranging a trip, organising an event, etc. The focus is on listening for specific factual information.

Section 2

This is a monologue in the context of 'social needs'. This means that you listen to one person giving information about a public event, a service provided, etc. The focus is on listening for specific factual information.

Section 3

This is a dialogue in the context of 'academic needs'. This means that you listen to up to four people talking to each other about an assignment for a course, an academic subject in a seminar, etc. The focus is on listening for specific factual information, attitudes and speakers' opinions.

Section 4

This is a monologue in the context of 'academic needs'. This means that you listen to a person giving a lecture, a talk, etc. The focus is on listening for main ideas, specific factual information, attitude and speakers' opinions.

In each section, you have to do tasks of various kinds. These include:

- answering multiple choice questions
- writing short answers to questions
- completing sentences, notes, a summary, a flow chart, a table or a form
- labelling a diagram, plan or map
- classifying ideas into different categories
- matching

Reading

Number of sections: 3

Number of items: 40

Time: 60 minutes

Each section contains a text (which is called a 'reading passage' in the exam). This might come from a magazine, journal, book or newspaper. The text is on a subject of general interest. At least one text in the three sections contains detailed logical argument. One of the three texts might also be accompanied by diagrams, charts or illustrations.

You must follow the instructions exactly. For questions where you have to write letters or Roman numerals, write only the number of answers required. For questions where you have to write no more than, for example, three words, do not write more than three words. For questions where you have to complete a gap, write only the missing word(s) on the answer sheet.

In each section, you have to do several different tasks. These include:

- answering multiple choice questions
- writing short answers to questions
- completing sentences, notes, a summary, a flow chart or a table
- labelling a diagram
- classifying ideas into different categories
- matching (e.g. headings to paragraphs or people to ideas)
- deciding if ideas or opinions are correct, incorrect or not given

Writing

Number of tasks: 2

Time: 60 minutes

There are two tasks in the Writing Module and you must answer both tasks. Task 2 is worth more marks than Task 1. You should spend about 20 minutes on Task 1 and about 40 minutes on Task 2.

Task 1

You are given some information in the form of one or more line graphs, charts, diagrams or tables. You are asked to describe the information, summarising it by selecting and reporting the main features and making comparisons where relevant. You must write at least 150 words.

Task 2

You are given an opinion, a problem or an issue to discuss. You may be asked to present and justify an opinion, evaluate and challenge an argument or idea, compare and contrast evidence or opinions or present the solution to a problem.

You are asked to give reasons for your answer and to include any relevant examples from your own knowledge or experience. You must write at least 250 words.

Speaking

Number of parts: 3

Format: One candidate and one examiner

Time: 11–14 minutes

Part 1 – Introduction and interview: (Time: 4–5 minutes)

The examiner introduces him/herself and confirms your identity.

You answer general questions about your life (including your home and family, studies and/or job and interests).

Part 2 – Individual long turn: (Time: 3–4 minutes, including 1 minute preparation time)

In this part, you have to talk about a particular topic for two minutes. The examiner gives you a ‘task card’, which contains instructions regarding the topic you will talk about. You have 1 minute to prepare for the talk. You can make notes if you wish. You must then talk, based on the instructions on the ‘task card’, for 2 minutes. The examiner asks you one or two questions about the topic to round off this section.

Part 3 – Two-way discussion: (Time: 4–5 minutes)

The examiner has a discussion with you, which mainly involves the examiner asking questions and you responding. The discussion is connected to the topic of Part 2, but is more abstract in nature.

Marking the Writing Module

To determine your Band Score in the Writing Module, the examiner considers the following things:

In **Task 1** you are assessed on:

Task Achievement – This assesses how appropriately, accurately and relevantly your answer meets the requirements of the task.

Coherence and Cohesion – This assesses whether your writing makes logical sense (coherence) and whether the different parts of your writing are connected to each other correctly (cohesion).

Lexical Resource – This assesses your ability to use different vocabulary appropriately.

Grammatical Range and Accuracy – This assesses your ability to use different grammatical structures appropriately and accurately.

In **Task 2** you are assessed on:

Task Response – This assesses your ability to formulate and develop a position in response to the prompts given in the task.

Coherence and Cohesion – This assesses whether your writing makes logical sense (coherence) and whether the different parts of your writing are connected to each other correctly (cohesion).

Lexical Resource – This assesses your ability to use different vocabulary appropriately.

Grammatical Range and Accuracy – This assesses your ability to use different grammatical structures appropriately and accurately.

Marking the Speaking Module

To determine your Band Score in the Speaking Module, the examiner considers the following things:

Fluency and Coherence – This refers to your ability to talk at length about a topic without too many stops and starts. It also assesses your ability to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate (speed) and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within and between sentences.

Lexical Resource – This refers to the range of vocabulary you use and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to paraphrase (get round a vocabulary gap by using other words) with or without noticeable hesitation.

Grammatical Range and Accuracy – This refers to the range and accuracy of the grammatical structures you use. The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structures, especially in terms of the ability to move elements around for information focus. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.

Pronunciation – This refers to the ability to produce comprehensible speech to fulfil the speaking test requirements. The key indicators will be the amount of strain caused to the listener, the amount of speech which is unintelligible and the noticeability of first language influence.

Your Band Score

The Test Report Form, which you usually receive within two weeks of taking the exam, contains information relating to how well you've done in the exam.

The most important piece of information on this form is your Overall Band Score. This will be a number from 0 to 9. It may be a half number (e.g. 6.5). This score shows your general level of English as assessed by the IELTS exam.

The Test Report Form also gives you a Band Score for each module: Listening, Reading, Writing and Speaking. Your Overall Band Score is worked out by averaging these individual Band Scores.

IELTS Band Scores

0	Did not attempt the test No assessable information provided.
1	Non user Essentially has no ability to use the language beyond possibly a few isolated words.
2	Intermittent user No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
3	Extremely limited user Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
4	Limited user Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
5	Modest user Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
6	Competent user Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
7	Good user Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
8	Very good user Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
9	Expert user Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

You can find further information on the IELTS exam on the official IELTS website: www.ielts.org

TEST 1

LISTENING

SECTION 1 Questions 1–10 TEST 1_01

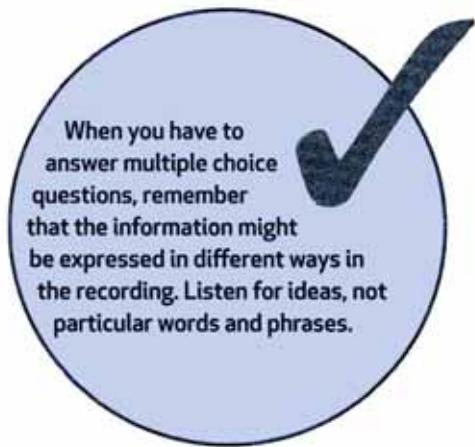
Questions 1–5

Choose the correct letter, A, B or C.

Example

Mr Thomson has just been

- (A) writing reports on the pupils.
 - B reading about the pupils' progress.
 - C speaking to a class of pupils.
- 1 The camping trip will be held
- A the following month.
 - B from the 24th to the 26th.
 - C over a five-day period.
- 2 Jamie's complaint about last year's trip was that
- A the camp wasn't big enough.
 - B he was unhappy while at the camp.
 - C he had problems finding the camp.
- 3 The campsite is located
- A in the Lake District.
 - B in Carlisle.
 - C beside Lake Brant.
- 4 Jamie thinks the forests will be good for children who
- A are used to nature.
 - B live in cities.
 - C like sports.
- 5 Each child will pay
- A less than £4 a night.
 - B approximately £5.
 - C more than £10.



When you have to answer multiple choice questions, remember that the information might be expressed in different ways in the recording. Listen for ideas, not particular words and phrases.

Questions 6–10

Complete the sentences below.

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

- 6 After they arrive, the children will have a _____ at 8 o'clock.
- 7 On Saturday morning the children will get up at _____.
- 8 During the 'talk back' session the children can _____.
- 9 On Sunday the children will go on a day trip to visit _____.
- 10 At 6 o'clock on Sunday the children will be on the _____.

SECTION 2 Questions 11–20 • TEST 1_02

Questions 11–15

Complete the sentences below.

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

- 11 The man is the _____ of Student Services at Radstock.
- 12 The _____ are all enrolled as students at the university.
- 13 The student discount cards allow students to save up to _____ per cent when eating out.
- 14 Students interested in joining a club can sign up on weekdays between _____ o'clock.
- 15 The man advises the students to _____ and enjoy themselves.

Questions 16–20

Answer the questions below.

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

- 16 What kind of difficulties might people experience?
-

- 17 What is the first problem that the man mentions?
-

- 18 How often do drop-in sessions take place?
-

- 19 How long do drop-in sessions usually last for?
-

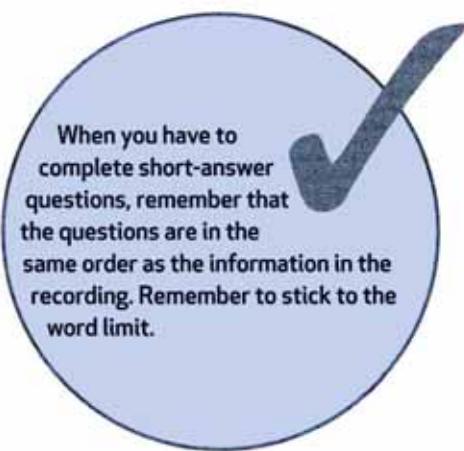
- 20 Who runs the workshops on personal development?
-

SECTION 3 Questions 21–30 • TEST 1_03

Questions 21 and 22

Choose the correct letter, A, B or C.

- 21 Simon's main problem is that he
 - A disagrees with some of the sources.
 - B can't find some of the sources.
 - C doesn't know what sources to read.



When you have to complete short-answer questions, remember that the questions are in the same order as the information in the recording. Remember to stick to the word limit.

22 Which author has Simon found most useful?

- A Whitaker
- B Johnson
- C Bradman

Questions 23–25

Complete the table below.

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

HISTORY OF SCIENTIFIC METHOD

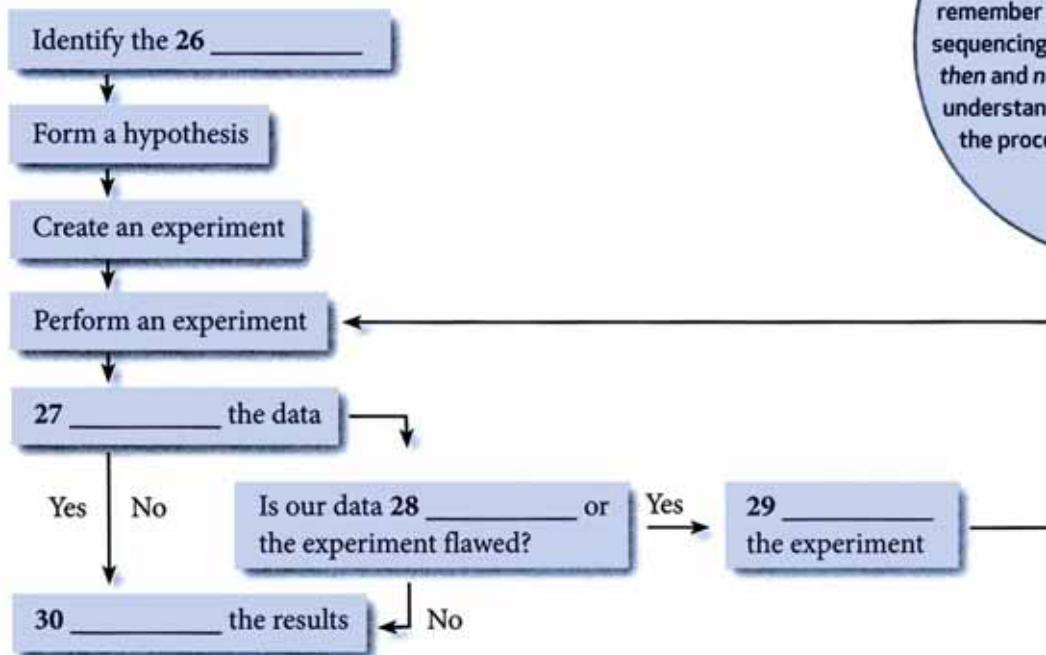
Era	Location	Details
Early 1600s BC	Egypt, Babylon	Use of examination, 23 _____, treatment and prognosis.
5 th century BC	Ancient Greece	Widespread, although many still believed in the power of 24 _____; Plato was influential.
Middle Ages, before 25 _____	Muslim world	Stress on experimentation.

Questions 26–30

Complete the flow chart below.

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

STEPS IN THE SCIENTIFIC METHOD



When you have to complete a flow chart, remember to listen for sequencing words such as *then* and *next* as they help you understand the stages of the process.

SECTION 4 Questions 31–40 • TEST 1_04

Questions 31–33

Answer the questions below.

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

31 In which part of London is the Tate Modern?

32 What did the building the Tate Modern is in use to be?

33 Work by whom is displayed on level 2 of the Tate Modern?

Questions 34–40

Complete the notes below.

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

- Tate St. Ives

Location: Cornwall

Built on site of: 34 _____

Housed in: 35 _____

Opening date: 1993

Exhibits: 36 _____, including St Ives School

- Tate Britain

Location: Westminster

Opening date: 37 _____

Built on site of: old prison

Founder: Sir Henry Tate

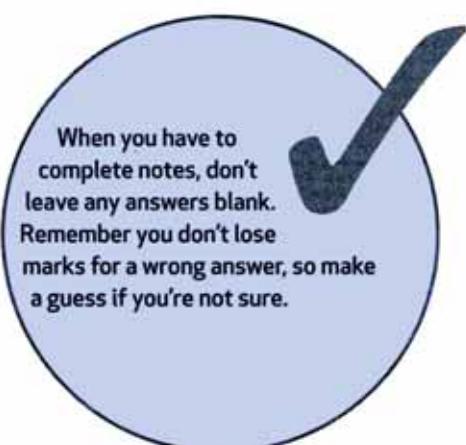
Exhibits: 38 _____ and modern art

- Tate Liverpool

Opening date: 1988

Exhibits: displays from Tate Collection and 39 _____

Housed in: 40 _____



READING PASSAGE 1

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

Bilingualism in Children

A

One misguided legacy of over a hundred years of writing on bilingualism¹ is that children's intelligence will suffer if they are bilingual. Some of the earliest research into bilingualism examined whether bilingual children were ahead or behind monolingual² children on IQ tests. From the 1920s through to the 1960s, the tendency was to find monolingual children ahead of bilinguals on IQ tests. The conclusion was that bilingual children were mentally confused. Having two languages in the brain, it was said, disrupted effective thinking. It was argued that having one well-developed language was superior to having two half-developed languages.

B

The idea that bilinguals may have a lower IQ still exists among many people, particularly monolinguals. However, we now know that this early research was misconceived and incorrect. First, such research often gave bilinguals an IQ test in their weaker language – usually English. Had bilinguals been tested in Welsh or Spanish or Hebrew, a different result may have been found. The testing of bilinguals was thus unfair. Second, like was not compared with like. Bilinguals tended to come from, for example, impoverished New York or rural Welsh backgrounds. The monolinguals tended to come from more middle class, urban families. Working class bilinguals were often compared with middle class monolinguals. So the results were more likely to be due to social class differences than language differences. The comparison of monolinguals and bilinguals was unfair.

C

The most recent research from Canada, the United States and Wales suggests that bilinguals are, at least, equal to monolinguals on IQ tests. When bilinguals have two well-developed languages (in the research literature called *balanced bilinguals*), bilinguals tend to show a slight superiority in IQ tests compared with monolinguals. This is the received psychological wisdom of the moment and is good news for raising bilingual children. Take, for example, a child who can operate in either language in the curriculum in the school. That child is likely to be ahead on IQ tests compared with similar (same gender, social class and age) monolinguals. Far from making people mentally confused, bilingualism is now associated with a mild degree of intellectual superiority.

D

One note of caution needs to be sounded. IQ tests probably do not measure intelligence. IQ tests measure a small sample of the broadest concept of intelligence. IQ tests are simply paper and pencil tests where only 'right and wrong' answers are allowed. Is all intelligence summed up in such right and wrong, pencil and paper tests? Isn't there a wider variety of intelligences that are important in everyday functioning and everyday life?

E

Many questions need answering. Do we only define an intelligent person as somebody who obtains a high score on an IQ test? Are the only intelligent people those who belong to high IQ organisations such as MENSA? Is there social intelligence, musical intelligence,

military intelligence, marketing intelligence, motoring intelligence, political intelligence? Are all, or indeed any, of these forms of intelligence measured by a simple pencil and paper IQ test which demands a single, acceptable, correct solution to each question? Defining what constitutes intelligent behaviour requires a personal value judgement as to what type of behaviour, and what kind of person is of more worth.

F

The current state of psychological wisdom about bilingual children is that, where two languages are relatively well developed, bilinguals have thinking advantages over monolinguals. Take an example. A child is asked a simple question: How many uses can you think of for a brick? Some children give two or three answers only. They can think of building walls, building a house and perhaps that is all. Another child scribbles away, pouring out ideas one after the other: blocking up a rabbit hole, breaking a window, using as a bird bath, as a plumb line, as an abstract sculpture in an art exhibition.

G

Research across different continents of the world shows that bilinguals tend to be more fluent, flexible, original and elaborate in their answers to this type of open-ended question. The person who can think of a few answers tends to be termed a convergent thinker. They converge onto a few acceptable conventional answers. People who think of lots of different uses for unusual items (e.g. a brick, tin can, cardboard box) are called divergers. Divergers like a variety of answers to a question and are imaginative and fluent in their thinking.

H

There are other dimensions in thinking where approximately 'balanced' bilinguals may have temporary and occasionally permanent advantages over monolinguals: increased sensitivity to communication, a slightly speedier movement through the stages of cognitive development, and being less fixed on the sounds of words and more centred on the meaning of words. Such ability to move away from the sound of words and fix on the meaning of words tends to be a (temporary) advantage for bilinguals around the ages four to six. This advantage may mean an initial head start in learning to read and learning to think about language.

¹bilingualism: the ability to speak two languages

²monolingual: using or speaking only one language

Questions 1–3

Complete the sentences.

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

- For more than _____, books and articles were wrong about the intelligence of bilingual children.
- For approximately 40 years, there was a mistaken belief that children who spoke two languages were _____.
- It was commonly thought that people with a single _____ were more effective thinkers.

Questions 4–9

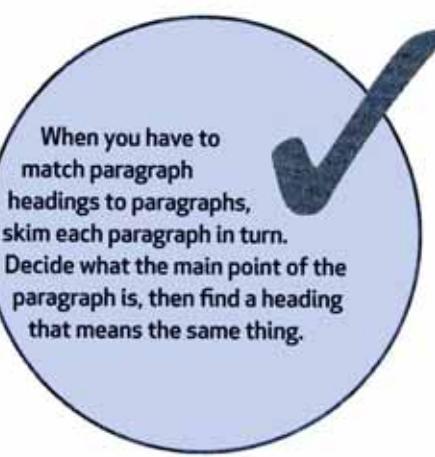
Reading Passage 1 has eight paragraphs, A–H.

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

List of Headings

- i No single definition of intelligence
- ii Faulty testing, wrong conclusion
- iii Welsh research supports IQ testing
- iv Beware: inadequate for testing intelligence
- v International research supports bilingualism
- vi Current thought on the advantage bilinguals have
- vii Early beliefs regarding bilingualism
- viii Monolinguals ahead of their bilingual peers
- ix Exemplifying the bilingual advantage

Example	Paragraph A	<i>vii</i>
4	Paragraph B	_____
5	Paragraph C	_____
6	Paragraph D	_____
7	Paragraph E	_____
8	Paragraph F	_____
9	Paragraph G	_____



When you have to match paragraph headings to paragraphs, skim each paragraph in turn. Decide what the main point of the paragraph is, then find a heading that means the same thing.

Questions 10–13

Do the following statements agree with the information given in Reading Passage 1?

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 |

- 10 Balanced bilinguals have more permanent than temporary advantages over monolinguals. _____
- 11 Often bilinguals concentrate more on the way a word sounds than on its meaning. _____
- 12 Monolinguals learn to speak at a younger age than bilinguals. _____
- 13 Bilinguals just starting school might pick up certain skills faster than monolinguals. _____

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

Changing Rules for Health Treatment

People who are grossly overweight, who smoke heavily or drink excessively could be denied surgery or drugs. The National Institute for Health and Clinical Excellence (NICE), which advises on the clinical and cost effectiveness of treatments for the National Health Service (NHS) in the UK, said that in some cases the 'self-inflicted' nature of an illness should be taken into account.

NICE stressed that people should not be discriminated against by doctors simply because they smoked or were overweight. Its ruling should apply only if the treatment was likely to be less effective, or not work because of an unhealthy habit. The agency also insisted that its decision was not an edict for the whole NHS but guidance for its own appraisal committees when reaching judgements on new drugs or procedures. But the effect is likely to be the same.

NICE is a powerful body and the cause of much controversy. It is seen by some as a new way of rationing NHS treatment. Across the UK, primary care trusts (PCTs) regularly wait for many months for a NICE decision before agreeing to fund a new treatment. One group of primary care trusts is ahead of NICE. Three PCTs in east Suffolk have already decided that obese people would not be entitled to have hip or knee replacements unless they lost weight. The group said the risks of operating on them were greater, the surgery may be less successful and the joints would wear out sooner. It was acknowledged that the decision would also save money.

NICE said no priority should be given to patients based on income, social class or social roles at different ages when considering the cost effectiveness of a treatment. Patients should not be discriminated against on the grounds of age either, unless age has a direct relevance to the condition. NICE has already ruled that IVF should be available on the NHS to women aged 23 to 39 as the treatment has less chance of success in older women. It also recommends that flu drugs should be available to over-65s, as older people are more vulnerable.

But NICE also said that if self-inflicted factors meant that drugs or treatment would be less clinically and cost effective, this may need to be considered when producing advice for the NHS. They state that 'if the self-inflicted cause of the condition will influence the likely outcome of a particular treatment, then it may be appropriate to take this into account in some circumstances.' They acknowledge that it can be difficult to decide whether an illness such as a heart attack was self-inflicted in a smoker. 'A patient's individual circumstances may only be taken into account when there will be an impact on the clinical and cost effectiveness of the treatment.'

Prof Sir Michael Rawlins, the chairman of NICE, said: 'On age we are very clear – our advisory groups should not make recommendations that depend on people's ages when they are considering the use of a particular treatment, unless there is clear evidence of a difference in its effectiveness for particular age groups. Even then, age should only be mentioned when it provides the only practical 'marker' of risk or benefit. NICE values people, equally, at all ages.'

But Steve Webb, the Liberal Democrat health spokesman, said there was a danger of primary care trusts following the same course of action. 'There is no excuse for cash-strapped hospitals denying treatment to people whose lifestyle they disapprove of,' he said. 'Treatment decisions involving people's lifestyle should be based on clinical reasons, not grounds of cost. The NHS is there to keep people healthy, not to sit in judgement on individual lifestyles.'

A spokesman for NICE said: 'We want to reassure people that in producing our guidance we are not going to take into consideration whether or not a particular condition was or is self-inflicted. The only circumstances where that may be taken into account is where that treatment may be less effective because of lifestyle choices.'

Jonathan Ellis, the policy manager at Help the Aged, said it was pleased NICE had finally shown an understanding of the importance of tackling age discrimination. 'While this is a major feat, there is still some way to go to banish the evident inherent age discrimination that exists within health care services,' he said. 'The NHS now has much to learn. It will ensure a fairer deal all round for older people using the NHS.'

Questions 14–16

Choose **THREE** letters **A–H**.

NB Your answers may be given in any order.

Which **THREE** of the following statements are true of NICE, according to the text?

- A** It feels that people with bad health habits should not receive treatment.
- B** It is an agency that offers advice to the NHS.
- C** Some of the reports they produce discriminate against the elderly.
- D** It insists its decision should only be applicable in certain situations.
- E** It is an agency that controls all NHS policy regarding treatments.
- F** Its powers are not as extensive as those of the NHS.
- G** Many PCTs base their decisions concerning funding on ones made by NICE.
- H** It has made a statement that overweight people will not receive new joints.

Questions 17–19

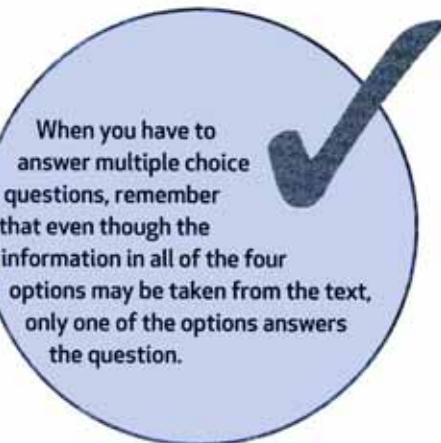
Choose the correct letter, **A**, **B**, **C** or **D**.

17 NICE argues that

- A** rich people should not be given special consideration over the poor.
- B** only patients from certain classes should be considered for treatment.
- C** social roles should be considered when deciding treatment.
- D** cost of treatment would depend on patients' income.

18 What recommendations has NICE made?

- A** to provide older women with IVF treatments
- B** to make flu drugs accessible to women under 40
- C** to give people between 23–39 flu drugs
- D** to allow certain women to have IVF treatments



19 NICE admits that

- A some drugs used by the NHS were not clinically effective.
- B their advice is sometimes ignored by the NHS.
- C it is often hard to determine if a patient has caused his or her condition.
- D they are more concerned about cost effectiveness than patients.

Questions 20–26

Look at the following statements (Questions 20–26) and the list of people below.

Match each statement with the correct person **A–C**.

20 This person was happy that NICE realised age discrimination needed dealing with.

21 This person holds a very high position in the NICE agency.

22 This person is a member of a political party.

23 This person says their policy regarding age is precise and easy to understand.

24 This person does not agree with the position taken by NICE.

25 This person feels the NHS must further improve its relations with the elderly.

26 This person says that NICE does not discriminate on the grounds of age.

A Michael Rawlins

B Steve Webb

C Jonathan Ellis

READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

The Romantic Poets

One of the most evocative eras in the history of poetry must surely be that of the Romantic Movement. During the late eighteenth and early nineteenth centuries a group of poets created a new mood in literary objectives, casting off their predecessors' styles in favour of a gripping and forceful art which endures with us to this day.

Five poets emerged as the main constituents of this movement – William Wordsworth, Samuel Taylor Coleridge, George Gordon Byron, Percy Bysshe Shelley and John Keats. The strength of their works lies undoubtedly in the power of their imagination. Indeed, imagination was the most critical attribute of the Romantic poets. Each poet had the ability to portray remarkable images and visions, although differing to a certain degree in their intensity and presentation. Nature, mythology and emotion were of great importance and were used to explore the feelings of the poet himself.

The lives of the poets often overlapped and tragedy was typical in most of them. Byron was born in London in 1788. The family moved to Aberdeen soon after, where Byron was brought up until he inherited the family seat of Newstead Abbey in Nottinghamshire from his great uncle. He graduated from Cambridge University in 1808 and left England the following year to embark on a tour of the Mediterranean. During this tour, he developed a passion for Greece which would later lead to his death in 1824. He left for Switzerland in 1816 where he was introduced to Shelley.

Shelley was born to a wealthy family in 1792. He was educated at Eton and then went on to Oxford. Shelley was not happy in England, where his colourful lifestyle and unorthodox beliefs made him unpopular with the establishment. In 1818 he left for Italy, where he was reunited with Byron. However, the friendship was tragically brought to an end in July 1822, when Shelley was drowned in a boating accident off the Italian coast. In somewhat dramatic form, Shelley's body was cremated on the beach, witnessed by a small group of friends, including Byron.

Historically, Shelley and Byron are considered to have been the most outspoken and radical of the Romantic poets. By contrast, Wordsworth appears to have been of a pleasant and acceptable personality, even receiving the status of Poet Laureate in 1843. He was born in 1770 in Cockermouth, Cumbria. By the time he entered his early teens, both his parents had died. As he grew older, Wordsworth developed a passion for writing.

In 1798 Wordsworth published a collection of poems with Coleridge, whom he had met, a few years earlier, when he settled in Somerset with his sister Dorothy. He married in 1802 and, as time passed, he deserted his former political views and became increasingly acceptable to popular society. Indeed, at the time of his death in the spring of 1850, he had become one of the most sought-after poets of his time.

Wordsworth shared some of the years at Dove Cottage in Somerset with his friend and poetical contemporary, Coleridge. Coleridge was born in Devon in 1772. He was a bright young scholar but never achieved the same prolific output of his fellow Romantic poets. In

1804 he left for a position in Malta for three years. On his return he separated from his wife and went to live with the Wordsworths, where he produced a regular periodical.

With failing health, he later moved to London. In 1816 he went to stay with a doctor and his family. He remained with them until his death in 1834. During these latter years, his poetry was abandoned for other forms of writing equally outstanding in their own right.

Perhaps the most tragic of the Romantic poets was Keats. Keats was born in London in 1795. Similar to Wordsworth, both his parents had died by his early teens. He studied as a surgeon, qualifying in 1816. However, poetry was his great passion and he decided to devote himself to writing. For much of his adult life Keats was in poor health and fell gravely ill in early 1820. He knew he was dying and in the September of that year he left for Rome hoping that the more agreeable climate might ease his suffering. Keats died of consumption in February 1821 at the age of twenty-five.

It is sad that such tragedy often accompanies those of outstanding artistic genius. We can only wonder at the possible outcome had they all lived to an old age. Perhaps even Byron and Shelley would have mellowed with the years, like Wordsworth. However, the contribution to poetry by all five writers is immeasurable. They introduced the concepts of individualism and imagination, allowing us to explore our own visions of beauty without retribution. We are not now required to restrain our thoughts and poetry to that of the socially acceptable.

Questions 27–32

Do the following statements agree with the information given in Reading Passage 3?

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

- 27 The Romantic Movement lasted for more than a century. _____
- 28 The Romantic poets adopted a style dissimilar to that of poets who had come before them. _____
- 29 Unfortunately, the works of the Romantics had no lasting impression on art. _____
- 30 The Romantics had no respect for any style of poetry apart from their own. _____
- 31 The Romantics were gifted with a strong sense of imagination. _____
- 32 Much of the Romantics' poetry was inspired by the natural world. _____

Questions 33–39

Complete the table below.

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

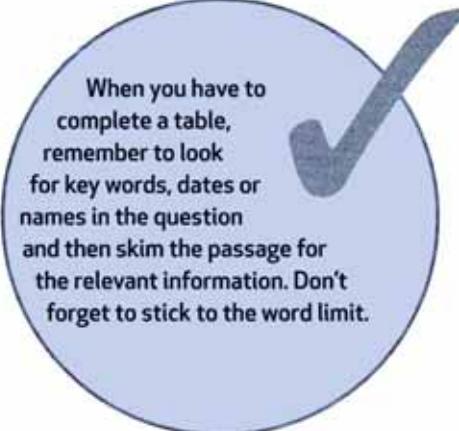
	Date of birth	Education	
Byron	1788	Cambridge University	went on a journey around 33 _____; came to love 34 _____
Shelley	1792	Eton and Oxford University	some people disapproved of 35 _____ and the beliefs he held
Wordsworth	1770	_____	became more accepted when he changed his 36 _____
Coleridge	1772	bright scholar	his 37 _____ was smaller than the other Romantic poets'; left the Wordsworths due to 38 _____
Keats	1795	qualified as a surgeon	left England for a change of 39 _____

Question 40

Complete the sentence.

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

- 40 According to the writer, the Romantic poets left us with the ideas of _____.



WRITING

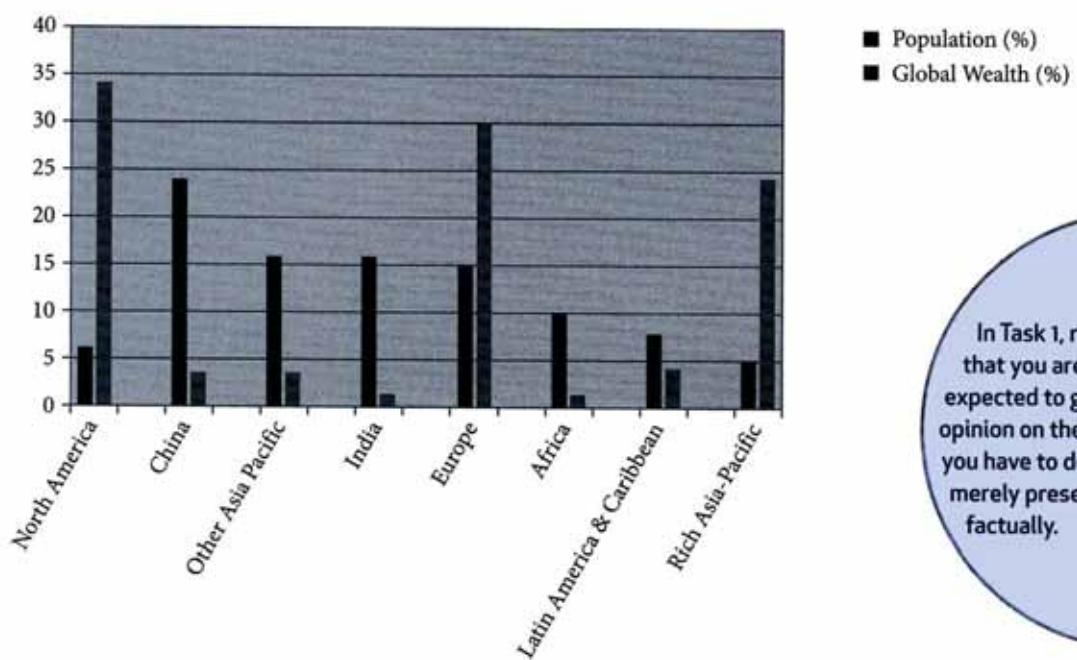
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below gives information about global population percentages and distribution of wealth by region.

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

Write at least 150 words.



In Task 1, remember that you are not expected to give your opinion on the information you have to describe. You should merely present the information factually.



WRITING TASK 2

You should spend about 40 minutes on this task.

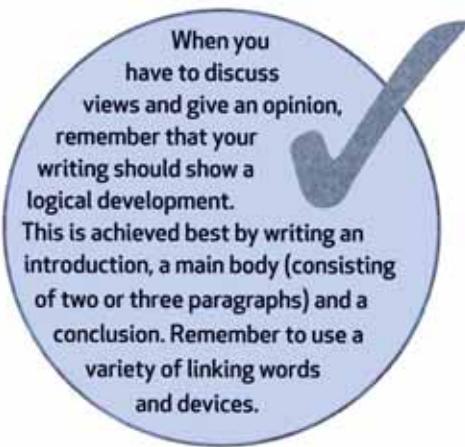
Write about the following topic:

In today's competitive world, many families find it necessary for both parents to go out to work. While some say the children in these families benefit from the additional income, others feel they lack support because of their parents' absence.

Discuss both these views and give your own opinion.

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

Write at least 250 words.



SPEAKING

PART 1

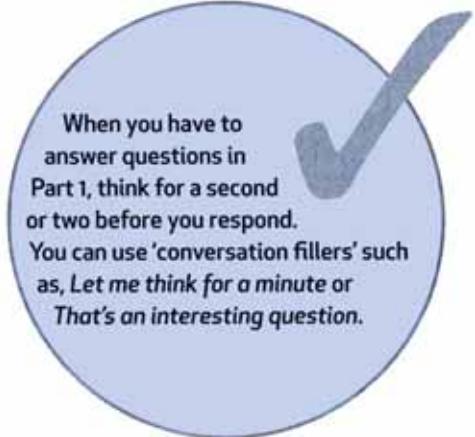
The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

Travel

- Have you ever travelled outside your country?
- What do you think is the best way to travel?
- If you were going on a long trip, who would you prefer to go with?
- What are some of the benefits of travelling?

PART 2

You will have to talk about a topic for one to two minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.



When you have to answer questions in Part 1, think for a second or two before you respond. You can use 'conversation fillers' such as, *Let me think for a minute* or *That's an interesting question*.

Describe one of your favourite places to visit.

You should say:

what kind of place it is
where the place is
when you visited the place
and explain what it is that you like about the place.

PART 3

Famous places in your country

- Tell me about any famous tourist attractions in your country.
- Why are they popular with tourists?
- Can you speculate on the reasons why tourists want to visit famous monuments?

Advantages and disadvantages of tourism

- Would you agree that tourism is always advantageous for a country?
- What could governments do to promote tourism?
- How do you think the face of tourism will change in the future?

TEST 2

LISTENING

SECTION 1 Questions 1–10 TEST 2_01

Questions 1–3

Answer the questions below.

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

Example

How did Peter and Joan last communicate with each other?

on the phone

- 1 What is going to be closed down?

- 2 What does Peter want to organise?

- 3 What does Joan suggest they get people to do?

Questions 4–6

Choose the correct letter, A, B or C.

- 4 Which of the following might they need?

- A an orchestra
- B a caterer
- C a telephonist

- 5 Where will they probably hold the meeting?

- A the youth club
- B somebody's living room
- C the village hall

- 6 When do they decide to hold the meeting?

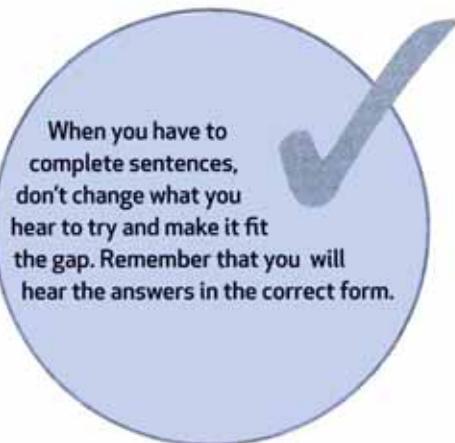
- A they haven't decided yet
- B at the weekend
- C some time during the week

Questions 7–10

Complete the sentences below.

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

- 7 Dr Perkins is the best person to describe the _____ at the clinic.
- 8 Joan often meets Mr Sims' wife _____. .
- 9 The editor of the newspaper might let them advertise _____.
- 10 _____ will be needed to go from door to door posting leaflets.

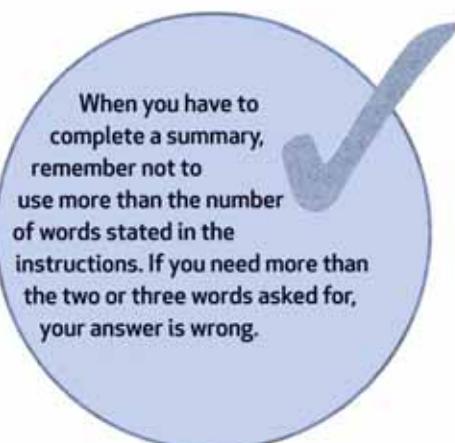


SECTION 2 Questions 11–20 • TEST 2_02

Questions 11–14

Choose the correct letter, A, B or C.

- 11 What can visitors use free of charge?
 - A pushchairs
 - B child carriers
 - C coats and bags
- 12 Which of the following can visitors buy at the shop?
 - A coins
 - B refreshments
 - C postcards
- 13 When did the Grand Opening of the baths occur?
 - A 1894
 - B 1897
 - C 1994
- 14 The Romans built on the site
 - A after the Celts.
 - B before the Celts.
 - C at the same time as the Celts.



Questions 15–20

Complete the summary below.

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

- The Great Bath is 15 _____ deep. Around the bath area are alcoves where there were 16 _____ and tables where bathers could relax. The water temperature of the Sacred Spring is 17 _____. The water is rich in 18 _____. In Roman times, the Sacred Spring was well-known for its 19 _____. The Temple was constructed between 20 _____ AD.

SECTION 3 Questions 21–30  **TEST 2_03****Questions 21–25**

Answer the questions below.

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

- 21 What is John researching?

- 22 Apart from pollution, what would John like to see reduced?

- 23 According to John's tutor, what can cars sometimes act as?

- 24 How much does John's tutor pay to drive into London?

- 25 In Singapore, what do car owners use to pay their road tax?

Questions 26–30

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- 26 In Athens, cars can only enter the city centre on _____.

- 27 'BRT' stands for 'bus _____':

- 28 In London, after a new road tax was introduced, moped and bicycle use increased by _____.

- 29 Both Japan and Holland provide _____ for those cycling to train stations.

- 30 In the USA, police officers on bikes make more _____ than those in patrol cars.

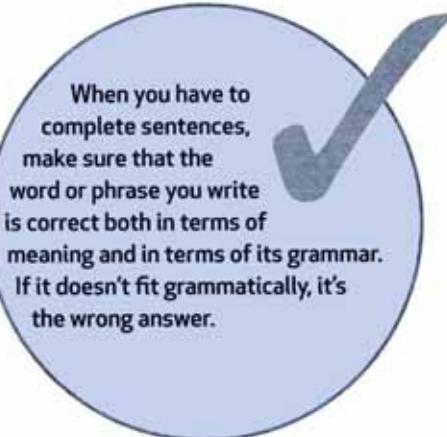
SECTION 4 Questions 31–40 🔊 TEST 2_04

Questions 31–34

Complete the sentences below.

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

- 31 The lecture is intended mainly for those entering the _____, but is relevant to all students present.
- 32 The lecturer believes that too _____ a specialisation can be damaging.
- 33 The number of _____ who were also writers is surprising.
- 34 The speaker believes that literature provides a _____ which medical schools do not.



When you have to complete sentences, make sure that the word or phrase you write is correct both in terms of meaning and in terms of its grammar. If it doesn't fit grammatically, it's the wrong answer.

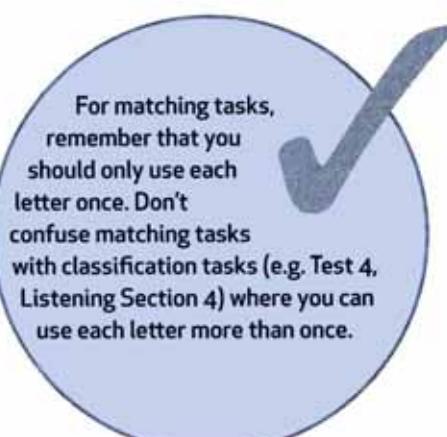
Questions 35–40

What is said about each of these books?

Choose your answers from the box and write the letters A–H next to questions 35–40.

- A It conveys the thrill of scientific discovery.
- B It is of interest to any natural historian.
- C This is a classic of scientific writing.
- D It is about the life of a scientist.
- E This book is now sometimes used in schools.
- F This is also a good travel book.
- G This book examines the dark side of human nature.
- H This book was a response to another book.

- | | |
|---|-------|
| 35 <i>A Short History of Nearly Everything</i> | _____ |
| 36 <i>Wonderful Life</i> | _____ |
| 37 <i>The Rise and Fall of the Third Chimpanzee</i> | _____ |
| 38 <i>The Water Babies</i> | _____ |
| 39 <i>The Emperor of Scent</i> | _____ |
| 40 <i>On The Origin of Species</i> | _____ |



For matching tasks, remember that you should only use each letter once. Don't confuse matching tasks with classification tasks (e.g. Test 4, Listening Section 4) where you can use each letter more than once.

READING

READING PASSAGE 1

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

The Rise and Fall of the British Textile Industry

Textile production in Britain can be said to have its roots as an industry at the beginning of the 18th century, when Thomas Crotchet and George Sorocold established what is thought to be the first factory built in Britain. It was a textile mill with a waterwheel as its source of power, the latest machinery, and even accommodation for the workers. As well as possibly being the first sweatshop in the modern sense, it was the beginning of the end for traditional textile production.

For hundreds of years the spinning and weaving of cloth had been done manually by men, women and children in their own homes. The yarn would be combed and spun using a spindle, then woven on a hand-loom, and what they produced would be mainly for local consumption. Technology far more sophisticated than the spindle and hand-loom would change all that.

The demand for cotton textiles had been growing since the Middle Ages, fostered by the importation of high quality cotton fabrics from the Middle East and India. So how were local producers to fight off the competition? The imported fabrics were of course expensive, so textile makers (not just in Britain but throughout Europe) produced mixed fabrics and cotton substitutes. They also had foreign textiles banned. But the key to the increased productivity needed to meet the demand, was machine production. It would be faster, cheaper and the finished products would be consistent in quality. Not least of the advantages was that it would allow manufacturers to market their goods on a large, if not yet global, scale.

The story of the growth of the British textile industry from about 1733 and for the next two hundred years is one of constant technological innovation and expansion. In 1733 John Kay invented the fly-shuttle, which made the hand-loom more efficient, and in 1764 James Hargreaves came up with the spinning jenny, which among other things had the effect of raising productivity eightfold. The next great innovator was Richard Arkwright, who in 1768 employed John Kay (of the fly-shuttle) to help him build more efficient machinery. He was a man with a vision – to mechanise textile production – and by 1782 he had a network of mills across Britain. As the water-powered machinery, though not yet fully mechanised, became more complex, Kay began to use steam engines for power. The first power-loom, however, which was invented in 1785 by Dr Edmund Cartwright, really did mechanise the weaving stage of textile manufacture.

The pace of growth quickened with the expansion of Britain's influence in the world and the acquisition of colonies from which cheap raw materials could be imported. For example, in a single decade, from 1781 to 1791, imports of cotton into Britain quadrupled, going on to reach 100 million pounds in weight in 1815 and 263 million in 1830. The increase in exports is equally impressive; in 1751 £46,000 worth of cloth was exported and by the end of the century this had risen to £5.4 million. By the end of the 19th century the figure had soared

to close on £50 million. Britain was now supplying cheaper and better quality clothing to a global market. Yet during the course of the 20th century Britain lost its position as a major textile manufacturer.

So what happened? There are a number of views on this question, not all of them conflicting, and where there is disagreement it is usually about when the decline began. Whether it began before the First World War (1914–18), or during the inter-war years (1919–1939), or after 1945, most economists would give roughly the same reasons. To start with, there was competition from abroad, especially from developing countries in the Far East, notably Japan. It was thought by manufacturers that the best way to combat this increased competition was to modernise. However, management and the labour unions were unable to agree on how to handle this situation.

Modernisation would mean people losing their jobs and possibly a change in labour practices. Such changes as were made served only to slow down the industry's decline rather than help regain its predominant position. Economically less developed countries, on the other hand, had the advantage of being able to provide low wage competition, without the problem of powerful labour unions.

There are, of course, many other reasons for the textile industry's decline, two of which became particularly noticeable in the late twentieth century and are related. The first is outsourcing, when manufacturers establish factories in countries where there is cheap labour. This obviously leads to less demand for locally-produced goods. Related to this, the textile and clothing industries have acquired a bad reputation for exploiting workers, often illegal immigrants, in sweatshops where they are forced to work long hours and are paid far less than the minimum wage.

We seem to be back with Crotchet and Sorocold and their first live-in factory. The globalising trend of out-sourcing, however, was a rational response to the growing competition from overseas, which, it goes without saying, does not excuse the exploitation of workers. The British industry itself, while no longer holding a key place in the global textile market, has adapted itself and now concentrates more on the world of fashion and design, where it seems to be doing quite well.

Questions 1–6

Complete the notes below.

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

Textile Manufacture

Early history

- Begins as a cottage industry
- Products hand-woven and made for 1 _____
- Local producers face 2 _____ from overseas
- Ways found to deal with situation
- Imported fabrics 3 _____, mixed cottons produced

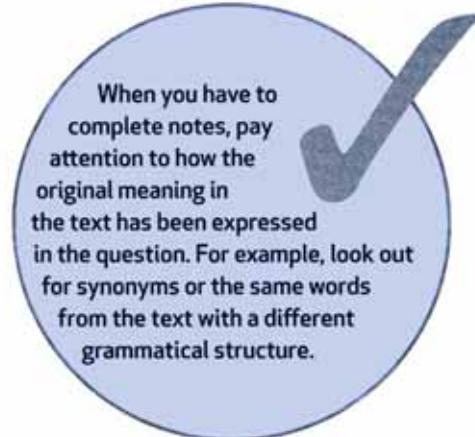
Early technology

- Machine production needed to 4 _____ for cotton fabrics
- Improved technology (such as the fly-shuttle) more 5 _____ and productive
- Machinery begins to be powered by 6 _____

Questions 7–9

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

- 7 Which of the following innovations increased productivity by 800%?
 A the power-loom
 B the steam engine
 C the spinning jenny
 D the fly-shuttle
- 8 During which period was the British textile industry at its peak?
 A 1733–1785
 B 1781–1791
 C 1791–1830
 D 1830–1900
- 9 Which of the following was a major cause of the British textile industry's decline?
 A the expansion of foreign textile industries
 B the loss of overseas markets
 C there being no demand for products
 D labour becoming too expensive



When you have to complete notes, pay attention to how the original meaning in the text has been expressed in the question. For example, look out for synonyms or the same words from the text with a different grammatical structure.

Questions 10–13

Do the following statements agree with the information given in Reading Passage 1?

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

- | | |
|---|-------|
| 10 Foreign textiles were banned because of their inferior quality. | _____ |
| 11 Richard Arkwright built the first fully-mechanised textile mill. | _____ |
| 12 In less developed countries, the industry could rely on cheap labour. | _____ |
| 13 Out-sourcing was one method used to compete with foreign manufacturers. | _____ |

READING PASSAGE 2

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 2 below.

What is an ASBO?

Ask somebody to make a list of crimes and they will probably come up with the usual suspects that you or I would: murder, robbery, assault, burglary and so on. They might even include acts which are merely 'against the law', like parking on a double yellow line. But if you ask them to make a list of anti-social behaviours, you are getting into an area where there is going to be considerable disagreement. This didn't stop the UK government, which introduced Anti-Social Behaviour Orders, or ASBOs, in 1998 as part of the Crime and Disorder Act – legislation designed to deal with practically all aspects of criminal activity and disorderly behaviour.

A subjective definition of anti-social behaviour permits you to cast your net wide and include anything you find personally disagreeable; the legal definition is also widely inclusive. To quote the Crime and Disorder Act, it is behaviour which 'causes or is likely to cause harassment, alarm or distress to one or more people who are not in the same household as the perpetrator'. This includes, among many other things, foul and abusive language, threatening behaviour, shouting, disorderly conduct, vandalism, intimidation, behaviour as the result of drug or alcohol misuse, graffiti and noise which is excessive, particularly at night.

The idea is that ASBOs are sanctions designed to deal with issues that affect everyone in the community and as such are civil sanctions, not criminal ones, and need the cooperation of the community to be effective. For example, a private individual cannot apply for an ASBO; he or she must make a complaint to the police or local authority, who will then work together to gather more information and build up evidence. This involves getting witnesses, among whom will no doubt be neighbours and acquaintances, to make statements to the

authorities. When the authorities are satisfied that they have enough evidence, the local council applies to the magistrates' court to have an ASBO imposed.

We still haven't decided what constitutes anti-social behaviour. It doesn't have to be physical violence, of course, but is far easier to identify and deal with if it is. What about threatening behaviour? We're not talking here about direct threats such as 'If you come round here again, I'll beat you up!', but situations perceived as threatening. Let's say a pensioner or a person of timid disposition is on their way home and they run into a group of young people who are shouting, swearing and kicking a ball about and who happen to make a few unkind remarks as the person passes. Let's say the person is alarmed or feels threatened by the situation. Does it merit getting the ASBO process going?

In fact, young people merely hanging out in public places, however boisterous their behaviour might seem to be to some people, are not considered to be indulging in anti-social behaviour. However, there is a proviso. Such behaviour in its own right is not considered anti-social unless it is thought it is being done with other, more serious, behavioural attitudes involved. This, of course, can be very subjective.

A person faced with an ASBO can argue in their defence that their behaviour was reasonable and unthreatening. This too is subjective, and both sides' claims are open to wide interpretation. Something else that has to be taken into account here is that ASBOs are made on an individual basis even if that person is part of a group of people committing anti-social behaviour. If a case reaches the magistrates' court, witnesses can be called to provide further evidence for or against the defendant. However, the magistrate, as well as considering the complaints made against the defendant, will take into account his or her family situation, welfare issues, and whether or not he or she has been victimised or discriminated against. It is worth bearing in mind, though, that witnesses can be intimidated or otherwise persuaded not to appear in court and give evidence.

When the Crime and Disorder Act came into force, ASBOs were generally intended to be a measure to deal with adult anti-social behaviour, yet within the Act it states that an order can be applied for against any individual over the age of ten years old. It is a striking fact that the majority of ASBOs imposed since the law was enacted have been handed out to young people and children.

The question is, have they been effective? The government, naturally, claims that they have brought about a real improvement in the quality of life in communities around the country. Nay-sayers, such as civil rights campaigners, claim the measures are far too open to abuse. Some say they go too far and some that they don't go far enough and lack bite. However, a genuine impediment to their effectiveness is that to impose an ASBO takes a lot of time and paperwork, involving the cooperation of community, police and local council, and they are very expensive to implement. One estimate is that an ASBO can cost in excess of £20,000. What all this means is that ASBOs are being used very rarely in many parts of the country. So the jury is still out as to how effective they really are.

Questions 14–16

Choose **THREE** letters A–H.

NB Your answers may be given in any order.

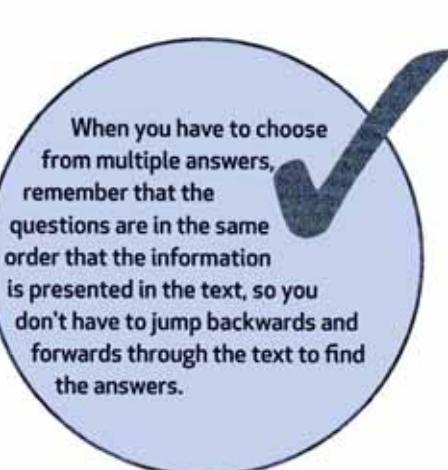
Which **THREE** of the following statements are true of ASBOs, according to the text?

- A They were introduced to deal with specific crimes.
- B Parking on a double yellow line could get you served with an ASBO.
- C Swearing is one of the offences referred to in the Crime and Disorder Act.
- D As a private householder you can apply for an ASBO against a noisy neighbour.
- E It is not illegal for young people to gather in groups in public places.
- F An ASBO cannot be served on a group of people behaving in a disorderly manner.
- G A large proportion of those served with ASBOs are over the age of 21.
- H Most people agree that ASBOs have been effective all over the country.

Questions 17–19

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

- 17 The writer suggests that
 - A anti-social behaviour should be seen as a crime.
 - B few people agree on how to define a crime.
 - C anti-social behaviour is difficult to define.
 - D the legal definition of crime is too exclusive.
- 18 What surprised the writer about the imposition of ASBOs?
 - A the number of ten-year-olds that had been given one
 - B that very few adults had been served with ASBOs
 - C that most of those served with ASBOs were youngsters
 - D how few ASBOs had been imposed since 1998
- 19 In the writer's opinion, how effective have ASBOs been?
 - A There isn't enough evidence to decide.
 - B They are too expensive to be effective.
 - C They are ineffective because they are not strict enough.
 - D Being open to abuse renders them ineffective.



Questions 20–26

Complete the sentences.

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

- 20 The official _____ says that anti-social behaviour is behaviour which can cause alarm or distress.
- 21 Along with swearing and destruction of public or private property, making _____ noise is considered anti-social behaviour.
- 22 ASBOs are considered to be part of _____ law rather than criminal law.
- 23 Citizens have to _____ to either the local council or the police before any action can be taken.
- 24 In their efforts to collect evidence the authorities may call on _____ to get more information.
- 25 ASBOs are issued at a _____.
- 26 _____ is the most straightforward form of anti-social behaviour to determine.

READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

The Climate Changers

The romantic notion that early humans lived in harmony with their environment has taken quite a battering lately. Modern humans may have started eliminating other species right from the start; our ancestors stand accused of wiping out mega fauna – from giant flightless birds in Australia to mammoths in Asia and the ground sloth of North America – as they spread across the planet.

Even so, by around 6,000 years ago there were only about 12 million people on earth – less than a quarter of the current population of Great Britain. That's a far cry from today's 6.6 billion, many of us guzzling fossil fuels, churning out greenhouse gases and messing with our planet's climate like there's no tomorrow. So it may seem far-fetched to suggest that humans have been causing global warming ever since our ancestors started burning and cutting forests to make way for fields at least 7,000 years ago.

Yet that's the view of retired climate scientist William Ruddiman, formerly of the University of Virginia, Charlottesville. Ancient farmers were pumping climate-warming carbon dioxide and methane into the atmosphere long before recorded history began, he says. Far from causing catastrophe, however, early farmers halted the planet's descent into another ice age and kept Earth warm and stable for thousands of years.

Could a few primitive farmers really have changed the climate of the entire globe? If you find this hard to believe, you're not the only one. Ruddiman's idea has been hugely controversial ever since he proposed it in 2003. 'Most new ideas, especially controversial ones, die out pretty fast. It doesn't take science long to weed them out,' he says. Yet five years on, his idea is still not dead. On the contrary, he says the latest evidence strengthens his case. 'It has become clear that natural explanations for the rise in greenhouse gases over the past few thousand years are the ones that are not measuring up, and we can reject them,' he claims.

There is no doubt that the soaring levels of carbon dioxide and other greenhouse gases that we see in the atmosphere today – causing a 0.7° C rise in average global temperature during the 20th century – are the result of human activities. In the late 1990s, however, Ruddiman started to suspect that our contribution to the global greenhouse began to become significant long before the industrial age began. This was when an ice core drilled at the Vostok station in Antarctica revealed how atmospheric CO₂ and methane levels have changed over the past 400,000 years. Bubbles trapped in the ice provide a record of the ancient atmosphere during the past three interglacials.

What we see is a regular pattern of rises and falls with a period of about 100,000 years, coinciding with the coming and going of ice ages. There are good explanations for these cycles: periodic changes in the planet's orbit and axis of rotation alter the amount of sunlight reaching the Earth. We are now in one of the relatively brief, warm interglacial periods that follow an ice age.

Within this larger pattern there are regular peaks in methane every 22,000 years that coincide with the times when the Earth's orbit makes summers in the northern hemisphere warmest. This makes sense, because warm northern summers drive strong tropical monsoons in southern Asia that both encourage the growth of vegetation and cause flooding, during which vegetation rotting in oxygen-poor water will emit methane. Around the Arctic, hot summers thaw wetlands for longer, again promoting both vegetation growth and methane emission.

In recent times, however, this regular pattern has changed. The last methane peak occurred around 11,000 years ago, at about 700 parts per billion (ppb), after which levels began to fall. But instead of continuing to fall to what Ruddiman says should have been a minimum of about 450 ppb today, the atmospheric methane began to climb again 5,000 years ago.

Working with climate modellers Stephen Verves and John Kutzbach, Ruddiman has shown that if the levels of these gases had continued to fall rather than rising when they did, ice sheets would now cover swathes of northern Canada and Siberia. The world would be heading into another ice age.

So why did both methane and CO₂ rise over the past few thousand years? In other words, why has this interglacial period been different from previous ones? Could humans be to blame?

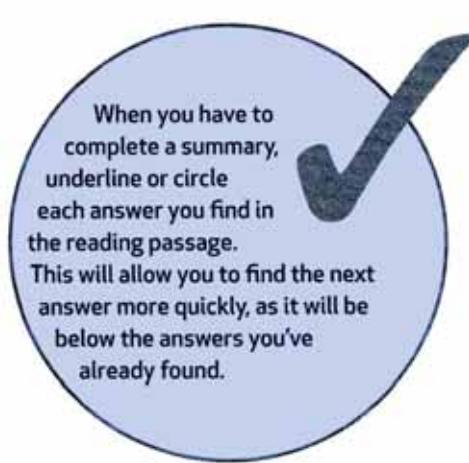
Agriculture emerged around the eastern Mediterranean some 11,000 years ago, then shortly afterwards in China and several thousand years later in the Americas. Farming can release greenhouse gases in various ways: clearing forests liberates lots of stored carbon as the wood rots or is burned, for instance, while flooded rice paddies release methane just as wetlands do.

To find out more about early farming, Ruddiman began to dig around in studies of agricultural history. These revealed that there was a sharp rise in rice cultivation in Asia around 5,000 years ago, with the practice spreading across China and south-east Asia. Here at least was a possible source for the unexpected methane rise.

Questions 27–29

Choose the correct letter, A, B, C or D

- 27 One of the claims Ruddiman makes is that
 - A population growth is responsible for global warming.
 - B people have affected the climate for thousands of years.
 - C his ideas are not in the least bit controversial.
 - D so far scientists have been wrong about global warming.
- 28 What information did the research at Vostok reveal for the first time?
 - A that methane levels stabilised about 11,000 years ago
 - B that Antarctic ice contains methane bubbles
 - C that the methane levels increased about 5,000 years ago
 - D that we are now living in a warm interglacial period
- 29 The 'climate changers' of the title are
 - A modern humans.
 - B climate modellers.
 - C primitive farmers.
 - D natural causes.



Questions 30–34

Complete the summary.

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

To many people the controversial idea that our 30 _____ were responsible for global warming appears 31 _____. Yet Ruddiman believes that high levels of carbon dioxide and methane – both 32 _____, or greenhouse, gases – were being released into the Earth's atmosphere in times prior to 33 _____. However, Ruddiman claims that this had a positive effect, as it may well have saved us from another 34 _____.

Questions 35–40

Do the following statements agree with the information given in Reading Passage 3?

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

- 35 Some mega fauna have been eliminated by humans in the past 100 years. _____
- 36 Agriculture is considered a primary cause of global warming today. _____
- 37 Ruddiman's idea caused a great deal of argument among scientists. _____
- 38 New scientific evidence proves for certain that Ruddiman's theory is correct. _____
- 39 The 20th century has seen the greatest ever increase in global temperatures. _____
- 40 Changes in the Earth's orbit can affect global temperatures. _____

WRITING**WRITING TASK 1**

You should spend about 20 minutes on this task.

The table below shows the worldwide market share of the mobile phone market for manufacturers in the years 2005 and 2006.

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

Write at least 150 words.

Company	2005 % Market Share	2006 % Market Share
Nokia	32.5	35
Motorola	17.7	21.1
Samsung	12.7	11.8
Sony Ericsson	6.3	7.4
L.G.	6.7	6.3
BenQ Mobile	4.9	2.4
Others	19.2	16.2
TOTAL	100.0	100.0

WRITING TASK 2

You should spend about 40 minutes on this task.

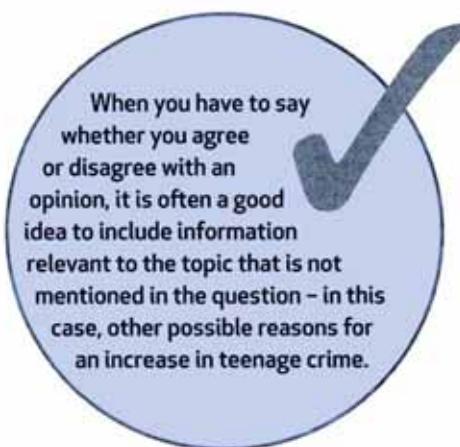
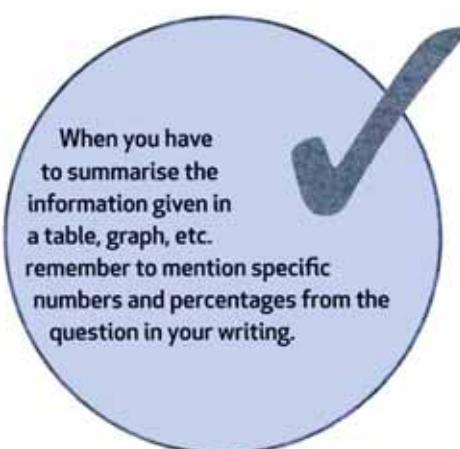
Write about the following topic:

Recent figures show an increase in violent crime among youngsters under the age of 18. Some psychologists claim that the basic reason for this is that children these days are not getting the social and emotional learning they need from parents and teachers.

To what extent do you agree or disagree with this opinion?

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

Write at least 250 words.



SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

Hobbies

- Tell me about any hobbies you have now or had in the past.
- Do you feel you have enough free time for hobbies? [Why/Why not?]
- How important is it for people to have hobbies at different ages?
- If you had the chance to take up a new hobby, what would it be? [Why?]

PART 2

You will have to talk about a topic for one to two minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

Describe a famous entertainer you like or admire.

You should say:

who the person is
what kind of entertainer they are
why you like this form of entertainment
and explain why you like or admire them.

When you are preparing a topic in Part 2, focus on the more complicated parts. Instructions like *Say who the person is* do not need much preparation. Spend the time thinking about and making notes for the later parts of the question instead.

PART 3

Entertainment in your country

- What would you say is the most popular form of entertainment in your country? Why?
- Do you think people have lost the ability to entertain themselves?
- Could you speculate on how you think entertainment might change in the future?

The cost of entertainment

- Do you think entertainers such as football or film stars are paid too much for what they do? If so, which jobs do you think should be better paid?
- Would you agree with the opinion that we pay too much to be entertained nowadays?
- Do you think that the arts, for example theatre and opera, should be subsidised by the government?

TEST 3

LISTENING

SECTION 1 Questions 1–10 TEST 3_01

Questions 1–8

Complete the form below.

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

Five-Star Caterers
Customer Booking Form

Example

Event: _____ *party*

Customer name: Mr 1 _____

Daytime telephone number: 2 _____

Telephone number after 5 pm: As above (If no one answers,
3 _____)

Number of guests: 4 _____

Date: 5 _____

Seating

Shape: 6 _____

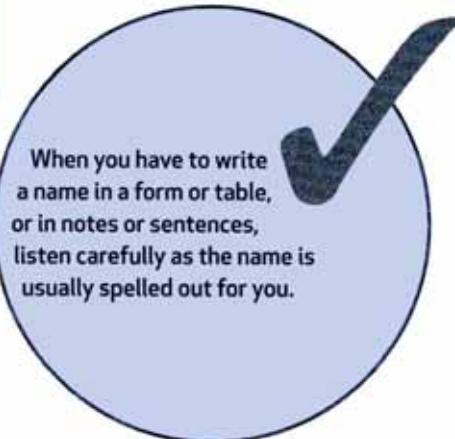
Size: 7 _____

Number of tables: 8 _____

Questions 9 and 10

Choose the correct letter, A, B or C.

- 9 The man decides to book
 A a three-course meal.
 B a buffet.
 C a banquet.
- 10 The man will have to pay
 A £750 tomorrow.
 B £100 per head.
 C £1,500 on the day of the party.



SECTION 2 Questions 11–20 🔊 TEST 3_02

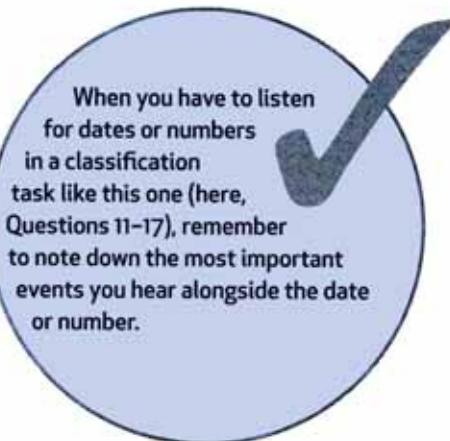
Questions 11–17

According to the speaker, when did the following happen?

Write the correct letter A, B or C, next to Questions 11–17.

- A before 1837
- B between 1837 and 1900
- C after 1900

- | | |
|---|-------|
| 11 The East Front was added to the building. | _____ |
| 12 The last big structural change was made. | _____ |
| 13 The building was bombed. | _____ |
| 14 The building became a palace. | _____ |
| 15 The building was known as The Queen's House. | _____ |
| 16 The Houses of Parliament were destroyed by fire. | _____ |
| 17 The Marble Arch was moved. | _____ |



Questions 18–20

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- | |
|--|
| 18 Up to _____ people attend garden parties at the palace each year. |
| 19 The garden contains more than _____ species of wild flower. |
| 20 The public can visit the nineteen _____ in August or September. |

SECTION 3 Questions 21–30 🔊 TEST 3_03

Questions 21–24

Answer the questions below.

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

21 What aspect of history is it important to learn something from?

22 What do we also need to know about our ancestors?

23 Where are transferable skills useful?

24 What kind of approach to learning does social science use?

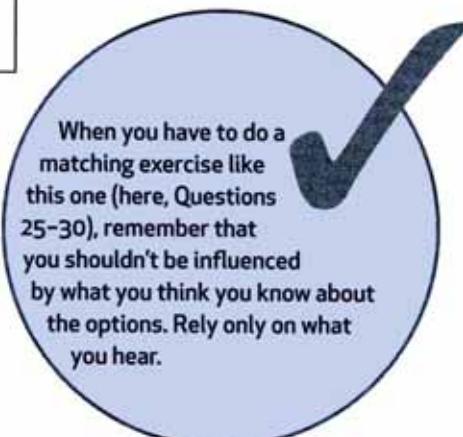
Questions 25–30

What is said about each of these subjects studied on a social studies course?

Choose your answers from the box and write the letters A–H next to Questions 25–30.

- A This will focus on how each generation learns about its own culture.
- B This necessarily includes a study of physics and chemistry.
- C This is studied from the point of view of human behaviour.
- D This will only be covered in terms of its theory.
- E This also covers the distribution of wealth.
- F This includes the study of archaeology.
- G This has received criticism for not being scientific enough.
- H This includes some work on urban planning.

- | | |
|------------------------------|-------|
| 25 Anthropology | _____ |
| 26 Economics | _____ |
| 27 Education | _____ |
| 28 Geography | _____ |
| 29 Law | _____ |
| 30 Sociology and social work | _____ |

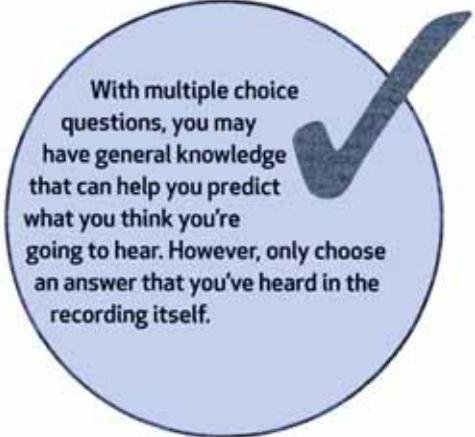


SECTION 4 Questions 31–40 • TEST 3_04

Questions 31–37

Choose the correct letter, A, B or C.

- 31 Students should complete their work on the 1950s
- A if they want to be allowed to continue attending lectures.
 - B because they will appreciate the information about the 1960s more.
 - C otherwise they face the possibility of being failed for their coursework.
- 32 According to the lecturer, the 'baby boom' happened
- A because of relaxed attitudes in the sixties.
 - B during a time of war.
 - C because people felt more secure.
- 33 In the sixties, the USA had 70 million
- A teenagers.
 - B babies.
 - C adults.
- 34 According to the lecturer, compared to the 1950s, the 1960s were
- A less conservative.
 - B more conservative.
 - C just as conservative.
- 35 According to the lecturer, literature changed the way women
- A over 40 were treated by society.
 - B viewed issues of race in society.
 - C felt about their roles in society.
- 36 The rate of crime in the sixties
- A rose nine per cent during the decade.
 - B was nine times higher than in the fifties.
 - C was nine times lower than in the fifties.
- 37 What happened at the start of the 1960s?
- A the first heart transplant
 - B the introduction of the internet
 - C the invention of lasers



With multiple choice questions, you may have general knowledge that can help you predict what you think you're going to hear. However, only choose an answer that you've heard in the recording itself.

Questions 38–40

Complete the summary below.

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

In October, 1962, US President Kennedy met advisers to discuss

38 _____ which proved that the Cubans were installing nuclear missiles, presumably to use against the US. Kennedy was faced with three choices: to try to resolve the crisis diplomatically; to block the delivery of further weapons into Cuba; or to attack Cuba. Kennedy chose 39 _____ option, which prevented the build-up of more missiles and led to the withdrawal of the existing ones. Most are agreed that a 40 _____ was narrowly avoided by Kennedy's decision.

READING

READING PASSAGE 1

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

How Mobile Telephony Turned into a Health Scare

The technology which enabled mobile phones was previously used in the kind of two-way radio which could be found in taxis and emergency vehicles. Although this was a great development, it was not really considered mobile telephony because it could not be used to dial into existing phone networks. It was known as simplex technology, operating on the same principles as a walkie-talkie, which required that a user press a button, meaning that only one person at a time could talk. Simplex meant that there was only one communication frequency in use at any one time.

The first mobile phones to connect to telephone networks were often installed in cars before the hand-held version came on the market and the revolution in mobile technology began. The first generation of mobile phones (called 1G) were large, heavy and analogue and it was not until the invention of the second generation (2G) in the 1990s that digital networks could be used. The digital element enabled faster signalling. At the same time, developments in battery design and energy-saving electronics allowed the phones themselves to become smaller and therefore more truly mobile. The second generation allowed for text messaging too, and this began with the first person-to-person text message in Finland in 1993, although a machine-generated text message had been successfully sent two years earlier.

None of this would have been possible without the development of duplex technology to replace the relatively primitive simplex technology of the first phase of mobile communication. In duplex technology, there are two frequencies available simultaneously. These two frequencies can be obtained by the principle of Frequency Division Duplex (FDD). To send two signals wirelessly, it is necessary to create a paired spectrum, where one band carries the uplink (from phone to antenna) and the other carries the downlink (from antenna to phone). Time Division Duplex (TDD) can achieve the same thing, but instead of splitting the frequency, the uplink and downlink are switched very rapidly, giving the impression that one frequency is used.

For mobile telephony to work to its fullest potential, it needs to have a network through which it can relay signals. This network depends on base stations which send and receive the signals. The base stations tend to be simple constructions, or masts, on top of which are mounted the antennas. With the rapid increase in demand for mobile services, the infrastructure of antennas in the United Kingdom is now huge.

Many thousands of reports have appeared claiming that the signals relayed by these antennas are harmful to human and animal health. The claims focus on the fact that the antennas are transmitting radio waves in microwave form. In some ways, public demand is responsible for the increase in the alleged threat to health. Until quite recently, voice and text messages were transmitted using 2G technology. A 2G mast can send a low-frequency microwave signal approximately 35 kilometres. Third generation (3G) technology allows users

to wirelessly download information from the internet and is extremely popular. The difference is that 3G technology uses a higher frequency to carry the signals, allowing masts to emit more radiation. This problem is intensified by the need to have masts in closer proximity to each other and to the handsets themselves. Whatever danger there was in 2G signals is greatly multiplied by the fact that the 3G masts are physically much closer to people.

Government authorities have so far refused to accept that there is a danger to public health, and tests carried out by governments and telecommunications companies have been restricted to testing to see if heat is being produced from these microwaves. According to many, however, the problem is not heat, but electromagnetic waves which are found near the masts.

It is believed that some people, though not all, have a condition known as electro-sensitivity or electro-hypersensitivity (EHS), meaning that the electromagnetism makes them ill in some way. The actual health threat from these pulsed microwave signals is an area which greatly needs more research. It has been claimed that the signals affect all living organisms, including plants, at a cellular level and cause symptoms in people ranging from tiredness and headaches to cancer. Of particular concern is the effect that increased electromagnetic fields may have on children and the fear is that the negative effects on their health may not manifest themselves until they have had many years of continued exposure to high levels. Tests carried out on animals living close to this form of radiation are particularly useful because scientists can rule out the psychological effect that humans might be exhibiting due to their fear of possible contamination.

Of course, the danger of exposure exists when using a mobile phone but since we do this for limited periods, between which it is believed our bodies can recover, it is not considered as serious as the effect of living or working near a mast (sometimes mounted on the very building we occupy) which is transmitting electromagnetic waves 24 hours a day.

Questions 1–6

Answer the questions below.

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

- 1 What were early two-way radios unable to use?

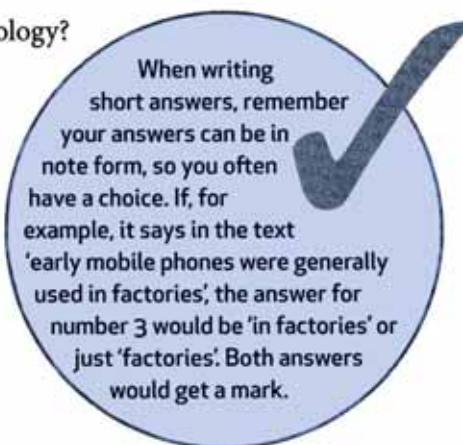
2 What did you have to do in order to talk on a radio using simplex technology?

- 3 Where were early mobile phones generally used?

- 4 What development introduced digital technology into mobile telephony?

- 5 Apart from the area of electronics, in which area did developments help make phones more mobile?

- 6 What type of text message was the first one ever sent?



Questions 7–10

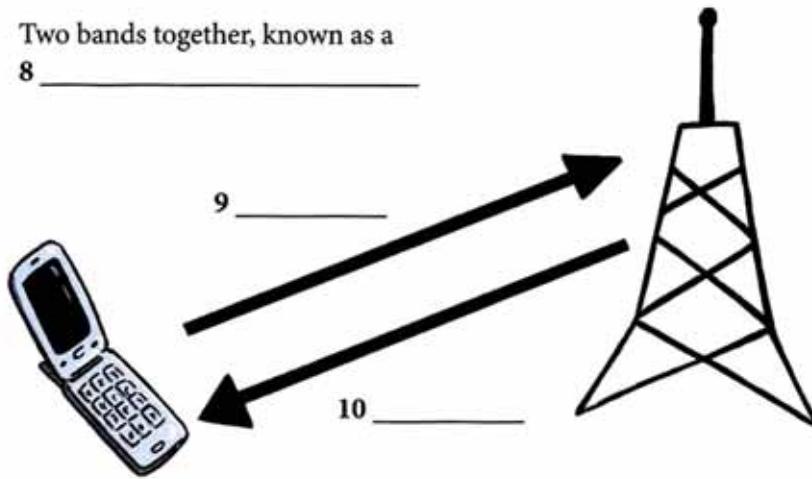
Complete the diagram.

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

Frequency Division Duplex (FDD): two signals sent 7 _____

Two bands together, known as a

8 _____



Questions 11–13

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

- 11 3G technology is believed to be more of a threat to health because
 - A the signals are transmitted over much greater distances than before.
 - B the masts are closer together and emit higher frequencies.
 - C the signals are carrying both voice and text messages.
 - D the modern handsets needed emit more radiation.
- 12 Why might the testing of animals give us more reliable results?
 - A because most of them live closer to the masts
 - B because they are continually exposed to higher levels of radiation
 - C because they are not affected at a cellular level
 - D because they are not afraid of the effects of radiation
- 13 What is believed to limit the danger from mobile phones?
 - A not using them continuously
 - B turning them off when not in use
 - C mounting a mast on the building where you live or work
 - D keeping healthy and getting enough sleep

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

Some Facts and Theories about Flu

The flu, more properly known as influenza, takes its name from the fact that it is so easily transmitted from person to person (influenza is the Italian word for 'influence'). Usually, contamination occurs through direct contact with secretions from an infected person. Its spread is also possible from contaminated airborne particles, such as those that occur when someone coughs or sneezes. However, it should be made clear that the risk is not great from simply being in the same room as an infected person, since the flu virus, unlike other respiratory viruses, does not dissolve in the air. Within 4–6 hours of someone catching the flu, the virus multiplies in infected cells and the cells burst, spreading the virus to other cells nearby.

The spread continues for up to 72 hours, the exact length of time depending on the body's immune system response and the strength of the particular strain of flu. The range of human responses to the flu virus has been of interest to scientists for many years. This is because the effect can vary from no infection to a rapid and deadly spread of the virus to many people. One area of study that has received particular attention is the immune system response of the individual. Where a person's immune system is healthy, the virus is attacked as it enters the body, usually in the respiratory tract. This lessens the severity of the illness. In contrast, people with compromised immune systems (typical in the young, where it is not fully developed, or in the old and the sick, where it is not working efficiently), often suffer the worst effects.

One of the body's responses to flu is the creation of antibodies which recognise and destroy that particular strain of flu virus. What fascinates most researchers in the field is that the human body seems capable of storing these antibodies over a whole lifetime in case of future attack from the same or similar strains of flu. It was while researching these antibodies that scientists turned their attention back to what was possibly the worst ever flu pandemic in the world. The actual number of deaths is disputed, but the outbreak in 1918 killed between 20 and 50 million people. It is also estimated that one fifth of the population of the world may have been infected.

Through tests done on some of the survivors of the 1918 outbreak, it was discovered that, 90 years later, they still possessed the antibodies to that strain of flu, and some of them were actually still producing the antibodies. Work is now focused on why these people survived in the first place, with one theory being that they had actually been exposed to an earlier, similar strain, therefore developing immunity to the 1918 strain. It is hoped that, in the near future, we might be able to isolate the antibodies and use them to vaccinate people against further outbreaks.

Yet vaccination against the flu is an imprecise measure. At best, the vaccine protects us from the variations of flu that doctors expect that year. If their predictions are wrong in any particular year, being vaccinated will not prevent us from becoming infected. This is further

complicated by the fact that there are two main types of flu, known as influenza A and influenza B. Influenza B causes less concern as its effects are usually less serious. Influenza A, however, has the power to change its genetic make-up. Although these genetic changes are rare, they create entirely new strains of flu against which we have no protection. It has been suggested that this is what had happened immediately prior to the 1918 outbreak, with research indicating that a genetic shift had taken place in China.

In 2005, another genetic shift in an influenza A virus was recorded, giving rise to the H5N1 strain, otherwise known as avian flu, or bird flu. Typical of such new strains, we have no way of fighting it and many people who are infected with it die. Perhaps more worrying is that it is a strain only previously found in birds but which changed its genetic make-up in a way that allowed it to be transmitted to humans. Most of the fear surrounding this virus is that it will change again, developing the ability to pass from human to human. If that change does happen, scientists and doctors can reasonably expect a death rate comparable to that which occurred in 1918 and, given that we can now travel more quickly and more easily between countries, infecting many more people than was previously possible, it could be several times worse.

Questions 14–20

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

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 The only way to catch flu is if someone coughs or sneezes near you.

15 You become aware of the symptoms of flu within 4–6 hours of infection.

16 The effect of a flu infection can depend on how strong the strain is.

17 Those who are more likely to suffer badly with the flu include very young or very old people.

18 Although antibodies last a lifetime, scientists have found they get weaker with age.

19 Vaccination is largely ineffective against flu.

20 Another change in the genetic make-up of the H5N1 strain could kill more people than the 1918 epidemic.



Questions 21–24

Classify the following statements as characterising

- A something known by scientists to be true
- B something believed by scientists to be true
- C something known by scientists to be false

Write the correct letter, A, B or C.

- 21 Sharing a room with a flu sufferer presents a very high risk to your health. _____
- 22 One fifth of the people in the world caught the flu in 1918. _____
- 23 Influenza A viruses do not change their genetic make-up frequently. _____
- 24 The H5N1 strain evolved in or before 2005. _____

Questions 25 and 26

Answer the questions below.

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

- 25 In which part of the body do antibodies normally attack the flu virus?
-

- 26 What kind of transmission of the H5N1 strain are people afraid might become reality?
-

READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

Changes in International Commerce

How ethics and fair trade can make a difference

The purpose of international commerce is to buy things from and sell things to people in other countries. Hundreds, and indeed thousands, of years ago, this actually worked quite well. People who travelled to foreign lands, often by ship, would take with them items for trade. Agricultural countries would, for example, trade olive oil or wine for weapons or other worked items. All that needed to be negotiated was a fair 'price' for the items. (How many axes is a barrel of oil worth, for example?) Currency did not enter into the first deals but, even when it did, few problems existed to complicate matters barring disagreements over the value of goods.

Today, fixing a fair price remains at the centre of international commerce. When we look at the deal from the point of view of the seller, market research must determine the price at which the goods will be sold. This may vary greatly from country to country and people are often surprised to see exactly the same item for sale at two or three times the price it sells for in another country. Taxation and local government controls are sometimes behind this, but often it comes down to the fact that people in poor countries simply cannot afford to pay the same amount of money as those in rich countries. These are the things a seller has to bear in mind when preparing a price list for goods in each country.

In most cases, the purpose of setting a suitable price is to sell the maximum number of units. Usually, this is the way to guarantee the biggest profit. One exception is in the selling of luxury or specialist goods. These are often goods for which there is a limited market. Here, slightly different rules apply because the profit margin (the amount of money a producer makes on each item) is much higher. For instance, nearly everyone wants to own a television or a mobile phone, and there is a lot of competition in the area of production, forcing the prices to be competitive too. The producers have to sell a large number of items to make a profit because their profit margin is small. But not everyone wants to buy hand-made jewellery, or a machine for sticking labels onto bottles. This enables the producer to charge a price much higher than the cost of making the item, increasing the profit margin. But at the heart of any sale, whether they sell many items for a small profit, or a few items for a large profit, the prime motivation for the producer is to make as much profit as possible.

At least, that was the case until relatively recently when, to the great surprise of many, companies started trading without profit as their main objective. Ethical trade began as an attempt to cause as little damage as possible to the producers of raw materials and manufactured goods in poor countries. This movement put pressure on the industry to see to it that working conditions and human rights were not damaged by the need for poorer people to produce goods. In short, it drew to the world's attention the fact that many poor people were being exploited by big businesses in their drive to make more profit.

There have been many examples throughout the developing world where local producers were forced by economic pressure to supply cash crops such as tea, coffee and cotton to major industries. These people are frequently not in a position to fix their prices, and are often forced by market conditions to sell for a price too low to support the producers and their community. Worse still, while the agricultural land is given over to cash crops, it robs the local people of the ability to grow their own food. In time, through over-production, the land becomes spent and infertile, leading to poverty, starvation, and sometimes the destruction of the whole community.

Fair trade policies differ from ethical trade policies in that they take the process a stage further. Where ethical policies are designed to keep the damage to a minimum, fair trade organisations actually work to improve conditions among producers and their communities. Fair trade organisations view sustainability as a key aim. This involves implementing policies where producers are given a fair price for the goods they sell, so that they and their communities can continue to operate.

Although many big businesses are cynical about an operation that does not regard profit as a main driving force, the paradox is that it will help them too. With sustainability as their main aim, fair trade organisations not only help the poorer producers obtain a reasonable standard of living, but they also help guarantee a constant supply of raw materials. This form of sustainability benefits everyone, whether their motive is making a profit or improving the lives of the world's poorer people.

Questions 27–31

Classify the following as being a result of

- A fair trade policies
- B ethical trade policies
- C a country being poor

Write the correct letter, A, B or C.

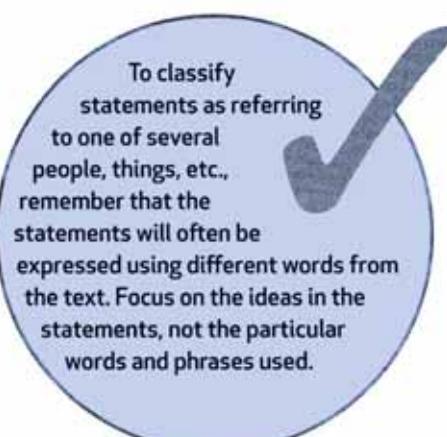
27 Manufactured goods are obtainable at a lower price than elsewhere.

28 Harm to producers of raw materials is minimised.

29 Human rights are respected.

30 Land is not used to produce food for the local population.

31 The local community has more chance of survival.



To classify statements as referring to one of several people, things, etc., remember that the statements will often be expressed using different words from the text. Focus on the ideas in the statements, not the particular words and phrases used.

Questions 32–36

Complete the flow chart below.

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

Companies carry out 32 _____ to decide the price that their goods are sold at in each country.

The prices of the same goods can vary in different countries because of 33 _____ or taxes.

The 34 _____ is finalised, depending on how much customers in a particular market can afford.

To ensure a profit, manufacturers aim to sell the 35 _____ of a particular item.

Manufacturers can have a higher profit margin on luxury or specialist goods which often have a 36 _____.

Questions 37–40

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

37 According to the writer, what might early traders have disagreed about?

- A the comparative values of the goods
- B which currency to use for their deal
- C which items they wanted as exchange
- D the quality of the goods being traded

38 What is the main consequence of a product being in demand?

- A higher prices
- B smaller profit margins
- C fewer items being produced
- D less market competition

39 How might an agricultural community be destroyed?

- A because companies in richer countries steal from them
- B because they ask an unrealistically high price for their produce
- C because they over-use the land in order to grow cash crops
- D because the crops take much too long to grow

40 The word *paradox* in the final paragraph refers to the fact that

- A poorer people will become richer than the people who run big businesses.
- B by being cynical, the big businesses have helped produce a result they do not want.
- C the suppliers of raw materials will sell them to big businesses for a huge profit.
- D big businesses will gain from these policies although they don't support them.

WRITING TASK 1

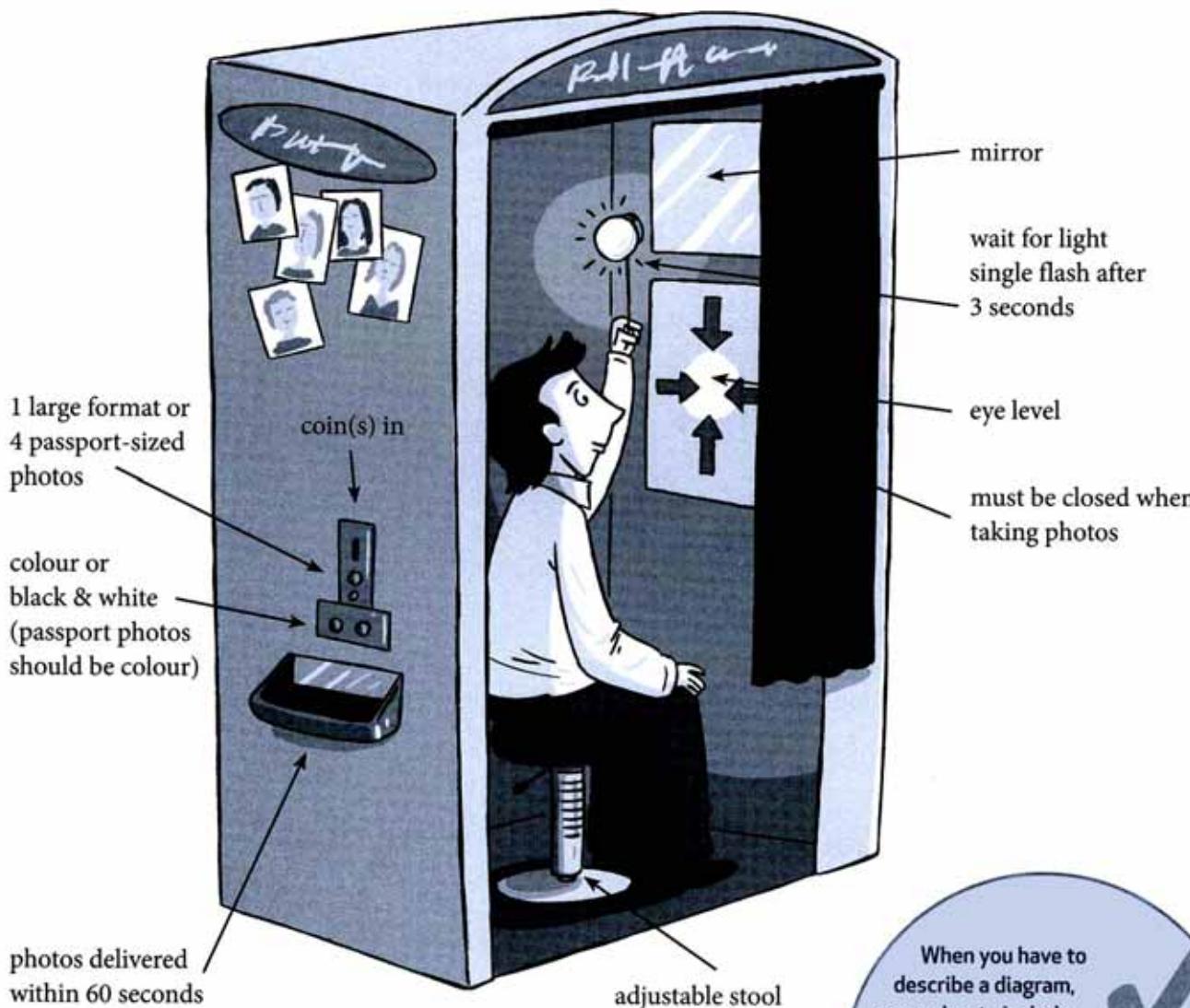
You should spend about 20 minutes on this task.

The diagram below shows an automatic photo booth.

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

Write at least 150 words.

Automatic Photo Booth



When you have to describe a diagram, remember to include all of the important parts. If the diagram represents a process, remember to use time clauses to show the order in which things happen.

WRITING TASK 2

You should spend about 40 minutes on this task.

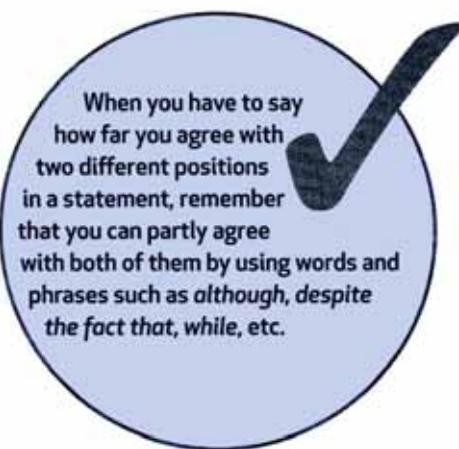
Write about the following topic:

Many people say that the only way to guarantee getting a good job is to complete a course of university education. Others claim that it is better to start work after school and gain experience in the world of work.

How far do you agree or disagree with the above views?

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

Write at least 250 words.



SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

Transport

- How do you usually travel around your town or city? [Why?]
- What do you think of public transport in your town or city?
- How do you think we could persuade more people to use public transport?

Entertainment

- Do you go out a lot or do you prefer home entertainment?
- What kind of things do you watch on TV?
- Can you easily entertain yourself when you are alone?
- Are there many places for entertainment in your area?

PART 2

You will have to talk about a topic for one to two minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

Describe someone who has taught you something useful in your life.

You should say:

who the person is
what they taught you
how they taught you
and explain why the thing you learned was useful.

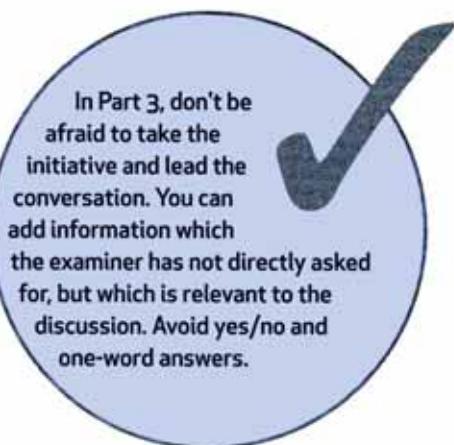
PART 3

Schools

- What would you say was the most important thing you learnt (or are learning) at school?
- Could you compare the effectiveness of schools in the past with that in the present?
- In what ways do you think schools will change in the future?

Careers

- How important is it for people in your country to get a university education?
- What kind of jobs can people do without a university education? What are the advantages to starting work at a young age?
- Do you agree with the saying that we are never too old to learn? What are the advantages of continuing education?



In Part 3, don't be afraid to take the initiative and lead the conversation. You can add information which the examiner has not directly asked for, but which is relevant to the discussion. Avoid yes/no and one-word answers.

TEST 4

LISTENING

SECTION 1 Questions 1–10 TEST 4_01

Questions 1–4

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Example

Name _____ Maria Dominguez _____

Present address: 1 _____, Pine Tree Terrace, Westcliff

Currently lives with 2 _____ other people

First time Maria has lived 3 _____

Journey time to the university: 4 _____

Questions 5 and 6

Which **TWO** things are causing problems for Maria?

Choose **TWO** letters A–F.

- A the distance from the university
- B the bad behaviour of the girls
- C that she has little space at home
- D that it's boring where she lives
- E that there are mice in the house
- F that the landlady is forgetful

Questions 7–10

Answer the questions below.

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

7 Where does the adviser suggest Maria could check to find accommodation?

8 In which college is there a space to share a room?

9 Which subject is Maria going to change to?

10 When will Maria return to the accommodation office?



SECTION 2 Questions 11–20 • TEST 4_02**Questions 11–15**

Choose the correct letter, A, B or C.

- 11 Steve Penfold did voluntary service
A before university.
B during university.
C after university.
- 12 Steve had to pay for
A his travel.
B his accommodation.
C his day-to-day expenses.
- 13 Where did the charity organisation want to send Steve at first?
A Trinidad
B India
C Tobago
- 14 What does Steve say about the population of Trinidad?
A There are more people of Indian descent than African.
B The majority are descendants of slaves.
C There are several different ethnic groups.
- 15 Steve says that some language terms in Trinidad
A are not connected to the English language.
B have meanings that have a local origin.
C are from other carnivals around the world.

Questions 16 and 17

Answer the questions below.

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

- 16 How much money does the best carnival group get?
-

- 17 Where did Steve take the children camping?
-

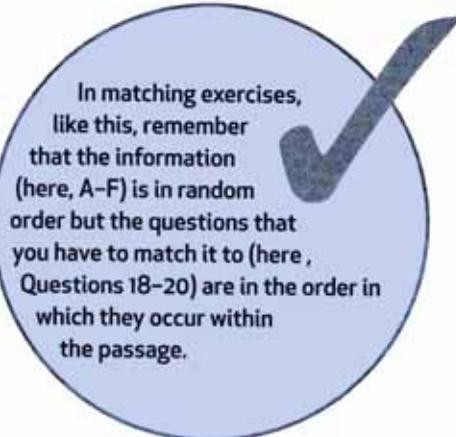
Questions 18–20

What does Steve say about his time in the Caribbean?

Choose your answers from the box and write the correct letter A–F next to Questions 18–20.

- A were of varying types
- B express various emotions
- C had a connection with dolphins
- D showed respect
- E had many problems
- F try to help people

- 18 The students _____
- 19 The Samaritans _____
- 20 The festivals _____



In matching exercises, like this, remember that the information (here, A–F) is in random order but the questions that you have to match it to (here, Questions 18–20) are in the order in which they occur within the passage.

SECTION 3 Questions 21–30 TEST 4_03

Questions 21–26

Choose the correct letter, A, B or C.

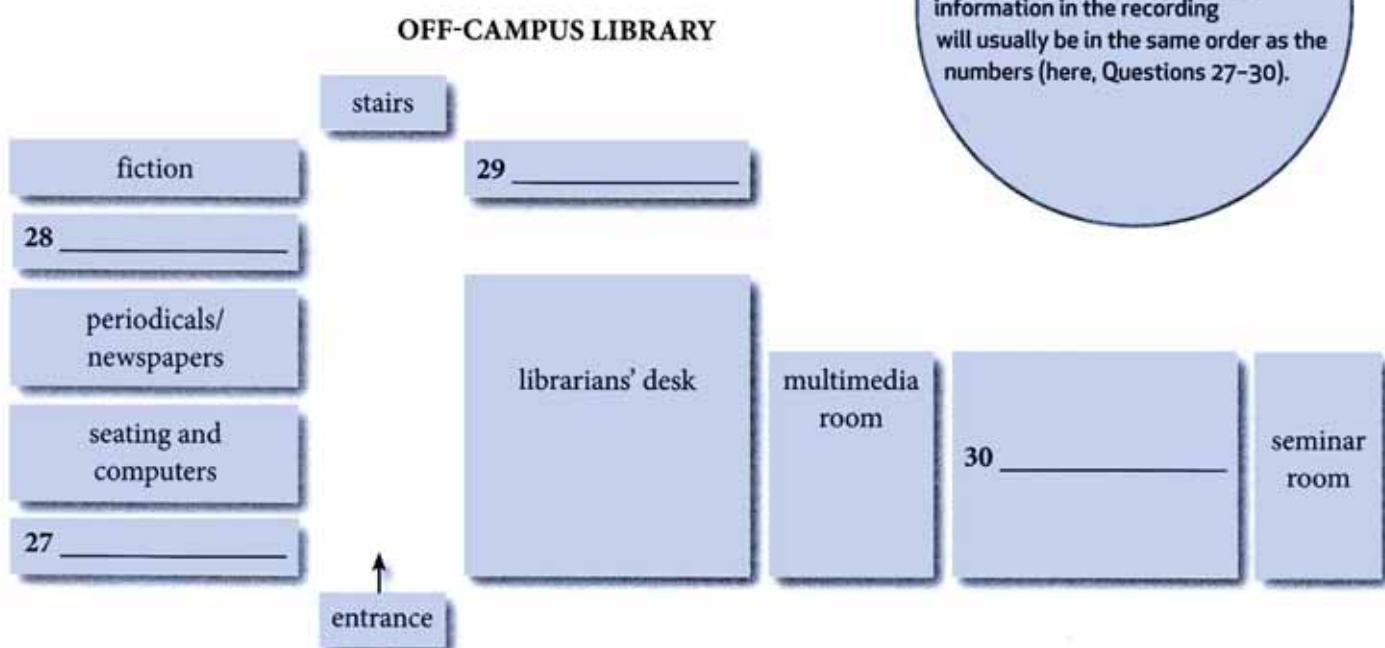
- 21 The students are meeting to
- A organise a party.
 - B answer questions about a course.
 - C decide on their studies.
- 22 Sonia and Mattheus
- A agree the teacher was flexible.
 - B disagree about their teacher's flexibility.
 - C didn't like all of the discussions they had.
- 23 The college offered
- A only morning classes.
 - B only evening classes.
 - C both morning and evening classes.
- 24 Sonia
- A liked all the books.
 - B liked only one of the books.
 - C didn't like any of the books.
- 25 Sonia and Mattheus
- A want to study literature.
 - B have different plans for their careers.
 - C are both interested in psychology.
- 26 Which of these was a problem with the campus library?
- A Books were not always available.
 - B The people working there were unhelpful.
 - C There were not enough computers.

Questions 27–30

Label the plan below.

Choose **FOUR** answers from the box below and write the correct letter A–H next to Questions 27–30.

- A reference
- B photocopy room
- C literature
- D management
- E periodicals
- F new publications
- G toilets
- H computer studies



When you have to label a diagram, map or plan, remember that the information in the recording will usually be in the same order as the numbers (here, Questions 27–30).

SECTION 4 Questions 31–40 TEST 4_04

Questions 31–33

Choose the correct letter, A, B or C.

- 31 The speaker says
 - A rounders is the most popular Irish sport.
 - B Gaelic handball is thousands of years old.
 - C hurling may have been an ancient Celtic game.
- 32 The speaker probably
 - A used to play hurling.
 - B shows the students a photo.
 - C can't speak any Gaelic.
- 33 In hurling, you cannot score by
 - A hitting the ball over the net.
 - B hitting the ball into the net.
 - C kicking the ball into or over the net.

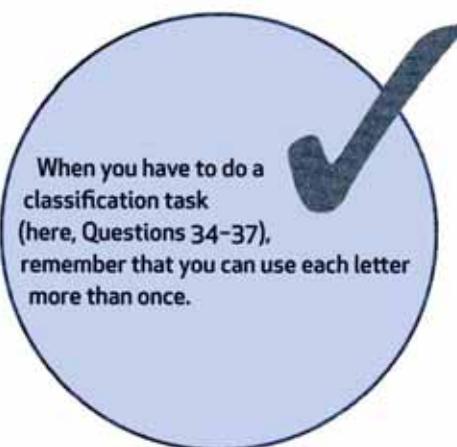
Questions 34–37

When did the following take place?

- A in the 20th century
- B in the 19th century
- C in the 18th century

Write the correct letter A, B or C next to Questions 34–37.

- 34 Hurling experienced a golden age. _____
- 35 A university established a set of rules. _____
- 36 The Gaelic Athletics Association was started. _____
- 37 The All Ireland Hurling Championship began. _____



Questions 38–40

Complete the sentences below.

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

- 38 _____ has a national hurling team.
- 39 Gaelic football is like a mixture of the sports of _____.
- 40 Women play the game for a _____ time.

READING

READING PASSAGE 1

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

Prehistoric Cave Paintings Took up to 20,000 Years to Complete

It may have taken Michelangelo four long years to paint his fresco on the ceiling of the Sistine Chapel, but his earliest predecessors spent considerably longer perfecting their own masterpieces. Scientists have discovered that prehistoric cave paintings took up to 20,000 years to complete. Rather than being created in one session, as archaeologists previously thought, many of the works discovered across Europe were produced over hundreds of generations, who added to, refreshed and painted over the original pieces of art.

Until now it has been extremely difficult to pinpoint when prehistoric cave paintings and carvings were created, but a pioneering technique is allowing researchers to date cave art accurately for the first time and show how the works were crafted over thousands of years. Experts now hope the technique will provide a valuable insight into how early human culture developed and changed as the first modern humans moved across Europe around 40,000 years ago.

Dr Alistair Pike, an archaeologist at Bristol University who is leading the research, said: 'The art gives us a really intimate window into the minds of the individuals who produced it, but what we don't know is exactly which individuals they were as we don't know exactly when the art was created. If we can date the art then we can relate that to the artefacts we find in the ground and start to link the symbolic thoughts of these individuals to where, when and how they were living.'

Hundreds of caves have been discovered across Europe with elaborate prehistoric paintings and carvings on their walls. It is thought the designs, which often depict scenes of animals, were created up to 40,000 years ago – some time after humans began moving from southern Europe into northern Europe during the last ice age.

Traditional dating techniques have relied on carbon dating the charcoal and other pigment used in the paintings, but this can be inaccurate as it only gives the date the charcoal was created not when the work was crafted. 'When you go into these caves today there is still charcoal lying on the ground, so the artists at the time could have been using old charcoal rather than making it fresh themselves,' explained Dr Pike.

'If this was the case, then the date for the painting would be very wrong. Taking samples for carbon dating also means destroying a bit of these precious paintings because you need to take away a bit of the pigment. For carvings, it is virtually impossible to date them as there is no organic pigment containing carbon at all.'

The scientists have used their technique to date a series of famous Palaeolithic paintings in Altamira cave, northern Spain. Known as the 'Sistine Chapel of the Palaeolithic', the elaborate works were thought to date from around 14,000 years ago. But in research published by the

Natural Environment Research Council's new website Planet Earth, Dr Pike discovered some of the paintings were between 25,000 and 35,000 years old. The youngest paintings in the cave were 11,000 years old. Dr Pike said: 'We have found that most of these caves were not painted in one go, but the painting spanned up to 20,000 years. This goes against what the archaeologists who excavated in the caves found. It is probably the case that people did not live in the caves they painted. It seems the caves they lived in were elsewhere and there was something special about the painted caves.'

Dr Pike and his team were able to date the paintings using a technique known as uranium series dating, which was originally developed by geologists to date rock formations such as stalactites and stalagmites in caves. As water seeps through a cave, it carries extremely low levels of dissolved radioactive uranium along with the mineral calcium carbonate. Over time small amounts of calcium carbonate are deposited to form a hard layer over the paintings and this layer also traps the uranium. Due to its radioactive properties, the uranium slowly decays to become another element known as thorium. By comparing the ratio of uranium to thorium in the thin layers on top of the cave art, the researchers were able to calculate the age of the paintings.

The researchers have also applied their technique to engravings found in rocks around Creswell Crags in Derbyshire, which are Britain's only examples of ice age cave art. They proved the engravings were made at least 12,000 years ago. Professor Pablo Arias, an expert on Palaeolithic cave art at the University of Cantabria, Spain, said: 'Until about ten years ago it was only possible to date cave art by using the style of the figures, but this new technique developed by Bristol University allows that date to be accurately bracketed. We want to study how the people of the time behaved and how they felt and Palaeolithic art gives us a way of looking at the type of symbols that were important to them, so we need to know when the people who were making the art actually lived.'

Questions 1–5

Do the following statements agree with the information given in Reading Passage 1?

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

- 1 Cave paintings inspired Michelangelo to paint the ceiling of the Sistine Chapel. _____
- 2 It now seems that cave paintings were painted in one go and then left untouched. _____
- 3 Dr Pike is focusing on dating artefacts found on the ground in the caves. _____
- 4 There are a number of disadvantages to using carbon dating to date paintings and carvings. _____
- 5 The Altamira cave contains more cave paintings than any other cave in Europe. _____

Questions 6–8

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

- 6 Dr Pike believes that
 - A most caves remained undiscovered for thousands of years.
 - B archaeologists should not have excavated the caves at all.
 - C the caves were uninhabited but were treated as important.
 - D the paintings were painted by the people living in the caves.
- 7 Uranium series dating
 - A was previously used for other purposes.
 - B is a technique which was invented by Dr Pike.
 - C relies on the presence of stalactites in the caves.
 - D only works with caves which are underwater.
- 8 Professor Pablo Arias
 - A is sceptical about the benefits of the new dating technique.
 - B is enthusiastic about what the new technique will achieve.
 - C used the technique to successfully date Creswell Crags.
 - D believes it is necessary only to study the symbols in the art.

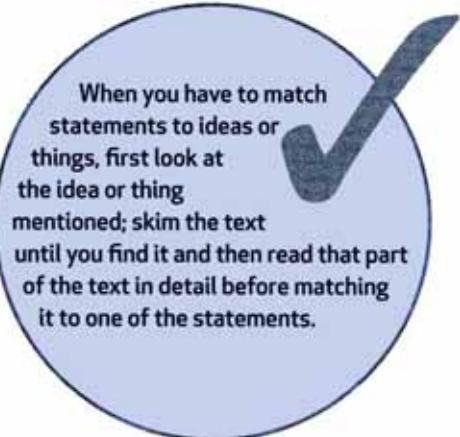
Questions 9–14

What is said about each of these things found in the caves?

Choose your answers from the box and write the letters A–H next to Questions 9–14.

- A When this is removed, it damages the painting.
- B This can damage the stalactites and stalagmites in the caves.
- C Over time, this turns into a different element.
- D We could determine when it was made, but not when it was used.
- E This is produced as a result of radioactive decay.
- F Scientists used to think that this was a mineral.
- G This contains no carbon-based elements at all.
- H This can act as a firm coating over something.

- | | |
|----------------------|-------|
| 9 charcoal | _____ |
| 10 pigment | _____ |
| 11 carving | _____ |
| 12 uranium | _____ |
| 13 calcium carbonate | _____ |
| 14 thorium | _____ |



When you have to match statements to ideas or things, first look at the idea or thing mentioned; skim the text until you find it and then read that part of the text in detail before matching it to one of the statements.

READING PASSAGE 2

You should spend about 20 minutes on Questions 15–27, which are based on Reading Passage 2 below.

Children Tested to Destruction?

English primary school pupils subjected to more tests than in any other country

English primary school pupils have to deal with unprecedented levels of pressure as they face tests more frequently, at a younger age, and in more subjects than children from any other country, according to one of the biggest international education inquiries in decades. The damning indictment of England's primary education system revealed that the country's children are now the most tested in the world. From their very earliest days at school they must navigate a set-up whose trademark is 'high stakes' testing, according to a recent report.

Parents are encouraged to choose schools for their children based on league tables of test scores. But this puts children under extreme pressure which could damage their motivation and self-esteem, as well as encouraging schools to 'teach to the test' at the expense of pupils' wider learning, the study found. The findings are part of a two-year inquiry – led by Cambridge University – into English primary schools. Other parts of the UK and countries such as France, Norway and Japan used testing but it was, 'less intrusive, less comprehensive, and considerably less frequent', Cambridge's Primary Review concluded.

England was unique in using testing to control what is taught in schools, to monitor teaching standards and to encourage parents to choose schools based on the results of the tests, according to Kathy Hall, from the National University of Ireland in Cork, and Kamil Ozerk, from the University of Oslo, who conducted the research. 'Assessment in England, compared to our other reviewed countries, is pervasive, highly consequential, and taken by officialdom and the public more generally to portray objectively the actual quality of primary education in schools,' their report concluded. Teachers' leaders said the testing regime was 'past its sell-by date' and called for a fundamental review of assessment.

Steve Sinnott, General Secretary of the National Union of Teachers, said England's testing system was having a 'devastating' impact on schools. 'Uniquely, England is a country where testing is used to police schools and control what is taught,' he said. 'When it comes to testing in England, the tail wags the dog. It is patently absurd that even the structure and content of education is shaped by the demands of the tests. I call on the Government to initiate a full and independent review of the impact of the current testing system on schools and on children's learning and to be prepared to dismantle a system which is long past its sell-by date.'

John Dunford, General Secretary of the Association of School and College Leaders, warned that the tests were having a damaging effect on pupils. 'The whole testing regime is governed by the need to produce league tables,' he said. 'It has more to do with holding schools to account than helping pupils to progress.'

The fear that many children were suffering intolerable stress because of the tests was voiced by Mick Brookes, General Secretary of the National Association of Head Teachers. 'There are schools that start rehearsing for key stage two SATs [Standard Assessment Tests] from the moment the children arrive in September. That's just utterly ridiculous,' he said. 'There are other schools that rehearse SATs during Christmas week. These are young children we are talking about. They should be having the time of their lives at school not just worrying about tests. It is the breadth and richness of the curriculum that suffers. The consequences for schools not reaching their targets are dire – heads can lose their jobs and schools can be closed down. With this at stake it's not surprising that schools let the tests take over.'

David Laws, the Liberal Democrat schools spokesman, said: 'The uniquely high stakes placed on national tests mean that many primary schools have become too exam focused.' However, the Government rejected the criticism. 'The idea that children are over-tested is not a view that the Government accepts,' a spokesman said. 'The reality is that children spend a very small percentage of their time in school being tested. Seeing that children leave school up to the right standard in the basics is the highest priority of the Government.'

In another child-centred initiative, both major political parties in the UK – Labour and the Conservatives – have announced plans to make Britain more child-friendly following a report by UNICEF which ranked the UK the worst place to be a child out of 21 rich nations.

Parents were warned that they risked creating a generation of 'battery-farmed children' by always keeping them indoors to ensure their safety. The family's minister, Kevin Brennan, called for an end to the 'cotton wool' culture and warned that children would not learn to cope with risks if they were never allowed to play outdoors.

Questions 15–19

Complete the sentences.

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

- 15 According to the inquiry, the amount of testing puts a lot of _____ on young children.
- 16 The education report describes testing in England as _____ testing.
- 17 Parents often select their children's schools after studying test results in _____.
- 18 Kathy Hall and Kamil Ozerk believe testing in England is also used to evaluate _____ in schools.
- 19 The major political parties have promised to make Britain _____ in view of the UNICEF report.

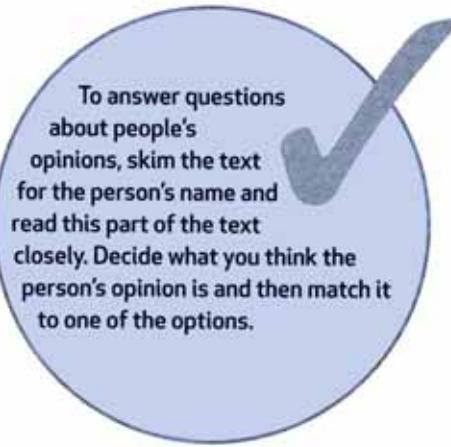
Questions 20–23

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

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 |

- 20 Steve Sinnott says what is taught at school should be more tightly controlled. _____
- 21 According to John Dunford, children would make more progress with much shorter and easier tests. _____
- 22 Mick Brookes wants to see earlier student preparation for SATs. _____
- 23 David Laws agrees with the opinions of Mick Brookes. _____



To answer questions about people's opinions, skim the text for the person's name and read this part of the text closely. Decide what you think the person's opinion is and then match it to one of the options.

Questions 24–27

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

- 24 What does the government argue?
 A There is not enough testing at present.
 B Tests at primary school are too easy.
 C Tests are not given too frequently.
 D Teachers should take more tests.
- 25 The government spokesman
 A is extremely critical of the way exams are written.
 B accepts many of the points made by the teachers' leaders.
 C thinks education is what the government is most interested in.
 D argues it is the teachers' fault that students are tested so much.
- 26 According to UNICEF, children in the UK
 A often spend too much time in the worst kind of places.
 B are not so well behaved as in other countries.
 C are not as rich as children in 21 other countries.
 D could be having much more fulfilling childhoods.
- 27 What is the point Kevin Brennan makes?
 A Children use too many electrical devices.
 B Children would learn by being outside more.
 C It's too risky for children to be outside on their own.
 D The most important thing is children's safety.

READING PASSAGE 3

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

Three ways to Levitate a Magic Carpet

It sounds like a science fiction joke, but it isn't. What do you get when you turn an invisibility cloak on its side? A mini flying carpet. So say physicists who believe the same exotic materials used to make cloaking devices could also be used to levitate tiny objects. In a further breakthrough, two other research groups have come a step closer to cracking the mysteries of levitation.

Scientists have levitated objects before, most famously using powerful magnetic fields to levitate a frog. But that technique, using the repulsive force of a giant magnet, requires large amounts of energy. In contrast, the latest theories exploit the natural smaller amounts of energy produced by the quantum fluctuations of empty space.

In May 2006, two research teams led by Ulf Leonhardt at St Andrew's University, UK, and John Pendry at Imperial College, London, independently proposed that an invisibility cloak could be created from exotic materials with abnormal optical properties. Such a cloaking device – working in the microwave region – was manufactured later that year.

The device was formed from so-called 'metamaterials', exotic materials made from complex arrays of metal units and wires. The metal units are smaller than the wavelength of light and so the materials can be engineered to precisely control how electromagnetic light waves travel around them. 'They can transform space, tricking electromagnetic waves into moving along directions they otherwise wouldn't,' says Leonhardt.

Leonhardt and his colleague Thomas Philbin, also at St Andrew's University, realised that this property could also be exploited to levitate extremely small objects. They propose inserting a metamaterial between two so-called Casimir plates. When two such plates are brought very close together, the vacuum between them becomes filled with quantum fluctuations of the electromagnetic field. As two plates are brought closer together, fewer fluctuations can occur within the gap between them, but on the outer sides of the plates, the fluctuations are unconstrained. This causes a pressure difference on either side of the plates, forcing the plates to stick together, in a phenomenon called the Casimir effect.

Leonhardt and Philbin believe that inserting a section of metamaterial between the plates will disrupt the quantum fluctuations of the electromagnetic field. In particular, metamaterials have a negative refractive index, so that electromagnetic light waves entering a metamaterial bend in the opposite way than expected, says Leonhardt. That will cause the Casimir force to act in the opposite direction – forcing the upper plate to levitate. The work will appear in the New Journal of Physics.

Federico Capasso, an expert on the Casimir effect at Harvard University in Boston, is impressed. 'Using metamaterials to reverse the Casimir effect is a very clever idea,' he says.

However, he points out that because metamaterials are difficult to engineer, it's unlikely that they could be used to levitate objects in the near future.

But there are good signs that quantum levitation could be achieved much sooner, by other methods. Umar Mohideen at the University of California Riverside and his colleagues have successfully manipulated the strength of the Casimir force by increasing the reflectivity of one of the plates, so that it reflects virtual particles more efficiently. Modifying the strength of the Casimir force is the first step towards reversing it, says team member Galina Klimchitskaya at North-West Technical University in St Petersburg, Russia.

Capasso and his colleagues have also been working on an alternative scheme to harness a repulsive Casimir effect. Their calculations show that a repulsive Casimir force could be set up between a 42.7 micrometre-wide gold-coated polystyrene sphere and a silicon dioxide plate, if the two are immersed in ethanol. 'Although the Casimir force between any two substances – the ethanol and gold, the gold and the silicon dioxide, or the silicon dioxide and the ethanol – is positive, the relative strengths of attraction are different, and when you combine the materials, you should see the gold sphere levitate,' he says.

Capasso's early experiments suggest that such repulsion could occur, and that in turn could be used to levitate one object above another. 'It's very early work, and we still need to make certain this is really happening, but we are slowly building up experimental evidence for quantum levitation,' says Capasso, who presented his results at a conference on Coherence and Quantum Optics in Rochester, New York, in June.

'This is a very exciting experimental result because it is the first demonstration that we can engineer a repulsive Casimir force,' says Leonhardt.

Questions 28–32

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

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

- 28 A mini flying carpet is a possibility according to some scientists. _____
- 29 Cloaking devices can be used for levitation. _____
- 30 Scientists now know all about levitation. _____
- 31 Things can be transported from place to place using empty space technology. _____
- 32 The most recent research into levitation has made use of large magnets. _____

Questions 33–37

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

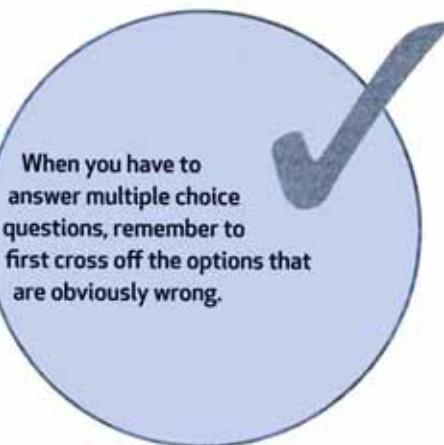
- 33 Ulf Leonhardt and John Pendry
 A worked together on a project in 2006.
 B both came up with the same idea.
 C invented the microwave oven.
 D used only basic objects in their research.
- 34 Metamaterials are
 A similar to light, but with a smaller wavelength.
 B a combination of simple metals and wires.
 C able to change where electromagnetic waves go.
 D engineered when light waves travel around them.
- 35 The importance of the Casimir effect is that it
 A doesn't require a vacuum in order to work.
 B increases the number of plates that can be used.
 C creates large and frequent fluctuations.
 D creates pressure difference and stickiness.
- 36 Leonhardt and Philbin think that putting a metamaterial between two plates will
 A cause the top plate to rise above the bottom plate.
 B stop electromagnetic light waves bending.
 C stop the Casimir force from working.
 D not affect electromagnetic fluctuations.
- 37 Why is it important to change the strength of the Casimir force?
 A to reflect the plates
 B to help reverse the force
 C to see virtual particles better
 D to enable other scientists to progress

Questions 38–40

Complete each sentence with the correct ending A–F below.

- 38 Capasso is unconvinced that _____
 39 Capasso has calculated that _____
 40 Capasso has admitted that _____

- A gold can be used to produce levitation.
 B a particular type of ethanol has to be used.
 C the levitation will last for only a few seconds.
 D using metamaterials will help lead to levitation in the short term.
 E his experiment will be extremely costly to perform.
 F his idea is still only a theory.



When you have to answer multiple choice questions, remember to first cross off the options that are obviously wrong.

WRITING**WRITING TASK 1**

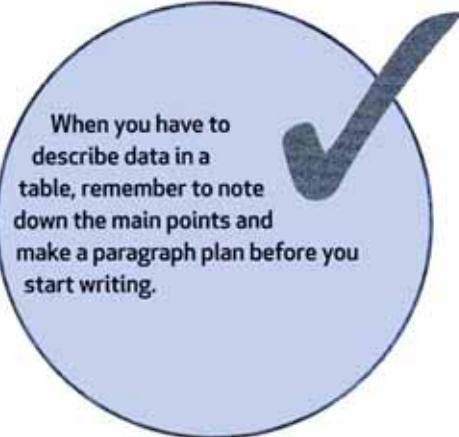
You should spend about 20 minutes on this task.

The table below gives information about rail transport in four countries in 2007.

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

Write at least 150 words.

Country	Number of people using rail transport (not including metro)	Passenger kilometres per head of population	Cargo carried (billions of tons)
UK	5.9	770	22.2
USA	0.3	80	2,820
Japan	27	1,980	23.01
Italy	5.5	780	21.9



When you have to describe data in a table, remember to note down the main points and make a paragraph plan before you start writing.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

It is becoming more and more difficult to escape the influence of the media on our lives.

Discuss the advantages and disadvantages of living in a media-rich society.

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

Write at least 250 words.



When you have to discuss advantages and disadvantages, remember to give both sides of the argument, not just your own opinion.

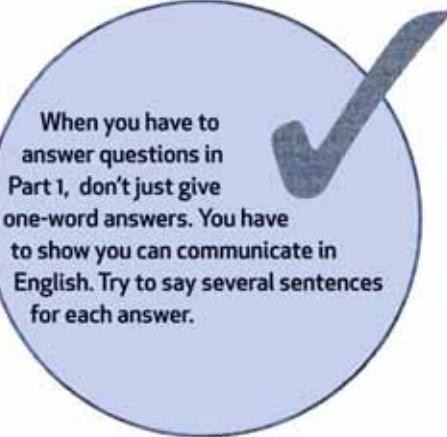
SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

Friends

- How important is friendship to you?
- Do you have friends who live in other countries?
- What qualities do you look for in a friend?
- What kind of things do you like to do when you get together with your friends?



When you have to answer questions in Part 1, don't just give one-word answers. You have to show you can communicate in English. Try to say several sentences for each answer.

PART 2

You will have to talk about a topic for one to two minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

Describe a common leisure activity in your country.

You should say:

- what the activity is
- what type of people do it
- where and when it is possible to do it
- and explain why it is so popular.

PART 3

Work and play

- Could you compare the amount of time people spend working nowadays with the situation in the past?
- What do you think are the most important factors to bear in mind when choosing a job?
- Would you say that it is better to do something active or just relax when you have free time?

Leisure and age

- What new kinds of leisure activities would you like to see introduced into your area which don't currently exist? [Why?]
- Would you agree that it is important for older or retired people to keep themselves busy? Can you suggest some suitable activities?
- In your opinion, do young people have enough or too much leisure time? [Why / Why not?]

TEST 5

LISTENING

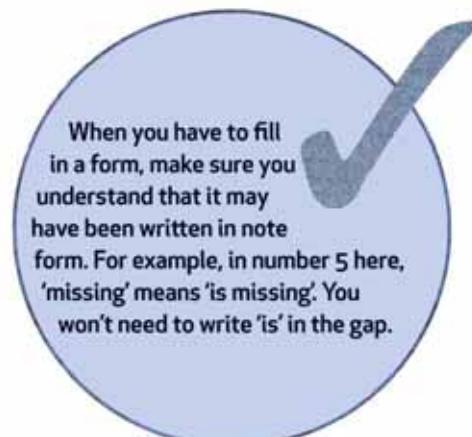
SECTION 1 Questions 1–10 TEST 5_01

Questions 1–10

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

COMPLAINT RECORD FORM	
Example Name:	Susan Yorke
Address:	Flat 1 1 Harchester HA6 5LD
Daytime telephone number:	0781 233 452
Purchase reference number:	2 8443
Date of purchase:	15th January
Item description:	Aqua Powershot digital camera in a 3 colour
Insurance?	Yes, has a 4 policy
Details of complaint:	5 missing should be 6 but isn't 7 on case
Action to be taken	If repair not possible, offered to provide a 8 , but customer requests a 9 Asked customer to send item to 10



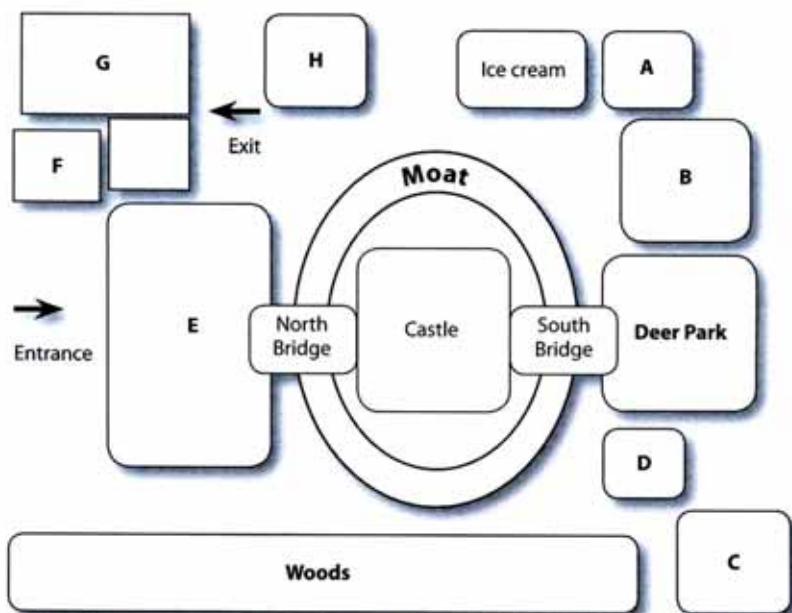
SECTION 2 Questions 11–20 • TEST 5_02

Questions 11–15

Match the places.

Write the correct letter A–H next to the Questions 11–15.

BESTLEY CASTLE AND GROUNDS



11 tourist information _____

12 car park _____

13 museum _____

14 picnic area _____

15 gift shop _____

Questions 16–18

Which **THREE** activities or events do you need to pay to get in?

Choose **THREE** letters A–F.

- A museum
- B castle
- C fireworks
- D gardens
- E rock concert
- F jazz concert

When there's a multiple choice question where more than one answer is correct, remember that you can write your choices in any order on the answer sheet.

Questions 19 and 20

Answer the questions below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- 19 How often is the charity event held?
-

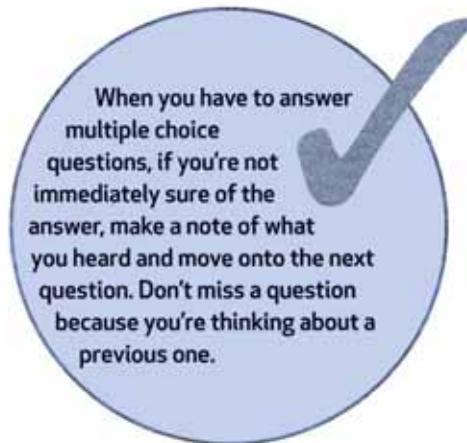
- 20 Who does Age Concern help?
-

SECTION 3 Questions 21–30 TEST 5_03

Questions 21–26

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

- 21 Before giving his presentation, Paul is worried about
 A choosing what information to use.
 B not remembering what to say.
 C organising the projection equipment.
- 22 Paul's friends advise him not to
 A speak about popular periods.
 B talk at length about art history.
 C speak too quickly in the presentation.
- 23 Why does Paul like the idea of the timeline?
 A It will be visually pleasing.
 B It will save some time.
 C It will keep him focused.
- 24 Paul is going to show famous works of art to
 A show people that he has good taste.
 B make people think about what counts as art.
 C prove that modern art isn't as good as classic art.
- 25 Paul wants his presentation to
 A change personal opinions.
 B create a big fight.
 C start an exciting debate.
- 26 What does Isabel say about modern artists?
 A They are skilful.
 B They paint like children.
 C They have a sense of freedom.



Questions 27–30

Complete the notes below.

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

TIPS TO FIND PICTURES

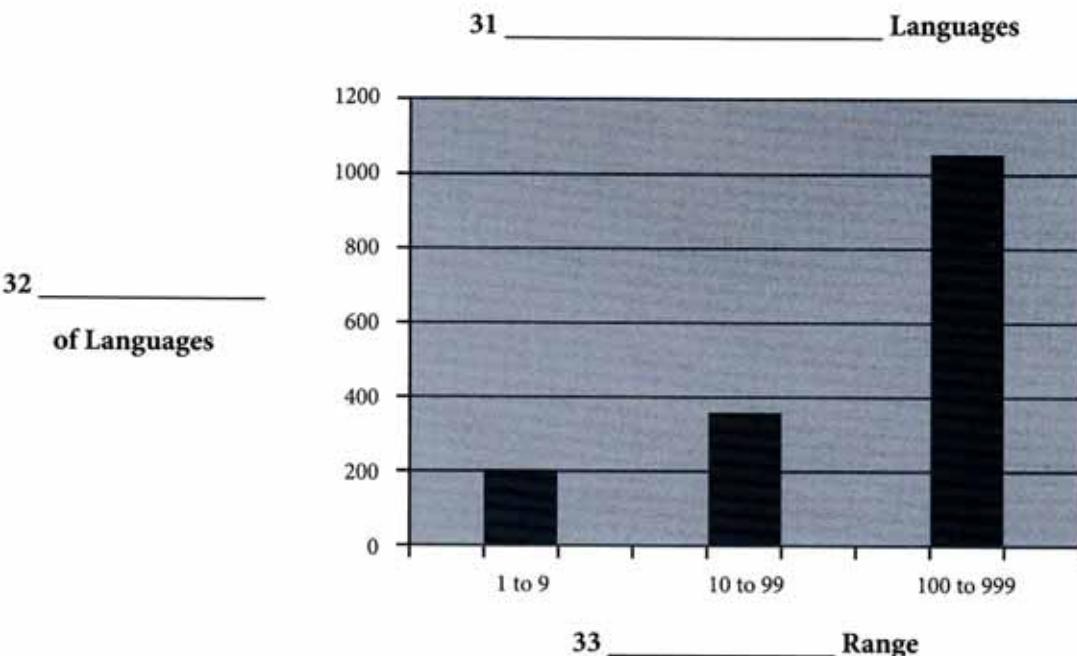
- go to fine art section in 27 _____
- ask 28 _____ for access to slide bank
- if not, use the 29 _____
- find pictures using a 30 _____

SECTION 4 Questions 31–40 TEST 5_04

Questions 31–36

Complete the diagram below.

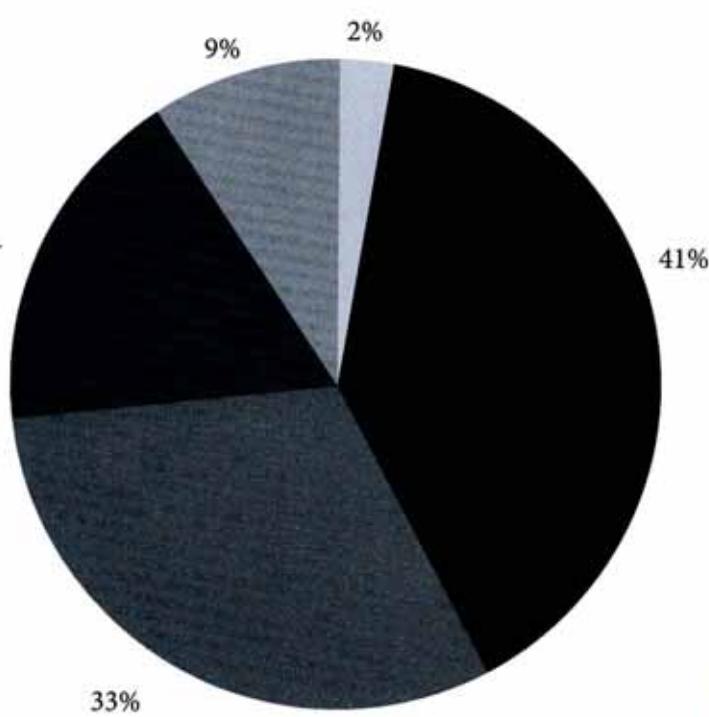
Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.



Nearly Extinct Languages
 (only spoken by a few elderly speakers)

Languages in 34 _____ = 516

35 _____



- The Pacific
- The Americas
- Asia
- Africa
- 36 _____

Questions 37–40

Complete the sentences below.

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

- 37 Technology has made communication easier, encouraging the use of a _____.
- 38 Some speakers may associate major languages with better _____.
- 39 A group of people can lose their _____ when their language becomes extinct.
- 40 We can help preserve languages through specific programmes and by encouraging people to become _____.

When you have to label a diagram, remember that the question numbers follow the order of the recording.

READING

READING PASSAGE 1

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

The Need to Belong

No one likes to feel left out, ignored by colleagues at meetings or not be invited to the big party that everyone is talking about. Imagine not being part of a joke, or worse still, if the joke is on you. For most people, living the life of an outsider can have a negative effect on self-esteem and mood. It can even lead to negative behaviour. The pull to belong is extremely strong. Scientists believe that, in part, there is an evolutionary explanation for why we have this need to belong.

In the past, people hunted and cooked together in tribes and each member of the group would be assigned a role. As each member had a purpose, it meant that in the event of the loss of one person, the group as a whole would suffer. For this reason, they had a vested interest in protecting each other. To our prehistoric ancestors, membership of a group meant the difference between survival and death. Those who were rejected and excluded from joining a group had to fend for themselves and struggled to stay alive alone in the wild. Apart from protection, being part of a group also ensured that genes could be passed on to future generations. Although it is very different now from the way our primitive ancestors lived, our brains have not had time to evolve to fit today's lifestyles. In this day and age, it is no longer a matter of survival to be affiliated to a tribe or group, but the evolutionary instinct to find protection still lingers.

This inherent feeling of security that comes with being part of a group is powerful enough to make people employ both conscious and unconscious strategies to gain membership. One obvious way people try to be accepted into a group is self-presentation, which is the act of portraying yourself in the best possible light. An individual will attempt to outwardly display the characteristics which are important to the group's advancement. At the same time, they will conceal any parts of their personality that may be seen as undesirable or not useful to a group. An example of self-presentation is the job application process. A candidate applying for a job will promote themselves as motivated, but is likely to hide the fact that they are disorganised. These conscious tactics that people use are not a surprise to anyone, but we also use other strategies unknowingly.

Psychologists Jessica Larkin, Tanya Chartrand and Robert Arkin suggested that people often resort to automatic mimicry to gain affiliation into groups, much like our primitive ancestors used to do. Before humans had the ability to speak, physical imitation was a method of begging for a place in the group. Most will be unaware they are doing it. Larkin and her co-workers decided to test this hypothesis.

They took a group of student volunteers and had them play a game called *Cyberball*, a ball-tossing arcade game that resembled American football. The volunteers were led to believe they were all playing against each other, but in actual fact they were not. The computer was manipulating the game by passing the ball to some volunteers and excluding others. The 'accepted' and 'rejected' students were then asked if they enjoyed the game and about

their opinions of the other players. Participants were then put alone in a room and their natural foot movements were filmed. Then a female entered the room under the pretence of conducting a fake photo description task. The female deliberately moved her foot during the task, but not in a way that would be noticeable to the volunteer. It turned out that the rejected students mimicked the female's foot movements the most. This revealed that after exclusion, people will automatically mimic to affiliate with someone new.

However, Larkin and her colleagues wanted to go further. They believed that more often than not, in the real world, we actually know the people that reject us. How do we behave towards the group that we know has excluded us? The experiment was repeated with this question in mind. In the second experiment, only female volunteers played the Cyberball game, during which they experienced rejection by either men or women. Then each volunteer did the fake photo task, but this time with a man and then a woman. The results clearly indicated that the female students that felt rejected would unconsciously make more of an effort to mimic members of their own in-group – that is, other women – rather than men. This deep-wired instinct to mimic was not only directed towards random people, as initially thought, but targeted to specific groups, the particular group that did the rejecting in the first place.

To some, it is inconceivable why people will go to great lengths to be accepted into one of life's social groups or clubs, enduring rejection and sometimes humiliation in order to be accepted. You only have to look at college campuses, which are notorious for strict initiations inflicted on candidates desperately seeking membership. But it happens and will continue to happen, because the desire to belong is a very powerful force and a fundamental part of human nature.

Questions 1–5

Complete the summary.

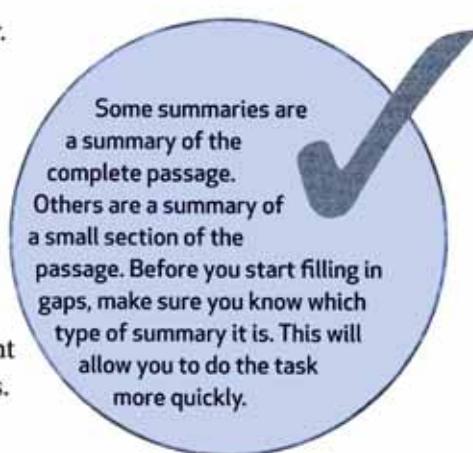
Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Modern man's basic need to belong to clubs and groups dates back to early history. Each person within the group had a

1 _____ to play and was considered integral to the entire group's dynamics and success. For an individual, belonging to a group could affect their chances of 2 _____.

In those times, few could avoid death living alone in

3 _____. Living with other humans offered 4 _____ from danger. Staying in a group also meant that 5 _____ could be passed down to descendants.



Questions 6–10

Complete the flow chart below.

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

THE PROCEDURE FOR LARKIN'S EXPERIMENT

Volunteers believed they were playing a computer game, similar to
6 _____.



The computer was controlling the gameplay, **7** _____ to some
 and not others.



The volunteers gave their **8** _____ after the game.



Each volunteer first sat on their own in a room and had their foot movements
9 _____.



The volunteer took part in a task with a woman who **10** _____
 on purpose.

Questions 11–13

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

11 Which of the following is NOT mentioned in the first paragraph?

- A one expert's view on evolution
- B the consequences of being excluded
- C being made fun of by the people around you
- D a social event that people are eagerly awaiting

12 According to the article, which method do people consciously use to obtain membership into their chosen group?

- A They tell the group they are strongly motivated.
- B They convey the best parts of their personality to the group.
- C They show how the group will be important to their lives.
- D They alter aspects of their personality to suit others.

- 13 The writer's main purpose in writing this article is to
- explain how people feel when they face rejection.
 - encourage people to go it alone and not be part of a group.
 - show the unconscious drive behind the need to belong.
 - compare how the modern lifestyle is different to the past.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

Is Technology Harming our Children's Health?

Technology is moving at such a breakneck speed that it is enough to make your head spin. It can be difficult to keep up. However, with each new technological marvel come consequences. Much of the research conducted has shown the extent of the damage being done to our health by technology. It is a scary thought, and with teenagers and children being heavy consumers and users of these gadgets, they run the risk of being harmed the most.

The digital revolution in music has enabled people to download, store and listen to songs on a tiny, portable device called an MP3 player. The process is quick and afterwards you can have access to a library of thousands of songs that can fit into your palm. But experts say that continuously listening to loud music on these small music players can permanently damage hair cells in the inner ear, resulting in hearing loss. For instance, old-fashioned headphones have been replaced with smaller ones that fit neatly into the ear, instead of over them, which intensifies the sound. In addition to that, digital music does not distort and keeps its crystal clear sound, even on loud settings, which encourages children to crank up the volume. Combine that with the fact that many children will spend hours listening to their iPods, and you have the recipe for hearing loss. Put into further perspective, most MP3 players can reach levels of 120 decibels, which is louder than a chainsaw or lawnmower. When you consider 85 decibels is the maximum safe decibel level set by hearing experts over the course of a working day, and that children will listen to music at higher decibel levels than that for long periods of time, hearing will invariably suffer.

Apart from hearing damage, there are other serious health risks. We are living in a wireless age. Calls can be made and received on mobiles from anywhere and the internet can be accessed without the need for cables. The advantages are enormous, bringing ease and convenience to our lives. It is clear that mobiles and wireless technology are here to stay but are we paying the price for new technology? Studies have shown that the rapid expansion in the use of wireless technology has brought with it a new form of radiation called 'electropollution'.

Compared to two generations ago, we are exposed to 100 million times more radiation. The human body consists of trillions of cells which use faint electromagnetic signals to communicate with each other, so that the necessary biological and physiological changes can happen. It is a delicate, natural balance. But this balance is being upset by the constant exposure to electromagnetic radiation (EMR) that we face in our daily lives and it is playing

havoc with our bodies. EMR can disrupt and alter the way in which our cells communicate and this can result in abnormal cell behaviour. Some studies have shown that exposure to wireless technology can affect our enzyme production, immune systems, nervous system and even our moods and behaviour. The most dangerous part of the phone is around the antenna. This area emits extremely potent radiation which has been shown to cause genetic damage and an increase in the risk of cancer.

Research shows that teenagers and young adults are the largest group of mobile phone users. According to a recent *Eurobarometer* survey, 70 per cent of Europeans aged 12–13 own a mobile phone and the number of children five to nine years old owning mobiles has greatly increased over the years. Children are especially vulnerable because their brains and nervous systems are not as immune to attack as adults. Sir William Stewart, chairman of the National Radiological Protection Board, says there is mounting evidence to prove the harmful effects of wireless technologies and that families should monitor their children's use of them.

Besides the physical and biological damage, technology can also have serious mental implications for children. It can be the cause of severe, addictive behaviour. In one case, two children had to be admitted into a mental health clinic in Northern Spain because of their addiction to mobile phones. An average of six hours a day would be spent talking, texting and playing games on their phones. The children could not be separated from their phones and showed disturbed behaviour that was making them fail at school. They regularly deceived family members to obtain money to buy phone cards to fund their destructive habit. There have been other cases of phone addiction like this.

Technology may also be changing our brain patterns. Professor Greenfield, a top specialist in brain development, says that, thanks to technology, teenage minds are developing differently from those of previous generations. Her main concern is over computer games. She claims that living in a virtual world where actions are rewarded without needing to think about the moral implications makes young people 'lose awareness of who they are'. She claims that technology brings a decline in linguistic creativity.

As technology keeps moving at a rapid pace and everyone clamours for the new must-have gadget of the moment, we cannot easily perceive the long-term effects on our health. Unfortunately, it is the most vulnerable members of our society that will be affected.

Questions 14–18

Complete the table below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

How MP3 players can threaten health

MP3 player features		Harmful results	Effects
Problem A	new 14 _____ fit inside ears	creates intense sound	damage to hair cells & loss of hearing
Problem B	15 _____ is distortion-free with clear quality sound	invites children to increase 16 _____	
Problem C	capable of producing sound at 17 _____	as loud as a lawnmower or chainsaw – over recommended safe 18 _____	

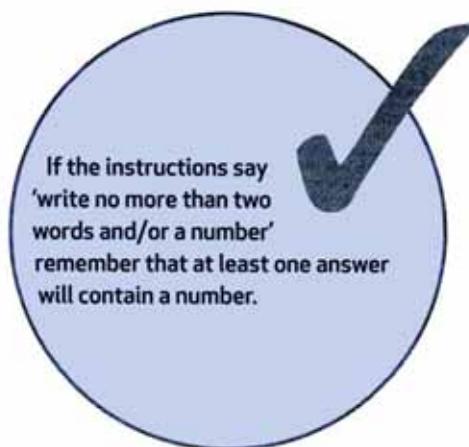
Questions 19–23

Do the following statements agree with the claims of the writer in Reading Passage 2?

Write

- | | |
|-----------|--|
| YES | if the statement agrees with the writer's views |
| NO | if the statement contradicts the writer's views |
| NOT GIVEN | if it is impossible to say what the writer thinks about this |

- 19 There are considerable benefits to our wireless world. _____
- 20 Wireless technology is a permanent part of our lives. _____
- 21 Exposure to EMR can lead to criminal behaviour. _____
- 22 It is possible to become obsessed with technology. _____
- 23 Using technology always helps with academic success. _____



Questions 24–26

Answer the questions below using **NO MORE THAN THREE WORDS** for each answer.

- 24 According to Professor Greenfield, what kind of world do children occupy when playing computer games?

-
- 25 What does Professor Greenfield feel children don't pay attention to when playing computer games?

-
- 26 According to Professor Greenfield, what may be lower in teenagers who play a lot of computer games?
-

READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

A History of Fingerprinting

A

To detectives, the answers lie at the end of our fingers. Fingerprinting offers an accurate and infallible means of personal identification. The ability to identify a person from a mere fingerprint is a powerful tool in the fight against crime. It is the most commonly used forensic evidence, often outperforming other methods of identification. These days, older methods of ink fingerprinting, which could take weeks, have given way to newer, faster techniques like fingerprint laser scanning, but the principles stay the same. No matter which way you collect fingerprint evidence, every single person's print is unique. So, what makes our fingerprints different from our neighbour's?

B

A good place to start is to understand what fingerprints are and how they are created. A fingerprint is the arrangement of skin ridges and furrows on the tips of the fingers. This ridged skin develops fully during foetal development, as the skin cells grow in the mother's womb. These ridges are arranged into patterns and remain the same throughout the course of a person's life. Other visible human characteristics, like weight and height, change over time whereas fingerprints do not. The reason why every fingerprint is unique is that when a baby's genes combine with environmental influences, such as temperature, it affects the way the ridges on the skin grow. It makes the ridges develop at different rates, buckling and bending into patterns. As a result, no two people end up having the same fingerprints. Even identical twins possess dissimilar fingerprints.

C

It is not easy to map the journey of how the unique quality of the fingerprint came to be discovered. The moment in history it happened is not entirely clear. However, the use of fingerprinting can be traced back to some ancient civilisations, such as Babylon and China, where thumbprints were pressed onto clay tablets to confirm business transactions. Whether people at this time actually realised the full extent of how fingerprints were important for identification purposes is another matter altogether. One cannot be sure if the act was seen as a means to confirm identity or a symbolic gesture to bind a contract, where giving your fingerprint was like giving your word.

D

Despite this uncertainty, there are those who made a significant contribution towards the analysis of fingerprinting. History tells us that a 14th century Persian doctor made an early statement that no two fingerprints are alike. Later, in the 17th century, Italian physician Marcello Malpighi studied the distinguishing shapes of loops and spirals in fingerprints. In his honour, the medical world later named a layer of skin after him. It was, however, an employee for the East India Company, William Herschel, who came to see the true potential of fingerprinting. He took fingerprints from the local people as a form of signature for contracts, in order to avoid fraud. His fascination with fingerprints propelled him to study them for the next twenty years. He developed the theory that fingerprints were unique to an individual and did not change at all over a lifetime. In 1880 Henry Faulds suggested that fingerprints could be used to identify convicted criminals. He wrote to Charles Darwin for advice, and the idea was referred on to Darwin's cousin, Sir Francis Galton. Galton eventually published an in-depth study of fingerprint science in 1892.

E

Although the fact that each person has a totally unique fingerprint pattern had been well documented and accepted for a long time, this knowledge was not exploited for criminal identification until the early 20th century. In the past, branding, tattooing and maiming had been used to mark the criminal for what he was. In some countries, thieves would have their hands cut off. France branded criminals with the fleur-de-lis symbol. The Romans tattooed mercenary soldiers to stop them from becoming deserters.

F

For many years police agencies in the Western world were reluctant to use fingerprinting, much preferring the popular method of the time, the Bertillon System, where dimensions of certain body parts were recorded to identify a criminal. The turning point was in 1903 when a prisoner by the name of Will West was admitted into Leavenworth Federal Penitentiary. Amazingly, Will had almost the same Bertillon measurements as another prisoner residing at the very same prison, whose name happened to be William West. It was only their fingerprints that could tell them apart. From that point on, fingerprinting became the standard for criminal identification.

G

Fingerprinting was useful in identifying people with a history of crime and who were listed on a database. However, in situations where the perpetrator was not on the database and a crime had no witnesses, the system fell short. Fingerprint chemistry is a new technology

that can work alongside traditional fingerprinting to find more clues than ever before. From organic compounds left behind on a print, a scientist can tell if the person is a child, an adult, a mature person or a smoker, and much more. It seems, after all these years, fingers continue to point the way.

Questions 27–32

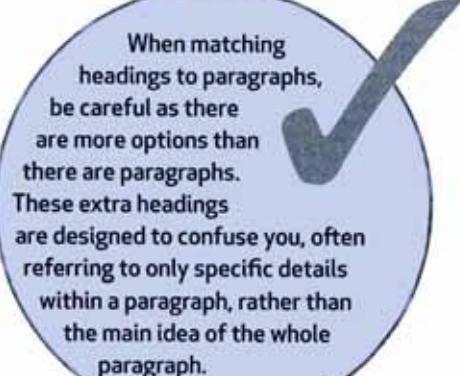
Reading Passage 3 has seven paragraphs, A–G.

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

List of Headings

- i Key people that made a difference
- ii An alternative to fingerprinting
- iii The significance of prints
- iv How to identify a criminal
- v Patterns in the making
- vi Family connections
- vii Exciting new developments
- viii A strange coincidence
- ix Punishing a criminal
- x An uncertain past

Example	Paragraph A	<i>iii</i>
27	Paragraph B	_____
28	Paragraph C	_____
29	Paragraph D	_____
30	Paragraph E	_____
31	Paragraph F	_____
32	Paragraph G	_____



When matching headings to paragraphs, be careful as there are more options than there are paragraphs. These extra headings are designed to confuse you, often referring to only specific details within a paragraph, rather than the main idea of the whole paragraph.

Questions 33–35

Complete the sentences.

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

- 33 Unlike other _____ that you can see, fingerprints never change.
- 34 Although genetically the same, _____ do not share the same fingerprints.
- 35 A fingerprint was a substitute for a _____ in Indian contracts.

Questions 36–40

Do the following statements agree with the information given in Reading Passage 3?

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

- 36 Fingerprinting is the only effective method for identifying criminals. _____
- 37 The ridges and patterns that make up fingerprints develop before birth. _____
- 38 Malpighi conducted his studies in Italy. _____
- 39 Roman soldiers were tattooed to prevent them from committing violent crimes. _____
- 40 Fingerprint chemistry can identify if a fingerprint belongs to an elderly person. _____

WRITING

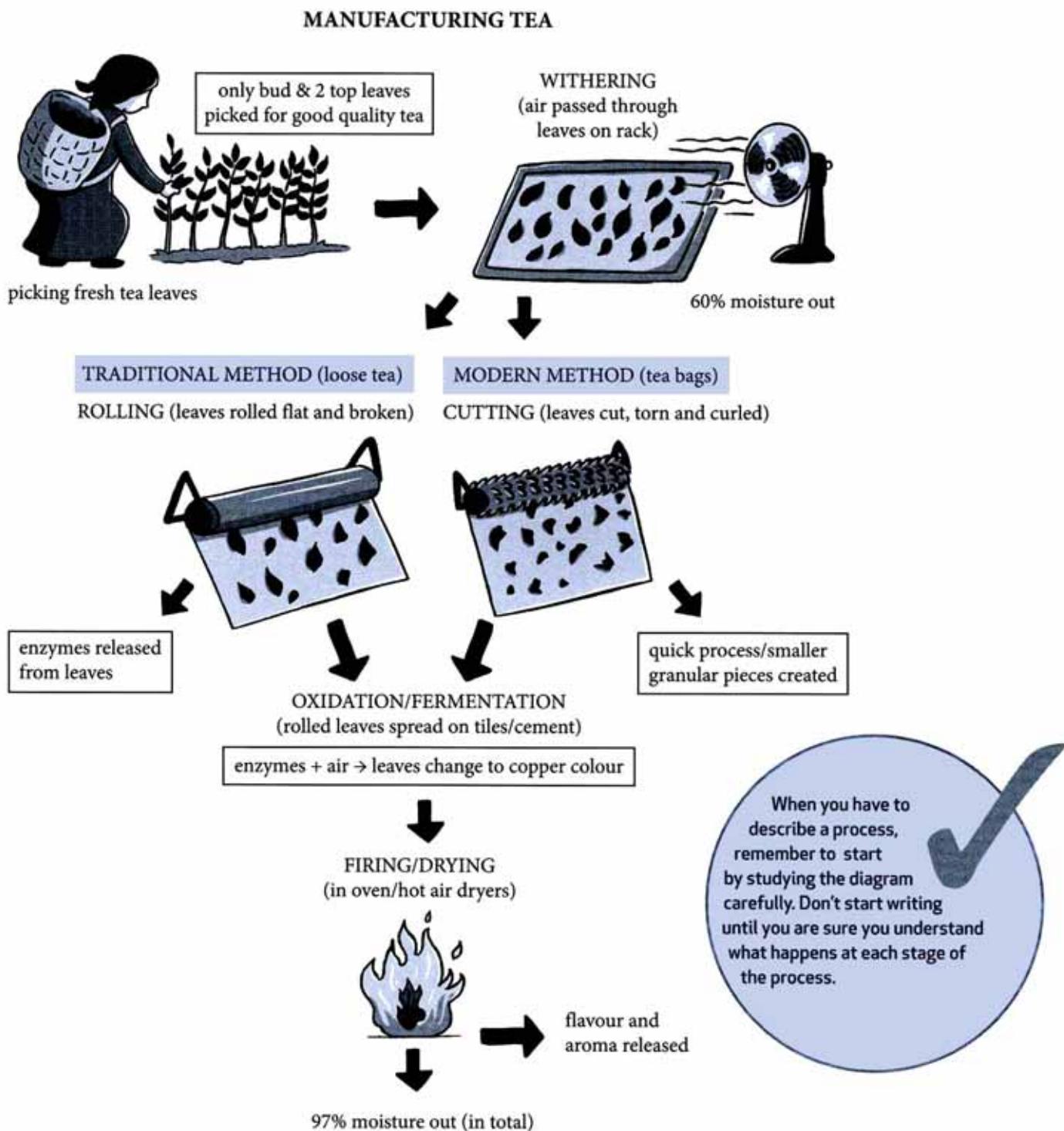
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram below shows two different processes for manufacturing black tea.

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

Write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

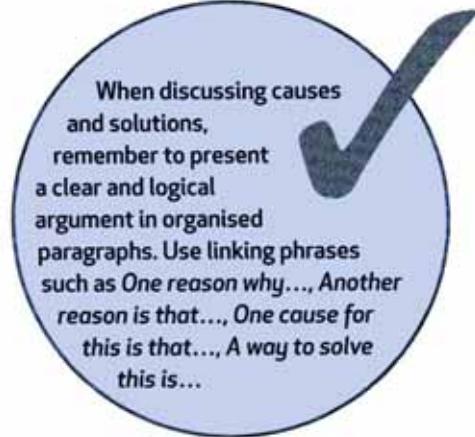
In some countries young people have little leisure time and are under a lot of pressure to work hard on their studies.

What do you think are the causes of this?

What solutions can you suggest?

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

Write at least 250 words.



When discussing causes and solutions, remember to present a clear and logical argument in organised paragraphs. Use linking phrases such as *One reason why...*, *Another reason is that...*, *One cause for this is that...*, *A way to solve this is...*

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

Your local area

- Where is your hometown?
- How long have you lived there?
- What is there to see and do in your local area?
- What improvements would you like to see made in your local area?

PART 2

You will have to talk about a topic for one to two minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

Describe a friend that you spend a lot of time with.

You should say:

who the person is
where you met
what kinds of things you do together
and explain why you like spending time with this person.

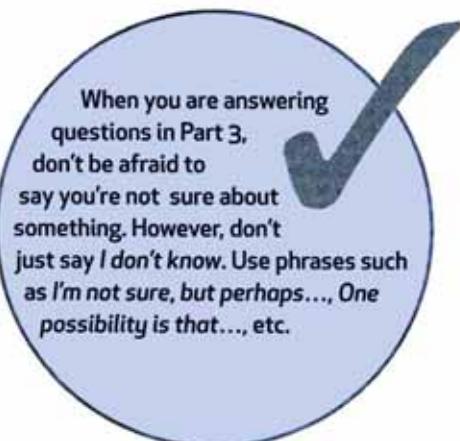
PART 3

Meeting people

- Could you describe some common ways of meeting people in your society?
- How have the ways in which we meet people now, changed from the past?
- How important is it to make a good first impression?

Friendship

- What qualities do you look for in a friend?
- Do you prefer to have a large group of friends and acquaintances or a few close friends? [Why?]
- What are the differences between friendships made as a child and those we make as an adult?



TEST 6

LISTENING

SECTION 1 Questions 1–10 TEST 6_01

Questions 1 and 2

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Example

The caller works as a _____ *teacher* _____.

- 1 There will be _____ passengers on the coach.
- 2 The students leave the school _____.

Questions 3–8

Complete the notes below.

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

Example

Company name: _____ *Burnham Coaches* _____

Name of Client: 3 _____

Address: Down Language School

Down House

4 _____

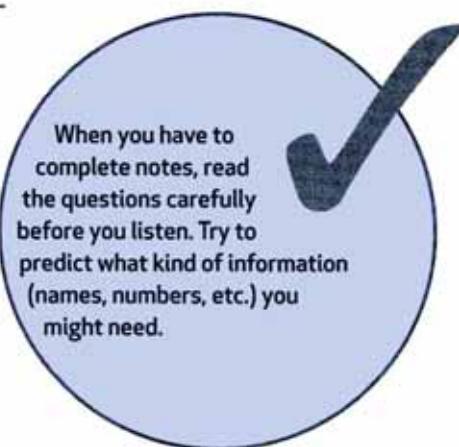
Brighton

Contact number: 5 _____ to be contacted on 01273 512634

Pick-up time: 6 _____

Return time: 7 _____

Purpose of Hire: Visit to Stonehenge and 8 _____



Questions 9 and 10

Answer the questions below.

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

- 9 What does the cost of hiring the coach include?
-

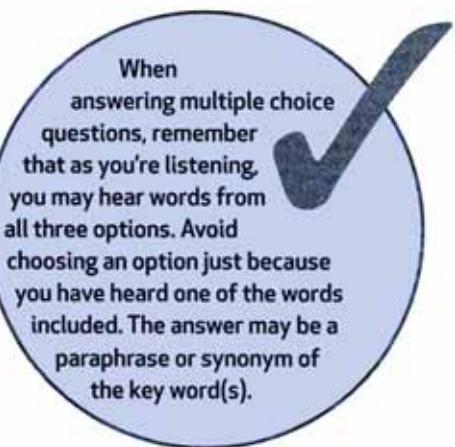
- 10 Who does the customer have to speak to before confirming the booking?
-

SECTION 2 Questions 11–20 TEST 6_02

Questions 11 and 12

Choose the correct letter A, B or C.

- 11 Sally Jackson is
 A a university lecturer.
 B a university student.
 C a secretary at the university.
- 12 What does Sally say about bank accounts?
 A You are obliged to open a new one at the university.
 B The matter should be discussed with the Director of Studies.
 C Some students may not have to worry about opening one.



Questions 13–17

Complete the table below.

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

Day	Event	Time	Notes
Monday – Friday	Orientation & Welfare	10 am	Tour of campus Sessions to develop 13 _____.
Monday – Friday	Tour of Upton	5 pm	Visits to 14 _____ and Ghost walk.
Monday	Academic Fair	1 pm	Talk to students and 15 _____.
Tuesday	Societies Fair	1 pm	More than 16 _____ societies and sports clubs.
Wednesday	17 _____	2–5 pm	Lots of bargains and free gifts.

Questions 18–20

Which **THREE** statements are true about the entertainment programme?

Choose **THREE** letters A–F.

- A Sally cannot reveal the name of the band for the first party.
- B Students can bring a guest to the opening party.
- C There will be a concert in the Cotswold Theatre on Monday.
- D There is an important event on Thursday.
- E There is no formal dress code for the Freshers' Ball.
- F Students should check the notice board for changes to the announced programme.

SECTION 3 Questions 21–30 • TEST 6_03**Questions 21–23**

Which **THREE** symptoms of compulsive eating disorder are mentioned?

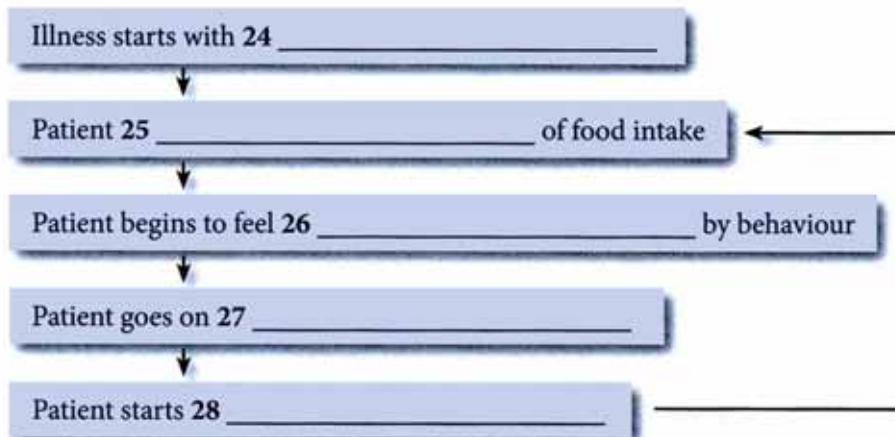
Choose **THREE** letters A–F.

- A overeating
- B excess weight
- C weight loss
- D constant hunger
- E depression
- F continuous eating

Questions 24–28

Complete the flow chart below.

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

COMPULSIVE EATING DISORDER

When you have to select items from a list, remember to read the instructions very carefully so you know exactly what kind of information you're looking for.

Questions 29 and 30

Complete the sentences below.

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

29 What disease can sufferers of compulsive eating disorder develop?

30 Which organisation offers help to people suffering from compulsive eating disorder?

SECTION 4 Questions 31–40 • TEST 6_04

Questions 31–33

Choose the correct letter, A, B or C.

31 What does the speaker say about newspapers?

- A They never report developments in science accurately.
- B He became interested in his subject because of a newspaper report.
- C They only report developments in renewable energy technology.

32 What significant event took place in 1956?

- A Scientists discovered a new source of energy.
- B A new type of power station came into service.
- C Helium was first produced from hydrogen.

33 What does the speaker consider to be the main problem with nuclear fusion?

- A Irresponsible scientists make false claims on the subject.
- B It takes too long to produce the required reaction.
- C The reaction has not produced usable quantities of energy.

Questions 34 and 35

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

34 Temperatures of at least _____ degrees are needed for fusion to take place.

35 Creating the pressure required in a _____ is a major technological problem.

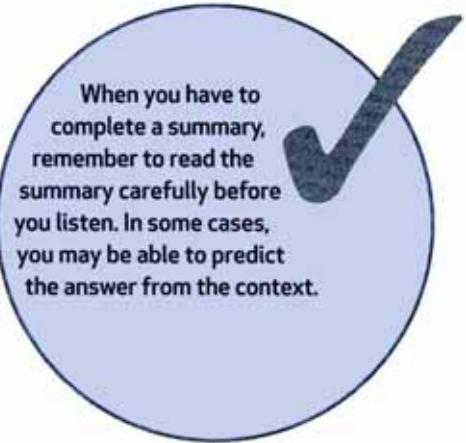
Questions 36–40

Complete the summary below.

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

In order for nuclear fusion to produce useful quantities of energy, isotopes of hydrogen must be brought together at extremely high temperatures and pressures. A number of

36 _____ will suspend the fuel so that it does not come into contact with the sides of the 37 _____. Another one will raise the temperature of the fuel pellet to that required to start the 38 _____. Extra energy released in this process will be used to produce 39 _____ that can be used to generate electricity. It is believed that the amount of energy that can be produced from 40 _____ of fusion fuel is equivalent to that which can be produced from 10,000 tonnes of fossil fuel.



When you have to complete a summary, remember to read the summary carefully before you listen. In some cases, you may be able to predict the answer from the context.

READING

READING PASSAGE 1

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

Australia's Convict Colonies

A

The 1700s in Britain saw widespread poverty and rising crime, and those convicted of crimes faced harsh penalties, including transportation to one of Britain's overseas colonies. Since 1615, convicts had been transported to Britain's American colonies, both as punishment and a source of labour, but this practice was halted by the Revolutionary War in America (1775–1783). The British government decided to establish a new prison colony, and Botany Bay in New South Wales was chosen as the site. (Captain Cook, exploring the southeast coast of Australia in 1770, had named the land New South Wales and claimed it for Britain.) Between 1787 and 1868, almost 160,000 convicts, of whom about 25,000 were women, were sent to Australia to serve sentences ranging from 7 years to life.

B

Eleven ships set sail from England in 1787 to take the first group of about 750 British convicts to Australia. The fleet reached Botany Bay in January 1788, but nearby Sydney Cove was selected as a more suitable site for the new settlement, which later became the city of Sydney. The first few years were difficult, with severe food shortages; by 1792, however, there were government farms and private gardens. Convicts worked on these farms, or on construction projects such as building roads and bridges. Although the settlement was a prison colony, few convicts served their sentences in jail. They lived in houses they had built themselves, and established families, businesses and farms. A settlement was also established on Norfolk Island, where some convicts were sent for crimes committed after arrival in the colony. Two more settlements were established on Van Diemen's Land (now Tasmania), in 1803 and 1804.

C

Convicts not involved in public work were assigned to free settlers, providing labour in exchange for food, clothing and shelter. Some masters treated the convicts cruelly, and the punishment of convicts, particularly in the early days, could be arbitrary and savage. Lachlan Macquarie, governor of New South Wales from 1809 to 1819, adopted a more humane approach. He encouraged convicts to reform by rewarding good behaviour, even granting pardons to convicts before their sentence was completed. These emancipists, as they were called, were given land and government assistance to help them start farming. His policies were unpopular both with British authorities and wealthy free settlers, however, and the next governors were under orders to ensure that life for convicts became much stricter and more controlled. There were harsher punishments for second offenders, such as working in the 'iron gangs', where men were chained together to carry out exhausting work on the roads, or being sent to penal settlements where punishment was deliberately brutal so that it would act as a deterrent.

D

In the early years of settlement, the convicts greatly outnumbered free immigrants and settlers. In 1810, convicts made up almost 60 percent of the population, and over 20,000 new convicts arrived between 1821 and 1830. Even in 1831, convicts still comprised 45 percent of the population, with ex-convicts and emancipists making up another 30 percent. 25 percent of the population now consisted of people born in the colonies, and free people outnumbered convicts.

E

The first group of free settlers had arrived in Australia in 1793 to seek their fortune in the new land. Their numbers grew, with about 8,000 free settlers arriving in the 1820s to take advantage of free land grants and cheap convict labour. In 1831, the British government offered money to support new settlers, hoping to attract skilled workers and single women as immigrants. Between 1831 and 1840, more than 40,000 immigrants arrived in Australia.

F

During the 1820s there was a lengthy campaign to win certain rights for emancipists, which was opposed by wealthy free settlers. In the 1830s, free immigrants to New South Wales and Van Diemen's Land, unhappy about living in a prison colony where civil liberties were restricted and convict labour resulted in low wages, increasingly voiced their opposition to transportation. Again, wealthy landowners disagreed, but a growing number of reformers in England were also opposed to convict transportation. In 1838, a committee set up by the British Parliament recommended that the government end transportation to New South Wales and Van Diemen's Land, and abolish assignment. The British duly abolished assignment, and transportation – at least to New South Wales – was halted in 1840.

G

Transportation continued, however, to other colonies and settlements. In the 1840s, most British convicts were sent to Van Diemen's Land, where the British government introduced a convict system based on stages of reform, with the convicts gaining increasing levels of freedom for continued good behaviour. Transportation to the eastern colonies was abolished in 1852. In contrast, the convict system in Western Australia began in 1850, at the request of the Western Australian government, and continued until 1868. Convicts served part of their sentences in Britain before being transported to the colony, where they worked on badly-needed public construction projects under a system similar to that tried in Van Diemen's Land.

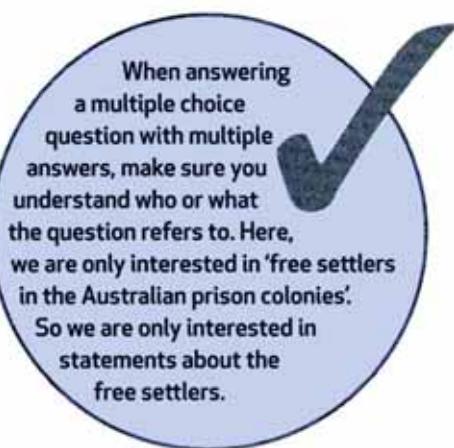
Questions 1–3

Which **THREE** of the following statements are true of free settlers in the Australian prison colonies, according to the text?

Choose **THREE** letters A–H.

NB Your answers may be given in any order.

- A They were mainly skilled workers and single women.
- B They all welcomed Governor Macquarie's policies.
- C 25 percent of them were born in the colonies.
- D 160,000 of them went to Australia between 1787 and 1868.
- E 8,000 of them arrived in Australia in the 1820s.
- F They established families, businesses and farms.
- G Convicts who were assigned to them provided them with labour.
- H They campaigned in favour of emancipist rights.



Questions 4–9

Reading Passage 1 has seven paragraphs, A–G.

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

List of Headings

- i Free settlers
- ii Transportation of convicts
- iii The end of transportation
- iv Convict life
- v The colonial population
- vi The treatment of convicts
- vii Opponents of transportation
- viii The first settlements

Example	Paragraph A	ii
4	Paragraph B	_____
5	Paragraph C	_____
6	Paragraph D	_____
7	Paragraph E	_____
8	Paragraph F	_____
9	Paragraph G	_____

Questions 10–13

Complete the notes below.

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

Australia's Convict Colonies

Events preceding first settlement

- 1615 – convicts first transported to 10 _____ controlled by Britain
- 1770 – Cook claims SE Australian coast for Britain, calling it 11 _____
- 1775 – 1783 – Revolutionary War in America halts transportation there
- 1787 – Botany Bay chosen as site for new 12 _____; first convict fleet sets sail
- 1788 – fleet reaches Botany Bay but 13 _____ chosen instead

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

Crows Can be Craftsmen too

A remarkable colony of inventors has emerged on an isolated Pacific island. They can fashion tools out of materials scavenged from the rainforest. They can even customise a tool for a given job. Meet the crows of New Caledonia.

Thinkers as diverse as Freud, Engels and Thomas Carlyle once pointed to the use of tools as being a defining behaviour of human beings. Then it was found that many animals also used them, from the 'fishing sticks' of apes to the rocks dropped on ostrich eggs by Egyptian vultures. Crows are particularly crafty. Earlier studies showed that they are almost human-like in their use of tools, with technological features that match the stone and bone tool cultures that emerged among primitive humans between 2.5 million and 70,000 BC.

But only humans were thought to have the brain power required for cumulative technological evolution. This is the skill for innovation that took our ancestors two million years ago from creating flakes of flint, for use in cutting, to honing knives, blades, arrowheads and axeheads.

Now this 'unique' attribute of humans has also turned out to be a flattering delusion. A new study shows that the crows of New Caledonia are inventive. With their evolving leaf tools, the birds have levered man off his pedestal.

Dr Gavin Hunt and Dr Russell Gray of the University of Auckland have spent the past decade studying feathered technology in New Caledonia, 900 miles north-east of Australia. After an intensive field survey of local crow industry, the scientists found that the birds rip the leaves of the *pandanus* tree to fashion three distinct types of tool for grub and insect extraction: wide, narrow and tapered.

Long ago, the birds discovered that they could rip the serrated edge off the leaves to make a wide tool. The skill spread and the crows honed tools with finer working tips, by either narrowing tools or tapering them. (Because the leaves are reinforced by tough parallel fibres, the tapered design is made in steps. The crow nips the leaf, rips along the fibres, makes another cut and tears again, repeating until it has a tool with usually two, three or four steps.)

Leaf tool manufacture is an example of culture: the birds learn through example and their tool-making wisdom grows in sophistication down the generations. The crows appear to have the cognitive requirements for cumulative, though rudimentary, technological evolution, said Dr Gray. 'Tool manufacture in New Caledonian crows shows striking flexibility and innovation.' The ability of the birds to innovate is further shown by their making of other tools. They often strip a twig of leaves and cut it off just below a shortened offshoot to create a hook to get bugs out. They also use simpler tools to extract grubs from the dead wood of trees.

Prof Alex Kacelnik, fellow of Pembroke College, Oxford, praised the study as 'extremely important'. It complements his own research, with Dr Jackie Chappell and Alex Weir, which has turned Betty the New Caledonian crow into a star by revealing her to be the first animal, other than man, to show a basic understanding of cause and effect.

Betty began making tools after her partner snatched away a hook made for her by the researchers, forcing her to make her own from garden wire to fish out morsels from a tube. She wedged the end of the wire into the base of the food tube and turned her head to form the hook. What amazed the researchers is that she can even adapt her hooks if they are not up to the job, something that even chimpanzees are unable to do. Although chimps use sticks in experiments, they have not shown any human-like understanding of basic physical laws. 'When she starts bending the wire it is as if she has a clear objective, even correcting the angle of the hook if it is not right,' said Prof Kacelnik. 'Although many animals use tools, purposeful modification of objects to solve new problems, without training or prior experience, is virtually unknown.'

'While we have been emphasising the individual ability of animals like Betty to solve problems, the New Zealand team has been emphasising tool manufacture, the cultural traditions and transmission of information in the wild,' said Prof Kacelnik. Both strands of research are related by how the crows are not genetically programmed to use a tool, like a spider and his web. Instead, the birds creatively invent new kinds of tools to solve problems and can share skills with others.

The crow family are the Einsteins of the avian world, though Prof Kacelnik added that, at least in terms of tool making, the Pacific crows are smarter than their British cousins. 'We have not yet identified what it is that makes these crows so special, though it is something to do with ecological circumstances,' said Prof Kacelnik.

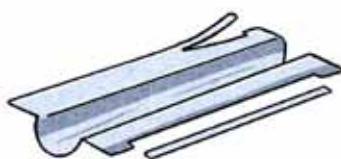
Once scientists have got to the bottom of what makes Pacific crows master toolmakers, they may have to think again about how this skill evolved in humans.

Questions 14–17

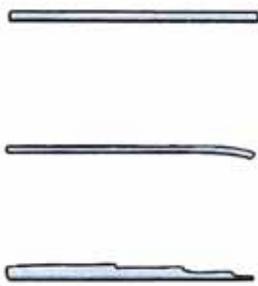
Complete the diagrams.

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

- 14 The crow makes a cut in the leaf then _____ away a section



- 15 _____ leaf



Evolution of the crow's leaf tool

- 16 _____ tool

- narrow tool

- 17 _____ tool with 2, 3 or 4 steps

Questions 18–22

Classify the following statements as referring to the crow(s) in

- A the study by Hunt and Gray
- B the study by Kacelnik, Chappell and Weir
- C both studies

Write the correct letter, A, B or C.

- | | |
|---|-------|
| 18 can share tool-making skills with other crows | _____ |
| 19 can make special tools for a particular purpose | _____ |
| 20 can solve problems by understanding rather than learning | _____ |
| 21 can make tools better than British crows can | _____ |
| 22 can manufacture hooks to extract food | _____ |

When you have to label a diagram, remember that all the answers will usually be found in one section of the passage.

Questions 23–26

Complete the summary.

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

It used to be thought that only human beings used tools. Even after we learned that many other 23 _____ also do so, it was still believed that only humans were intelligent enough to gradually evolve better tools. A study of crows in 24 _____, however, shows that these birds use a leaf tool which has been evolved over several generations. A crow in another study has shown the human-like ability to understand 25 _____ in order to manufacture tools, which not even 26 _____ can do.

READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

Coming into the World

A little-known island community comes in from the cold.

Back in early 1961, few outside the corridors of dwindling British power had heard of the archipelago centred on the main island of Tristan da Cunha, from which the scattered islands that make up the group took their name.

It would take a dramatic volcanic eruption, and an emergency evacuation that would grab the attention of the media, to bring attention to this mysterious outpost of the British Empire. It seemed that the islands, no more than pin-pricks in the Southern Atlantic Ocean, almost equidistant between Buenos Aires in South America and Cape Town in South Africa, preferred not to be found.

The same can be said of the 290 or so residents of Tristan da Cunha at that time. They lived on the remotest island on the entire planet. There was no airport, nor was there space to build one on this mountainous carbuncle projecting from the ocean. The only harbour, impenetrable during rough weather, was 1,500 miles distant from the nearest mainland port, Cape Town. Communications with the outside world relied predominantly on signals to passing fishing boats and the annual visit of the vessel that supplied the islanders with the goods they could not produce themselves.

For this was a self-reliant community, proud of their ability to survive and help each other in times of adversity. Colonised early in the 19th century, until December 1942, money had not been exchanged on the island. However, war-time conditions and new development, in particular a new fishing industry, saw the beginnings of links which meant that the islanders had to accept they were now part of the modern world, however much the older members of the community might resist such change.

The lives of the islanders ticked quietly along, largely ignored as the government of Britain struggled with larger events on the world stage, until the beginning of August 1961. Earth tremors and rock falls began on the 6th, but by October the situation had got so bad that the island had to be evacuated. The entire population eventually found themselves in England, where they were met with unwanted and unexpected attention from the media. They were housed at a military camp just outside the port of Southampton.

Coming from a sub-tropical island and having had little exposure to the illnesses and chill endured by the natives of the British Isles during winter, several of the elder islanders succumbed. The government did not seem to know what to offer the islanders, there was no news about what was happening to their homeland, and the future looked very bleak. These were people who had built up their own way of life for over one hundred and fifty years. They were a compact community who shared only seven family names between them, and now it seemed that their way of life was to be destroyed.

Fortunately, and despite the islanders reluctance to have any dealings with the media, who they suspected looked on them as historical curiosities, the attention helped keep their plight in the public eye. Eventually, word came through that the island was again habitable and, despite strong resistance from the British Government, the vast majority of the islanders voted to return, turning their backs on the temptations of the brighter lights of their temporary home in favour of their own.

The last of the returning islanders arrived in November 1963 and, with the rebuilding of the crawfish canning industry and a growing demand for the island's stamps amongst dedicated collectors following the publicity caused by the volcanic eruption, the local economy soon recovered, although communications remained as difficult as they had ever been. Michael Parsons, a young British teacher who was employed on the island, recalls that there was no television and mail from the outside world arrived just eight times a year. 'I was allowed to send a 100-word telegram home once a month,' he recalls, 'and getting news from home brought a lump to my throat.'

Things have changed with developments in technology, but at the beginning of the present century the island was again cut off from the rest of the world when, on May 23rd 2001, a hurricane tore through the area. It caused extensive damage, knocking out the radio station and satellite telephone link as well as leaving the islanders without electricity. It would be a week before news of the disaster reached London and several more weeks before a rescue package could be agreed to help the islanders rebuild.

Today the island boasts its own internet café. For the first time people can see what the items they wish to obtain from abroad actually look like before they purchase them – a big bonus in a place where you have to wait many months to receive an order which might prove to be unsuitable for the purpose you had in mind. At last, it seems, Tristan da Cunha has joined the world.

Questions 27 and 28

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

- 27 The writer describes the islands of Tristan da Cunha as
 A difficult to find in an emergency.
 B a place the media didn't understand.
 C somewhere different countries claimed to own.
 D unknown to most members of the public.
- 28 What does the writer say about the islanders?
 A They could go for years with no contact with outsiders.
 B They had no means of leaving the island to speak to others.
 C They exchanged messages with boats that went past them.
 D They travelled to the mainland on the supply ship.

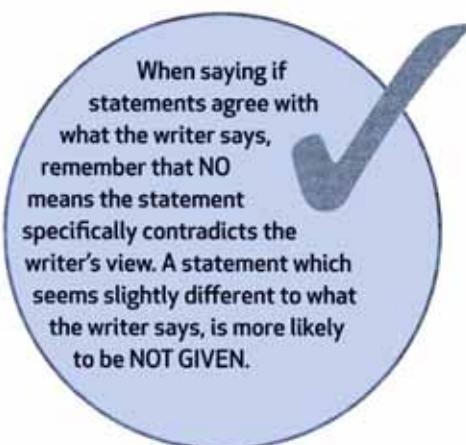
Questions 29–34

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

Write

- | | |
|-----------|--|
| YES | if the statement agrees with the writer's views |
| NO | if the statement contradicts the writer's views |
| NOT GIVEN | if it is impossible to say what the writer thinks about this |

- 29 People living on Tristan da Cunha are totally self-sufficient. _____
- 30 The islanders often get ill. _____
- 31 Some islanders were reluctant to return after the volcanic eruption. _____
- 32 The selling of postage stamps has generated revenue for the islanders. _____
- 33 There is no television service on Tristan da Cunha. _____
- 34 Communications with the island are often interrupted. _____



Questions 35–40

Complete the summary.

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

First colonised in the early part of the 19th century, Tristan da Cunha remained unknown to many people in the rest of the world until a 35 _____ forced the small population of this remote island to evacuate their homes and brought their existence to the attention of 36 _____. After spending two years as refugees in 37 _____, the British Government reluctantly allowed them to return to the island once it had been established that the danger had passed. The 38 _____ of the island improved when rebuilding work had been completed, partly because of a new interest in the 39 _____. Disaster was to strike the island again nearly forty years later when a 40 _____ destroyed many buildings on the island.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below shows the number of students living in the UK gaining teacher training qualifications in 2005/6 and 2006/7, and the proportion of male qualifiers.

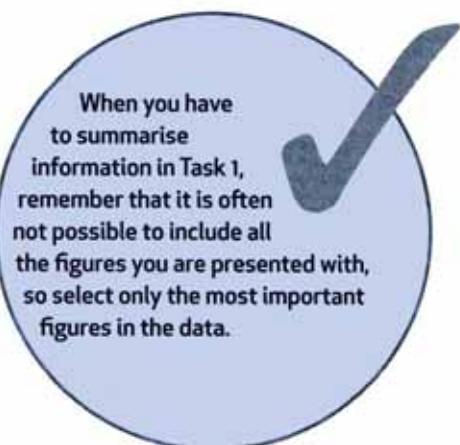
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Initial Teacher Training (ITT) qualifications obtained 2005/6 and 2006/7, UK

		Total	Female	Male	% Male
2005/6	Total teaching qualifications obtained	31,930	23,865	8,065	25.3%
	PGCE*	24,405	17,420	6,980	28.6%
	BEd & other degrees	7,525	6,440	1,085	14.4%
2006/7	Total teaching qualifications obtained	31,945	24,335	7,610	23.8%
	PGCE	23,900	17,415	6,485	27.1%
	BEd & other degrees	8,045	6,920	1,125	14.5%

*Postgraduate Certificate in Education



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

As mass communication and transport continue to grow, societies are becoming more and more alike leading to a phenomenon known as globalisation. Some people fear that globalisation will inevitably lead to the total loss of cultural identity.

To what extent do you agree or disagree with this statement?

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

Write at least 250 words.



When you have to respond to a provocative statement as in this case, remember that you have a choice. You can totally agree, totally disagree, or partly agree and partly disagree.

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

Newspapers

- When did you first start reading newspapers? [Why?]
- What different kinds of newspaper are there in your country?
- How important is it for people to read the news rather than watch it on TV? [Why?]

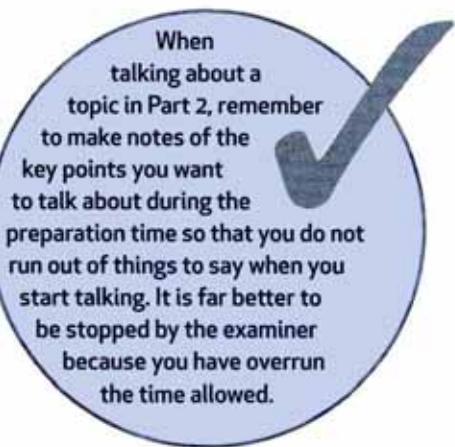
PART 2

You will have to talk about a topic for one to two minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

Describe one of the facilities (e.g. sports centre, shopping centre, cinema, theatre) in your area that you use frequently.

You should say:

- what kind of facility it is
- where it is located
- what the facility has to offer
- and explain why you use it so frequently.



When talking about a topic in Part 2, remember to make notes of the key points you want to talk about during the preparation time so that you do not run out of things to say when you start talking. It is far better to be stopped by the examiner because you have overrun the time allowed.

PART 3

Neighbourhoods in your country

- Describe a typical neighbourhood in your country.
- Have neighbourhoods changed over the years? In what ways?
- How do people show pride in their neighbourhoods?

A sense of community

- What are the advantages of living in a small community? Are there any disadvantages?
- Do you think people in your neighbourhood have a strong sense of community?
- What can be done to develop a sense of community in neighbourhoods?

Audioscripts

TEST 1

SECTION 1 Questions 1–10 TEST 1_01

Jamie: Good morning, Mr Thomson. Can I speak to you for a moment?

Mr Thomson: Of course, Jamie. Come in. Have a seat. I've just finished looking through the reports for this term. It looks like the pupils are doing very well.

Jamie: Yes, I think they are. It's all going fine.

Mr Thomson: So, Jamie, what's on your mind?

Jamie: Well, I've been thinking about next month's camping trip, the one for year ten?

Mr Thomson: Yes, we've got it scheduled for the 23rd to the 26th if I'm not mistaken.

Jamie: Ah, actually I think it's the 24th to the 27th.

Mr Thomson: Let's just check. Oh, right. Yes, yes, you're right. So...

Jamie: Well, I've been thinking about how we might possibly make this year's event even better than last year's...Not that last year's wasn't great. But...

Mr Thomson: Suggestions for improvement are always welcome, Jamie. So, what have you been thinking about?

Jamie: Well, to tell the truth, I wasn't completely happy with the camp we used last year. It was rather small and I didn't feel that the grounds were particularly well-kept.

Mr Thomson: Go on.

Jamie: I did some searching and I think I've found the perfect spot. It's called Shepton Meadows and...

Mr Thomson: Is that the campsite in the Lake District?

Jamie: No, actually it's just outside Carlisle. It's a huge site and it's on a lovely lake, Lake Brant I believe it's called. Half the site is forested and the rest, the actual camping area, is grassy. For kids that rarely get to see anything more than concrete, it's ideal. And the facilities are amazing. There's a basketball court, a large pool and a football pitch. There are well-marked trails through the forest for hiking and the lake is there for swimming and other water sports. I believe there's even a lifeguard service.

Mr Thomson: That sounds like it might suit our purposes perfectly. Did you happen to find out about availability and cost?

Jamie: Yes, as a matter of fact I did. I called them yesterday evening and there are plenty of spots available and, because we're a non-profit organisation, they said they would give me a reduction in the price.

Mr Thomson: If I remember correctly, we paid £5 a head last year.

Jamie: Yes, per night, right?

Mr Thomson: Yes, each child paid £10 for the two nights.

Jamie: Well, at this campsite it's only £4 per night and they told me that if we had over fifty children, which we do, they could give us a further 10% off.

Mr Thomson: That's very reasonable, isn't it? Well, from what you've told me I think we should probably go ahead and book.

Jamie: Excellent! I'm sure the children will love it.

Mr Thomson: I'm sure they will. Now, Jamie, have you given any

thought to an itinerary by any chance?

Jamie: As a matter of fact I have. Wait, one second. Yes, here it is. I've made a few notes. Okay, so. Now, these are just ideas, of course.

Mr Thomson: Yes, yes, go on. Let's hear what you've got.

Jamie: Right. We time it so that we arrive at the camp around 7 on Friday evening. It'll still be light then and we'll have plenty of time to set up camp and get ourselves settled in. At eight we could have a barbecue, you know, hamburgers and hotdogs, something that's nice and easy to prepare.

Mr Thomson: And that children love!

Jamie: Yes! Then lights out would be at 9.30, so the children will get a good night's sleep and be up bright and early at 7 on Saturday morning. Breakfast would be at 7.30, an hour's hiking from 8 till 9 and then a couple of hours at the lake. That would take us up to 11. I think that an hour of free time would then be in order...let them have a chance to explore a bit on their own, you know?

Mr Thomson: Yes, great idea. And then?

Jamie: Let's see. A picnic lunch at 12 and then sports in the afternoon till 4. Another swim until 5 and then supper. After clean up, around 6.30, we could have a 'talk back' session ... where the children get a chance to discuss their day and anything else they might have on their minds. Then a campfire and sing-along at 8, back to the tents at 9.30 and...well, that takes care of Saturday.

Mr Thomson: Excellent, excellent. That would certainly keep them busy. What about Sunday?

Jamie: Sunday, right. As on Saturday, same wake up and breakfast times and then I thought we could go on a bit of a day trip. There are some caves about an hour's walk from the camp which I thought the children might find interesting. We could leave at 8 which would mean we'd get to the caves at 9. They could explore for a couple of hours and we'd head back at 11. Twelve o'clock would see us back at the Meadows. An hour's swim and then lunch at 1. Then we could have organised games in the afternoon until supper at 5. It would take us an hour to clean up our sites and pack up. We'd be on the buses at 6 and all set to head back into the city.

Mr Thomson: Well, now. You've certainly put a lot of thought into this, Jamie, and it's paid off. I think it sounds wonderful. I can't think of a thing that needs to be changed. Let's go for it!

Jamie: Brilliant! I'll get the itinerary printed up and put it up on the notice board this afternoon.

SECTION 2 Questions 11–20 TEST 1_02

Man: Good morning, University of Radstock students, and thank you for coming out today. As some of you may already know, my name is Scot Barnes and I am the director of the Student Services office here at the university. I am here today to give you some information about what Student Services has to offer you.

To begin with, let me just say that I feel that our office will play an important role in the way that all of you will experience your time here at Radstock as students. Primarily, our centre

is geared towards providing answers to any questions you may have. Because all of our reception staff are currently enrolled as students at Radstock, we feel that we're in an excellent position to deal with any issues you may face during your time here at the university.

As I said earlier, the Student Services office is mainly a place where you can have your queries answered. However, the office is more than that. For example, if you come and visit us, you can pick up your student discount cards. Now, with these cards, which come at no additional cost to you, you can take advantage of reductions of up to 40% on all forms of public transport in the city. In addition, the cards are honoured at many shops and restaurants in the area, giving you the chance to save up to 35% off food, beverages and other purchases.

Our office is also the place you should visit if you would like to get involved in any of the 30 different clubs and societies available at Radstock. Come in any time between 10 and 3 on weekdays and sign up to become a member of the university choir or orchestra, the drama or debating club, the university trivia team...the list goes on and on. For new students, I cannot stress enough how vital it is to participate in the non-academic side of university life. Yes, we are here to work hard and do our best at our studies, but student life is also about having fun and meeting like-minded people. So, bearing that in mind, make sure that you get involved and enjoy yourselves!

Moving along, I'd now like to talk to you about another very important service that our office provides, and that is counselling. I'm sure that you are all well aware that there are times in life when things can go wrong and times can get tough. We all have to endure difficult experiences and these difficulties can be emotional or physical. Whatever the case may be, talking with an experienced counsellor can help you through the trying times.

The Counselling Service here at Radstock is staffed by counsellors who are qualified to help you deal with problems ranging from homesickness and loneliness to eating difficulties and life changes. To see a counsellor we recommend that you first visit our drop-in centre. We run drop-in sessions on a daily basis from 9.30 a.m. to 2.30 p.m. and to reserve one of these sessions you can telephone the Counselling Service on 121 5648 3907 on the day you wish to visit. Or, if you prefer you can come into the Student Services office any time after 8.30 a.m. and complete a booking form. If it should happen that you need to cancel your appointment for the drop-in session, we would request that you contact the Counselling Service as soon as possible to let them know.

Drop-in sessions can be as short as 20 minutes, but it's more usual for them to take about 45 minutes. During that time you will be asked some questions to clarify your situation and a decision will be made as to what further action, if any, should be taken. After your session several things may happen. Firstly, you may be referred to one of the university's counsellors for further

counselling, which normally consists of another eight sessions. Secondly, you may be asked to visit another source of help within the university, or, finally, you may be referred to an external organisation. Whatever course of action might be taken, you may rest assured that what goes on in these sessions is treated in strict confidence.

I'd also like to mention that the Counselling Service runs numerous workshops on the campus every year. The focus of these workshops tends to be on personal development and past topics have included motivation, self-identity and impression management. There is no fee charged for these workshops and if you require more information, feel free to contact us at stuser@acadia.co.uk.

SECTION 3 *Questions 21–30 TEST 1_03*

Tutor: Hello, Simon. Come in. Take a seat. Now I wanted to talk to you about your assignment.

Simon: Yes, the one on the scientific method.

Tutor: That's right. I just wanted to see how you were getting on.

Simon: Well, I think it's fine. I mean, I haven't done a huge amount of work on it because I've been working on other things, but what I've read so far seems fine.

Tutor: How many of the references that I gave you have you managed to get hold of?

Simon: Not too many, I'm afraid. It seems that everyone else is working on the same things at the same time and every time I look the books are checked out from the library.

Tutor: Right. Well, I think that we can go over the main ground together now. That way, even if you don't manage to go through all the references in detail, you'll still have an overview. What has helped you most so far?

Simon: I've managed to have a look at three of them. I thought that Johnson made some good points, but it was hard to follow the line of her argument. Bradman was simple and straightforward and I felt as if I got a lot out of that. I wish I could say the same for Whitaker. To be honest, I didn't get very far with that.

Tutor: Okay. That's more or less what I'd expect. So, tell me. What have you learned so far about the role of the Egyptians and the Babylonians?

Simon: Yes, well, there's evidence that the basic components of the scientific method, examination, diagnosis, treatment and prognosis, were being used in the early 1600s BC, especially in the treatment of certain illnesses.

Tutor: Good. Yes, that's right. And the point, of course, is that that represented a considerable advance over relatively simple, non-empirical approaches, which usually attributed anything unknown to the actions of the gods, etc. Of course, the Egyptians and Babylonians did this as well, but what we see emerging here is a willingness to base opinion on systematic study of the real world, which is at the root of the scientific method.

Simon: I see. Right, yes. And then that reappears later.

Tutor: Yes, although don't get carried away with the idea that it was a simple process of development. By the time we get to

Ancient Greece...let's take the period towards the middle of the 5th century BC...the rules governing the scientific method were practised on a widespread scale, but there were still many people who believed that real truth could only be acquired by pure rational thought. Plato, of course, had a great influence on the development of the scientific method during this period.

Simon: Through his Academy.

Tutor: That's right. But then, as we know, a great deal of understanding of the scientific method disappeared as the old world order collapsed. It wasn't until the Middle Ages, sometime before the 11th century, that several versions of the scientific method emerged from the medieval Muslim world, all of which stressed the importance of experimentation in science.

Simon: Right. I think I've got the historical timeline. The other thing I'm struggling with slightly is actually pinning down precisely what we mean by 'the scientific method'. I wonder if you could give me some pointers on that.

Tutor: Sure. Well, it's best to think of the scientific method as a series of steps in a process which allows us to find answers to questions about the world around us. So, the first step is to 'identify the problem'. What is it that you want to know or explain?

Simon: And then I think the next step is designing an experiment.

Tutor: Hmm...but you can't design an experiment unless you know what you want your experiment to tell you.

Simon: Oh, yes. You need to form a hypothesis to be tested before you design the experiment.

Tutor: So there's a very clear relationship between hypothesis and experiment. Having designed the experiment, then of course you go on to carry out the experiment. The particular procedure you follow, the 'protocol', will differ from experiment to experiment, but the underlying principle is the same – you analyse the data from the experiment in order to confirm or disprove your hypothesis.

Simon: Assuming the experiment is accurate.

Tutor: Oh, yes. If there's anything unusual about the data, or if the results are at all surprising, then you need to ask yourself whether the experiment could be flawed and whether the data could be unreliable. If the answer is yes, then it may be necessary to modify the experiment and go through the process again.

Simon: So once you have reliable, valid results...

Tutor: Then the final step is to communicate them. The wider scientific community needs to know about the results, and publication in journals is the accepted way.

Simon: Okay. I think I've got the basics.

Tutor: It's going to get more complicated as we begin to look at some people who have criticised the scientific method, so you need to make sure that you understand things up to this point. Let me know if you have any further problems with it.

SECTION 4 Questions 31–40 TEST 1_04

Woman: Good afternoon. Welcome to the first class of V100 Art and History. The objectives of the course, as you will have seen if you've taken a look at the syllabus, include familiarising yourselves with the vocabulary and language of art, learning about the basic elements of art and design, and finally, discussing historical periods as they pertain to art. The course will also give you the opportunity to visit some of the many galleries and museums that Britain has to offer. So, having said that, I'd like to spend the rest of today's class talking about four of the more important galleries that we will be visiting in the coming year.

As most of you already know, or at least I hope most of you know, there are four Tate galleries in all. To begin, I'd like to tell you a little bit about the Tate Modern. Tate Modern is located in a very busy part of London called the South Bank. It's close to two world-renowned tourist attractions, St. Paul's Cathedral and Shakespeare's Globe Theatre. Now, interestingly enough, Tate Modern is housed in what was a power station, built in several stages between 1947 and 1963. It was closed down in 1981 and reopened as a gallery in the year 2000. Tate Modern consists of five levels, with the Tate Collection being shown on the 3rd and 5th levels. On level 2, the works of contemporary artists are exhibited, while level 4 is used for holding large temporary exhibitions. Since this museum opened, it has become a popular spot for both Londoners and tourists alike. And believe it or not, it doesn't cost anything to get in to see the collection displays.

Now, the second gallery I'd like to talk about is Tate St. Ives, which is in Cornwall. It was built on the site of a gasworks and it overlooks Porthmeor Beach. Tate St. Ives is housed in a three-storey building that was designed by the architects Evans and Shaleff. It was established in 1993, seven years before Tate Modern was opened, and the gallery exhibits the works of modern British artists, including members of the St. Ives School, a group of artists living and working in the area from the thirties onwards. In later lectures, we'll be looking at the work of some of the artists who belonged to that group and the ways in which they influenced each other.

Okay. Am I going too fast for any of you? No? Good. Next, I want to talk about Tate Britain, which is a gorgeous gallery situated right in the heart of Westminster. Tate Britain was the first of the four Tate galleries to open and it was established in 1897. It was built on the site of an old prison and when it first opened its doors it was called the National Gallery of British Art. Later, it became known as the Tate Gallery after the man who founded it, Sir Henry Tate. During its lifetime, Tate Britain has been damaged twice: once by flood waters from the River Thames, and once by bombings during World War II. This gallery has an interesting range of exhibitions of historic and modern art from 1500 up to the present day.

Now, the last gallery I'd like to tell you about is called Tate Liverpool. It's not hard to figure out where this gallery is located, is it? It was opened in 1988 to exhibit displays from the Tate Collection and it also has a programme of temporary exhibitions. Tate Liverpool is housed in what was once a warehouse and for some years it was one of the biggest galleries of modern and contemporary art in the UK.

Well, that's a brief overview of just a few of the galleries we'll be visiting. I'd like now to look in a little more detail at what you can expect to see in each of these galleries, starting with Tate Britain.

TEST 2

SECTION 1 Questions 1–10 TEST 2_01

Peter: Hello, Joan. I'm glad you could come.

Joan: Hello, Peter. What's up? Is something the matter?

Peter: No, no. Everything's fine.

Joan: It sounded urgent on the phone.

Peter: Did it? It's just that I've had this idea and I wanted to see how soon we could get it off the ground.

Joan: Well, don't keep me in suspense.

Peter: You know they're planning to close down the local clinic – it was in the newspaper yesterday, but most people have actually known about it for some time – well, I thought we should do something about it.

Joan: What did you have in mind?

Peter: I thought we could organise a charity event and donate the money to the clinic. I know it doesn't sound like much, but it will show the local council how we feel and that we mean business.

Joan: That'll take quite a lot of organising. Why don't we just hold a protest outside the Town Hall?

Peter: A protest would take just as much organisation as an event like this. Besides, I think fewer people would turn up. A village fair, or something like that, would attract more people and get money for the clinic. People are more generous when they're enjoying themselves.

Joan: Okay, then, it sounds good to me. How do we start?

Peter: First, we put our heads together and come up with a list of people who'll be willing to help and people who can provide us with some of the things we need. For example, we might need a caterer to provide refreshments, a rock band for entertainment, tents and so on. Then we do a lot of telephoning around and try to get everybody together at the same time in the same place.

Joan: Sounds like a lot of work to me.

Peter: That's only the beginning. First things first, though. Let's decide now on who to get to the initial meeting and where and when to hold it.

Joan: Fine. Well, the village hall would be the best place to have the meeting. It's not as big as the youth club, but it's warmer. There'll be no problem getting permission to use it, but I suppose it depends on how many people we invite.

Peter: We don't want too many, otherwise the meeting will go on too long and nothing will get decided. But the village hall is a good idea. It's more official than having it in someone's living room. How many? Six or eight people to start with, ten at the most.

Joan: Okay. Now we have to decide on a suitable day and time. Suitable to everybody, I mean. A Saturday or Sunday would seem to be the best choice because people aren't at work on those days, but they may not like the idea of giving up a part of their weekend for a meeting.

Peter: Unless we persuade them it's for a good cause, or that it's to their advantage. And that it'll all be a lot of fun. We'll provide refreshments, of course.

Joan: What if some don't want to give up their weekend?

Peter: Then we'll give them an alternative. Say, one evening in the week after everybody's finished work. We'll see which is the most acceptable to them, then book the hall.

Joan: I can do the refreshments for the meeting. I'll get Darren and Maggie to help me. I'm sure they'll be more than willing. So, what's next on the agenda?

Peter: A list of who we want at the meeting.

Joan: Yes, of course.

Peter: Obviously we want someone from the clinic. I think Dr Perkins would be best. He can tell us exactly what the financial situation is there – you know, how much money it takes to keep the place running – and how important it is for the community to have the clinic.

Joan: The vicar, too. He can rally lots of support. And Mr Sims, our Member of Parliament. He is very busy, but I think I can persuade him to come, or get his wife to persuade him to come. I see her quite a lot socially.

Peter: That's great. Two other people I have in mind are Freddie Smith...

Joan: The journalist?

Peter: Yes. Well, he's the editor of the local paper now and might be useful. He might let us advertise for free and he'll know how to go about getting leaflets and posters printed. That's another thing; we'll need volunteers to put leaflets through people's doors and stick up posters all over the place.

Joan: We can decide that at the meeting. What about the other person?

Peter: What other person?

Joan: You said you had two people in mind, Freddie Smith and...

Peter: Oh yes. Mr Gates.

Joan: Mr Gates? Do I know him?

Peter: You must do. He owns Greatfields Farm. We need a large area to hold the fete.

Joan: Right. So how many have we got, then? Seven or eight? There's Dr Perkins, Mr Sims, that journalist.

Peter: Freddie Smith, you mean?

Joan: Yes, him. And the vicar and Mr Gates the farmer. That's only five.

Peter: There's you and me, that's seven. That will do for now. Let's start making phone calls.

SECTION 2 Questions 11–20 TEST 2_02

Female guide: Good morning, everybody. Welcome to the Roman Baths. My name's Amanda and I'm your guide for today. Before we begin the tour, I'd like to point out that we have child carriers, free of charge of course, for those of you with young children, and I can see that there are one or two of you here this morning. It might make things a bit easier for you than using a pushchair. If you don't want to carry your coats and bags around with you, there is a cloakroom behind reception where they'll be quite safe. Also, should anyone want to use the bathroom, there's one here in the reception hall opposite the ticket office and another one by the shop where we end our tour, right by the exit. Having mentioned the shop, I should tell you that it's full of interesting things for you to remember your visit by. Posters, postcards, replicas of the gorgon's head, the haruspex stone and the statues that you'll be seeing on your tour. There are also games, books and videos for children, and other souvenirs.

Our first stop will be the Terrace, where you will get your first view of the baths. Now, the statues that line the Terrace here are of Roman Emperors, Governors of Britain and various military leaders. These aren't from Roman times either. In fact they were sculpted in 1894 especially for the grand opening of the Baths in 1897. But what you can see from here is only a fraction of the whole Roman Baths site, which stretches below ground level under the surrounding streets and squares of the town.

While we're here on the Terrace getting our first look at the baths, let me fill you in on a bit of the history. This site, with its hot springs, has long been seen as a sacred place, and the first people to build here were the Celts, and the shrine they built was dedicated to the goddess Sulis. Of course, back in those days they had no way of explaining how hot water came to be bubbling out of the ground, so they believed it to be the work of the gods. When the Romans came, they too built a temple here and dedicated it to their goddess, Minerva.

The bath you can see from here is called the Great Bath – not very imaginative, I know, but it is the biggest. Impressive, isn't it? At one time it was housed in a huge vaulted hall 40 metres high, which for many people of the period must have been the largest building they'd ever seen in their lives. The bath itself is 1.6 metres deep, ideal for bathing, and has steps leading down to the water on all sides. The niches or alcoves you can see all around the bath would have had benches and possibly small tables for drinks and snacks. Not a bad way to spend your free time, relax, and tell yourself it's all good for your health.

Let's move on to our next stop, the Sacred Spring. This is the heart of the site, where the hot water bubbles up from the ground at a temperature of 46 degrees centigrade. The water comes up from a depth of between roughly two and a half thousand and four and a half thousand metres, where geothermal energy raises the water temperature to between 64 degrees and 96 degrees. Over a million

litres of this hot water rise up here every day, and as well as being hot, the water is rich in minerals and it was thought it would cure various ailments and illnesses. In fact, people came here from all over the Roman Empire to try out its healing powers.

Before we take a look at the changing rooms and saunas, which are known as the East Baths, and the plunge pools and heated rooms of the West part of the bath house, we'll pass through the site of the Temple and the Temple Courtyard. Here we are. This temple is one of only two known classical Roman temples in Britain. The other is the Temple of Claudius at Colchester. This temple is said to date from the late first century AD, being built between 60 and 70 AD. But the original temple has been knocked about and added to over the centuries, and what you can see here are just bits of the original temple. Okay, shall we move on?

SECTION 3 Questions 21–30 TEST 2_03

Tutor: Come in, John, come in. How's the paper going?

Student: Morning, Mr Taylor. Pretty well, actually.

Tutor: Good, good. It's not all about bicycles, is it? I know you've got a thing about bicycles.

Student: Yes, but that's just...

Tutor: There are other ways to get around town, you know.

Student: Yes, I know. And I think I've researched pretty well all of them.

Tutor: Right, then. So your paper's about urban transport in London, eh?

Student: Not just London, but that is going to be the focus.

I've also looked at urban transport systems in cities around the world: Madrid, Beijing, Mexico City, Amsterdam, Paris. Other countries too.

Tutor: You have been busy, haven't you? What's the purpose of your study?

Student: Well, two things really. I want to see if there are more efficient ways of organising urban transport systems, while cutting down on traffic congestion and, of course, pollution, and to find ways of encouraging people to use public transport instead of their cars.

Tutor: Let's start with that, then, with cars. I think you'll have a hard time thinking of ways to persuade people to swap their cars for a crowded bus or underground train. They're convenient, comfortable, faster, and sometimes they're a status symbol too.

Student: Okay, I agree that cars will probably always be the most popular means of transport, but there are ways to cut down the number of people who bring their cars into the city. It's a problem that affects every big city, and several methods have been tried.

Tutor: I know, I know. As I've found to my cost! When I go into London, which I do two or three times a week, I have to pay £5 to get into the city centre. Has your research thrown up any more places where they do this?

Student: Oh, yes. Apart from London there's Oslo, Stockholm, Singapore – now there, in Singapore, they've got it really

organised. They've imposed a tax on all roads leading into the city centre, and they have electronic sensors that identify each car, and then debit a credit card belonging to the owner. And other cities, instead of charging motorists to come into the city centre, have tried other measures.

Tutor: Such as?

Student: Well, in Athens cars are only allowed to go into the city centre on alternate days, depending on their licence plate number. In Bogota and some other Latin American cities, such as Quito and Sao Paolo, they've developed what is called a BRT system ...

Tutor: A what?

Student: A BRT system – a bus rapid transit system. People leave their cars outside the city and take buses which have special express lanes into and through the city. It's been so successful that they're trying it out in Mexico City, Beijing, Seoul and Taipei. And other cities are pedestrianising more and more areas of the city centre.

Tutor: I see. How have these measures affected traffic congestion and pollution levels?

Student: In most cases it has led to a reduction in the number of cars entering the city centre. Certainly in Singapore, where it's now much easier to move around the city and the air is much cleaner than most other cities in that part of the world. London, too, I believe. I can give some facts and figures if you like.

Tutor: Please do.

Student: In the first year after the tax was introduced, the number of people using buses to get to the city centre rose by 38% ...

Tutor: Really? 38%. Incredible!

Student: Yes. And the number of cars entering central London dropped by about 18%. There's more. The number of people using bicycles and mopeds went up 17%.

Tutor: I knew we'd get to bicycles at some point.

Student: Well, yes. In the city, the bicycle has a lot going for it. You can avoid traffic jams, there are no parking problems, they don't pollute, they're cheap to run and they don't cost very much. Oh, and here's another fact for you – you can fit twenty bicycles in the space needed to park one car.

Tutor: Well I never! But I can't see it catching on. Besides, we seem to be getting off the point.

Student: Not at all! China, Japan and Holland have integrated bicycles into their urban transport systems. In Holland and Japan they've got special parking areas for commuters who get to the station by bike, and Japan has even built multi-storey parking facilities for bikes close to railway stations. Then look at America – in New York, delivery services use bicycles because they can deliver messages and small parcels far more quickly and at much lower cost than cars or vans. Even the police use bicycles. In fact, in about 80% of the towns in America where the population is around half a million, the police regularly patrol on bicycles. And they have proved to be effective, because they can reach the scene of an accident or crime faster and more quietly than officers in patrol cars, making a lot more arrests per officer.

Tutor: Well, you do know your bicycles, don't you? But I do need

to hear more about the public transport system and what's to be done about that. And I'd like you to look a bit more into the economics of it. How much it will cost to improve the situation and so on. Okay? Right, see you next Tuesday.

Student: Yes, next Tuesday. Bye, Mr Taylor.

SECTION 4 Questions 31–40 TEST 2_04

Female lecturer: Good morning, ladies and gentlemen, and welcome to the science faculty. As you may know, my field of study is neurobiology, so you may be wondering what I have to say to those of you who are studying physics or chemistry or geology – even those of you who intend to become doctors. In fact, what I have to say is aimed especially at those who wish to enter the medical profession, though the main point applies to all of you. And what is my main point? Basically, it is that you shouldn't get stuck in too narrow a specialisation. What I mean is, too often doctors and scientists become experts on one small aspect of their subject and neglect the rest. Perhaps you have heard the joke about a doctor being introduced to another doctor as an expert on the nose: 'Oh, yes?' said the other doctor. 'Which nostril?' I know that more and more it is necessary to specialise, because when you finish your studies you have to find a place in the job market. But I do believe that it is damaging both to you personally and to the profession.

You may be surprised to know how many physicians in the past were men of wide culture. Many were interested in the humanities, from the arts to literature to philosophy. A surprising number of them, from Rabelais to William Carlos Williams, became poets, novelists and playwrights. Men of science have written clearly and intelligently about society, psychology and politics. This tradition is not dead. Today such eminent scientists as Stephen Jay Gould, Jared Diamond and Richard Dawkins are well known as popularisers of science, while maintaining high standards. But more of them in a minute.

I'm not saying that while you are studying anatomy you should sign up for a course in English literature, but reading a few works of fiction in your own time will show you the human mind just as your anatomy classes show you the human body. Science faculties and medical schools, it seems to me, now largely ignore this human dimension. Furthermore, the study of medicine, and psychology for that matter, is largely about what has gone wrong with the body and the mind. That is, it mostly deals with the abnormal.

So, to try and correct this situation, if only in a small way, I have come up with some extra reading for you to do. Don't worry. I wouldn't have chosen them if I didn't think they were enjoyable as well as interesting. The first on my list I'm sure you've all heard of, even if you haven't read it: it's Bill Bryson's *A Short History of Nearly Everything*. Now don't turn your noses up at it just because it's now officially a school book and is written to entertain as well as inform. In fact, I've found it a very good bedside book. Next

come a couple of the writers I mentioned earlier. Any collection of essays by Stephen Jay Gould is worth reading. He writes clearly in a language non-scientists can easily understand – in fact, a lot of his essays are responses to questions about science from the general public. He's also entertaining on the subject of baseball. Perhaps you should start with Gould's *Wonderful Life*: he writes brilliantly about natural history and shows how much imagination and excitement there is in scientific discovery. Then there's Jared Diamond's *The Rise and Fall of the Third Chimpanzee*, which shows us how close we are to the apes and forces us to look at some of the darker aspects of human nature. After reading it you won't forget your animal ancestry. But don't let that put you off – it's very readable.

You're probably saying to yourselves, 'Just a minute, these are all science books. What about the fiction?' I'll come to those in a later lecture. At the moment I'm just trying to get you to read away from your chosen field of study. However, I will recommend one work of fiction now, though it might come as a bit of a surprise. If it does, it means you haven't read it. The book is *The Water Babies* by Charles Kingsley. I can see I have surprised you. Well, it is in fact the first fictional response to Charles Darwin's *On The Origin of Species*. Yes, it is a children's book, but full of surreal fantasy and wit. The fourth, no, the fifth book on the list is a biography: *The Emperor of Scent* by Chandler Burr. To my mind it's not particularly well written, but it is a fascinating story. It is about Luca Turin, a biophysicist who becomes an expert on perfume, and about how he missed getting the Nobel Prize. If any of you are thinking of a career in scientific research, this book might make you think again. It's a very tough, dog-eat-dog business. Which brings us to the book that inspired Kingsley's *Water Babies*, that classic of the genre, Charles Darwin's *On The Origin of Species*. If you haven't read it already, perhaps you shouldn't be here. If you have, it won't hurt to read it again. Or if you prefer, read his *The Voyage of the Beagle*, which as well as being of interest to any natural historian, or anyone interested in scientific method, also makes a great travel book.

Well, I think that's enough to be going on with. And I can see that it's time to finish up. So please bear in mind – throughout whatever course you are studying – not to neglect other aspects of your wider, non-academic, education. Thank you.

TEST 3

SECTION 1 Questions 1–10 TEST 3_01

Woman: Hello, Five-Star Caterers. Can I help you?

Man: Oh, yes. I spoke to you an hour ago about the arrangements for our end-of-term party.

Woman: Oh that's right. It's Mr Saunders, isn't it?

Man: Actually, it's Sanders. That's S-A-N-D-E-R-S.

Woman: Oh, I'm sorry. I'll just get that down correctly on the form...Okay, Mr Sanders. Sorry about that.

Man: No problem...Well, I've got the details you asked for, so I thought I should call you back quickly and book.

Woman: Good. Let's fill in the form, shall we?

Man: Great.

Woman: First of all, can you give me a telephone number?

Somewhere where you can be contacted during the day.

Man: Yes, it's four four five six seven eight six.

Woman: Double four five six seven eight six. Okay. And do you have a number where you can be contacted outside of office hours?

Man: Well, I'm at work till late in the evening, so use the same number, and if I'm not there, you can leave a message.

Woman: Thanks, I'll make a note of that. And...how many guests shall I put down?

Man: Okay, that's changed, so instead of the figure I gave you before of 85, it's now only 50. It's much lower, I'm afraid, because a lot of people can't make that date.

Woman: That's not a problem. Can you remind me of the date we'd said?

Man: Yes, it's the twenty-fifth of June.

Woman: Okay, that's fine. Now did you have the chance to look at the tables on the website?

Man: Yes, I did, and I think the rectangular tables would be good – the long, thin ones.

Woman: Yes, um, you could have two of those. The only problem is that they're for 24 people. So you'd only seat 48 people that way, and if you have 50 guests...

Man: Oh, I see what you mean. Two people would have nowhere to sit. What about the square ones?

Woman: You'd have the same problem with numbers. Usually, for 50 people, we find the round tables work well. Not the smaller ones – they only seat six people. The ones that seat ten – the large ones.

Man: So do you think we should have five of those?

Woman: I think that would work well.

Man: Okay. That's what we'll do then.

Woman: Fine...And have you decided on the menu you'd like?

Man: Yes, I think so. But I wanted to ask you...We talked about having the three-course meal with waiter service but in the end we thought it would be a bit too formal.

Woman: So that leaves the buffet or the seven-course banquet.

Man: How much is the banquet again?

Woman: A hundred pounds a head.

Man: That's too much...and too formal. The buffet is fine.

Woman: Okay. So I think I've got everything. We'd need a deposit of fifty per cent of the total.

Man: Right. What's the total?

Woman: Just a minute...yes, it's thirty pounds a head...times 50...so that's one thousand, five hundred pounds. Fifty per cent of that would be seven hundred and fifty now, with the balance due – another seven hundred and fifty – on the day.

Man: Great. I'll call in tomorrow if that's okay. I can pay you the deposit then.

Woman: We'll look forward to seeing you tomorrow then.

Man: Okay. Thanks a lot. Goodbye.

Woman: Goodbye.

SECTION 2 Questions 11–20 TEST 3_02

Female guide: Now, of course, Buckingham Palace is instantly recognisable to millions of people around the world. As we pass the palace, I'd like to tell you a few things about the history of this famous building. We think the first house was built here around 1624. In 1674, that house burned down and a new one was built – called Arlington House after its owner, the first Earl of Arlington. Then, in 1703, the first Duke of Buckingham changed the design of the house...and the name – it was then known as Buckingham House.

The building we see in front of us now has undergone many changes since it was first built. The East Front, which is the part we see from the road, was added as part of the work done by Queen Victoria and was completed in 1850. But the palace has remained pretty much unchanged for nearly a hundred years. The last major changes to the structure were made by King George the Fifth who, in 1913, had the East Front redesigned as a backdrop to the large memorial to Queen Victoria, which had just been placed outside the palace gates. Since then, only minor changes have been made. I should point out, though, that the palace was bombed seven times during the Second World War, most seriously in 1940, when the palace's chapel was destroyed.

Today, of course, it is the home of the royal family, but that wasn't always the case, although they did own most of the land it was built on. It was George the Fourth who turned it into a palace, doubling its size, when he became king in 1820. He had inherited it from his father, King George the Third who, in 1761, had become the first royal owner of the building, though it was still not used as the home of the royal family – just as a private home for Queen Charlotte. It was known as The Queen's House at that time. King William the Fourth finished the work after his brother, George the Fourth, died. But King William never moved into the palace. In fact, in 1834, he offered it as a new home for Parliament after the Houses of Parliament were destroyed by fire.

The offer was not accepted, though, and in 1837, when Victoria became Queen, the house became the main royal residence in London. However, Victoria and her husband, Prince Albert, found the house too small, so they carried out building work to further enlarge it. This included building the East Front, which I've already mentioned as the part we are looking at now. Victoria was also responsible for moving the Marble Arch, built as a part of the palace itself in the 1820s, to where it stands today, separate from the palace on the corner of Hyde Park. For twenty years or so, the palace was often the setting for huge banquets, dances and musical performances. This period lasted until Prince Albert died in 1861, after which Victoria spent very little time there, and the palace was hardly ever used.

When Victoria died in 1901, Edward the Seventh became King. He was responsible for most of the decoration inside that exists today and the dark days of the later part of Victoria's reign were fairly quickly forgotten as the palace came back to life. The palace has been in continual use by the British royal family ever since.

A lot of people ask me if they can visit the palace. One way is if you're lucky enough to be invited to one of the three garden parties usually held every year. As many as 8,000 people attend these, although most of them do not get to meet any members of the royal family and they don't see much of the inside of the palace.

The garden is, however, quite spectacular, and it is the largest private garden in London, with an artificial lake, 30 different species of bird and over 350 different wild flowers, some of which are extremely rare.

Inside the palace, there are 240 bedrooms, 92 offices and 78 bathrooms. There are also 19 state rooms, which are used for official engagements and ceremonies. Members of the public are only allowed to visit the state rooms – and then only in August or September when the monarch is not there. It's worth it, though, because there's a lot to see in the state rooms, including examples of some of the world's best art with works by Rembrandt, Rubens and Canaletto. The tour, which lasts up to two and a half hours, ends in the garden, where you can see more of the outside of the palace not visible from the road.

SECTION 3 Questions 21–30 TEST 3_03

Female student: Did you go to the first social science lecture yesterday?

Male student: Yeah. Didn't you see me there?

Female student: No! I was trying so hard to understand the lecturer.

Male student: What didn't you understand?

Female student: A lot of it, really. For example, he said we needed to study history as part of the course, but I didn't get why.

Male student: You probably missed it – he said early on that we need to learn from our past mistakes.

Female student: Right. But he also said we need to put ourselves in the place of our ancestors. Why is that?

Male student: I think the point is that it's not enough to know how they lived and what they did. We need to know what they thought.

Female student: I see. And I've written 'transferable skills' in my notes next...but I've no idea what that means.

Male student: If you study social science, you learn skills that you can use in a job.

Female student: Oh, right! Is that all? Okay, but why is that?

Male student: The point he made was that in studying social science, you use a flexible and adaptable approach to learning. He also kept mentioning all the other subjects we will need to study as part of the course. I didn't write them all down. Did you?

Female student: Some of them. I think I can make sense of my notes. The first one was anthropology, which he said would cover pre-history and archaeology as well.

Male student: Okay.

Female student: Then there's economics. I wrote down that this was not meant to mean that we will spend all our time looking at economic theory, but more that we need to see how humans behave.

Male student: That's good...I don't think I could handle economic theory. He said something about education, too, didn't he?

Female student: Yeah. He said we'll be looking at how cultural information is handed down from one generation to the next through teaching children.

Male student: He said we'd be focusing on geography too, but I can't really remember which aspects, can you?

Female student: I noted it down, I think. Here we are, yes. 'Particularly in relation to urban planning.' It's law that I got confused about. I didn't understand why he linked that to economics.

Male student: I think he meant that laws affect the way wealth is distributed.

Female student: That makes sense...now, what are the science wars?

Male student: Okay. I did get that. The science wars are about how social science collects information. In sociology and social work, and in social science generally, they can only study patterns of behaviour and observe. If you compare that to the way scientists work in physics or chemistry, it's very different because they use specific experiments that can be tested and which give concrete answers. Social studies is often accused of being unscientific, that's all.

Female student: Okay, but it still looks like a good course, doesn't it? You don't have any regrets, do you?

Male student: None at all. I'm looking forward to it!

SECTION 4 Questions 31–40 TEST 3_04

Male lecturer: We begin our examination of America in the 1960s with the usual caution – there is no sense in trying to understand any decade without looking at what came before. Those of you who still have outstanding coursework on the 1950s would do well to complete it now – if for no other reason than it will help make sense of the next series of lectures. But we must press on, and I'd like to begin my talk about the sixties with a reference to one of those things that came before – the post-war baby boom. With the end of the Second World War in 1945, there began in the USA an era of perceived prosperity and security. In short, people started to feel that that the world was a much better and safer place to bring up children.

So, at the start of the sixties, all those children born in the baby boom – seventy million in the USA alone – were teenagers. As the sixties progressed – and as this large number of people approached adulthood – there was a noticeable shift in the

balance of power, and young people began to have a voice in ways that were not considered possible in the more conservative atmosphere of the preceding decade.

Things were moving forward at a rapid pace. The literature of the time brought out all the taboos...everything was covered, such as race...in, for example, the book *To kill a Mockingbird*. The role of women changed and, uh, equality for women...well, let's just say that once certain books were published, women were no longer going to be satisfied with their roles as devoted wives and mothers. Through literature alone, the whole fabric of society was challenged and, by the end of the sixties, things would never again be as they had pretty much been for the preceding 40 years.

It was a decade of protest – civil rights protests, feminism, the rights of minorities, the Vietnam war – all these causes led to peaceful and not-so-peaceful protests on college campuses and elsewhere. People had been given freedom of speech and they were going to use it. The crime rate rose to nine times what it was in the fifties, as respect for the old order faded away.

But it was also a time of great development...in medicine – the sixties saw the first heart transplant, in technology and the space race, where we saw the first American in orbit and lasers being invented at the start of the decade and the first man on the moon and the first primitive internet at the end.

None of this – good or bad – might have happened if things in 1962 had gone slightly differently. On October 16th, President John F. Kennedy met with his closest advisers at the White House. They had obtained photographic evidence showing that Cuba was building or installing nuclear weapons. It was widely believed that Cuba was preparing to fire these weapons at cities in the USA. Kennedy was faced with three choices – to try to resolve the crisis diplomatically by negotiating with Cuba and the Soviet Union, to take action to block the delivery of more weapons into Cuba, or to attack Cuba, destroying their weapons. Believing that the first option would end in failure, and that the third option would lead to war, it was the second option that Kennedy chose. In doing so, he succeeded in preventing the build-up of more missiles. The Soviet Union then withdrew the weapons from Cuba. Most historians agree that, if Kennedy had acted differently, the episode would have led to a full-scale nuclear war between the United States and the Soviet Union. Millions would have died, and the world would have been changed beyond recognition.

TEST 4

SECTION 1 Questions 1–10 TEST 4_01

Adviser (male): Good morning. So, what can I do for you?

Maria: Well, it's about the accommodation where I'm staying at the moment.

Adviser: First, can you give me your name and address, please?

Maria: Yes, I'm Maria Dominguez and the address is 12, Pine

Tree Terrace. It's in Westcliff. I'm staying with two other students. There's actually four of us in the house – us three students and the lady who rents the house to us.

Adviser: So, is there a problem?

Maria: Well, there are a few, actually. You know, I'm a first-year student and, though I lived away from home for a while when I was studying over the summer in Mexico City, I've never lived abroad, and it's a big change for me. The course is tough, but that's not the main difficulty. I'm coping with that up till now anyway.

Adviser: The accommodation was arranged for you by our office, wasn't it? It's a nice place by the sea.

Maria: OK, but it's difficult. There are only a few buses and it takes about 50 minutes. It's just so far away and there's no way I can get back if I want to stay on after seven. And also the other thing is there's nothing to do there. It's basically just a village. All my friends stay on campus.

Adviser: What about the girls you live with? Do you get on with them?

Maria: Well, when I see them, but one of them is hardly ever there. Mostly she stays in a house with friends – they've got plenty of extra space, you see. The other girl is quiet as a mouse and hardly ever leaves her room. The landlady's friendly enough, though a bit forgetful and she doesn't keep the place very clean. I don't have any real problem with her as a person, though.

Adviser: I understand it's rather far away, so I suppose you'd like us to find you a place in the halls of residence or closer by in the town.

Maria: That would be good. You did say in your brochure that most first-year students are offered a place in halls.

Adviser: I think it actually said final-year students have priority there. They need the library facilities more for studying for their finals. Anyway, let's see what we can do. Just a moment, I'll check what might be free. Sometimes students drop out or move from halls, though we were full at the beginning of term. By the way, have you checked the student noticeboards? You know there's one in each of the four colleges, don't you? There are often requests for people to share houses and it can be quite cheap.

Maria: No, I hadn't thought of that but it's a bit of a risk living with complete strangers.

Adviser: Now, I see there's a room free in Hillside College.

Maria: That's the one with the tall tower, right?

Adviser: That's it. It's the smallest college and has a reputation for being quite fun. Oh, but it's a shared room. Would you consider that?

Maria: That's going to be a problem for studying, isn't it? What if she plays music all the time? And maybe we won't have anything in common.

Adviser: Maria, I see you're studying history. So is this girl, Francesca. She's Italian.

Maria: Well, at the moment I'm doing the general humanities course, which includes history but actually I'm planning to change to literature quite soon. That's not the thing, though. I really want a room on my own.

Adviser: Right. I'm afraid I don't see any other openings. There's nothing showing up on the computer, at least on campus.

Maria: Well, if I have to stay where I am now, I'm going to find it more and more depressing.

Adviser: Here's one more thing we can try. The university owns several places on the Thanet Road and also by the west train station. Both of these are about a twenty-minute walk down the hill. They're not the newest of buildings, but I could check for you. Can you come back tomorrow? Oh, no. That's Saturday. What about Monday?

Maria: Yes, sure. I'd really appreciate it if you could do something for me.

Adviser: Let's hope so.

SECTION 2 Questions 11–20 TEST 4_02

Steve: Hi, I'm Steve Penfold and I'm here today to tell you about my gap year, which I took about 20 years ago. Unlike many students these days who go travelling or get some work experience between school and university, I decided to do something completely different after finishing my degree. I applied to work for a charity organisation. What it does is it sends people with particular skills to countries where those skills are needed. Apart from having some experience teaching English to summer-school students, I didn't have any particularly useful skills, I thought, but luckily I was still accepted. I had to find the money for the flight, but you get free accommodation – I stayed with a family of five – and you do get paid, but not much. It's a bit like pocket money – enough to get by. I worked in an orphanage and taught English at a local school.

Where was I? Well, originally I was going to be sent to a village in India, but at the last minute the organisation decided to send me to Trinidad. Now, this is a fascinating place. It's an island in the Caribbean. Well, in fact the country is actually two islands – the smaller one is called Tobago, which is connected somehow to the word tobacco.

Anyway, there I was, a young white guy living and working on an island which is mostly a mixture of descendants from Africa and India. The Africans were originally brought over as slaves and the Indians came later as indentured workers. That means they agreed to come for a specific time, but many of them stayed. There are also some Trinidadians of Chinese and British origin, though the native inhabitants were basically wiped out by colonialisation. I, myself, felt completely accepted and had the time of my life.

The language everyone speaks is English, so there was no problem for me there, but some concepts don't quite translate. They're pure Trinidadian. There's the term 'liming' for example, which means sitting around watching the world go by. Also, there's the famous carnival when the whole island is taken up in 'playing mass'. For a whole month around February or March – it depends when Easter is – everyone's busy preparing costumes, practising calypsos, soca and steel pan music and most importantly,

partying. When the actual official carnival starts, it's days of 24-hour dancing in the streets. In Trinidad it's called 'wining'. You've probably seen the sort of thing on TV in the more famous carnival in Rio or even at the Notting Hill Carnival in London. Many people join bands, each one of which has a theme, for example the sea or jungle fever, and they have costumes designed and made to go with the theme. These can cost a 1,000 dollars for the king and queen of each band. They're incredible. The whole city is a non-stop party zone, full of colour and sound. It's serious too! The bands are in competition and the winner gets a million dollars.

Sorry, I got a bit carried away with those memories. Back to my real job there. The orphanage was called St Augustine's and that's also the name of the place where it was, St Augustine, a town just outside the capital city, Port of Spain. I didn't have any particular job description; just to be with the children and tell stories, sing songs and play games. Oh, and we also went camping in the jungle once. I could tell you a few stories about that particular escapade!

Every time I arrived at the gate, kids would come running towards me shouting, with big smiles on their faces. The younger children seemed fascinated by my blond hair and loved to touch it as if it was something miraculous.

The English teaching I did two days a week in a primary school for six- to eleven-year-olds. The kids may have been poor but they all wore neat and clean uniforms and were so respectful and enthusiastic. I've now been teaching for many years in different countries and I still think those were the best students I've ever taught.

What else did I do while I was there? I swam a lot – can you imagine what it's like swimming with dolphins, and with pelicans diving into the sea right next to you? More seriously, I trained to be a Samaritan – that's someone who listens and supports people who have problems with their lives.

Overall, what I took from the experience was a sense of being in another culture, or rather cultures. As humans, we all share many characteristics, but we express ourselves in various ways. In Trinidad, there are lots of different communities and religions, and so many different kinds of festival to see; Hindu, Muslim, Christian, as well as some rather mysterious African traditions. There are quite a few Rastafarians too. Trinidad is, as Americans are fond of saying of their own country, a melting pot, where everybody is greeted warmly.

Go and see for yourself. I'm not sure how it's changed since I was there, but I'd love to find out.

SECTION 3 Questions 21–30 TEST 4_03

Sonia: Great party last night. You should have come. But anyway. So, what have we got to do here? We're supposed to fill this form

in by ourselves but I'm sure it's okay if we chat about it first, don't you think?

Mattheus: Yeah, sure. So – there are 10 questions and we've got to tick numbers 1 to 5 for each question. Five means really good. One is bad. Question number one: 'Was the course well organised?' We'll give that a five, agree?

Sonia: Yep! No question about that! What does question 2 mean, though: 'Was the teacher flexible?' Is it good to be flexible?

Mattheus: Well, that means 'was the teacher very strict'... Or maybe she gave you more time to complete your assignment. Things like that.

Sonia: So for that question we should give her a five. She always gave us an extra day, didn't she? And she wanted to know our opinions on things. We had great discussions.

Mattheus: Fair enough. What about this one: 'Was the teacher friendly and encouraging?' I'm not sure about that. She was friendly to some students, but I think she had a problem with Mike and Alex, who were usually late. She did get a bit irritated with them sometimes.

Sonia: Yeah, we weren't too happy about them either, though. I know it was a bit early, with classes starting at 8.30, but you choose if you want to sign up to them or not, so that's no excuse really.

Mattheus: Yeah, they could have taken the evening classes if they didn't want to wake up early in the morning. Now what about these questions on the course books?

Sonia: Look, the business studies book was interesting, but I thought the human behaviour one was boring.

Mattheus: Really? That's the one I liked the most, perhaps because I want to study psychology. You want to become master of the universe, managing a huge multi-national company, don't you?

Sonia: There's nothing wrong with being ambitious, you know!

Mattheus: The best laid plans of mice and men...

Sonia: What's that? Some sort of quote? Stop being so literary.

Mattheus: Let's get on with question five. 'Did you find the campus library a useful resource?'

Sonia: Well, most of the books I wanted had already been taken out, but the internet access was definitely useful. Let's give that a four.

Mattheus: Okay. And the staff there were always friendly and helpful.

Sonia: Now what's this? You know they keep going on at us about how we don't use the off-campus library enough. I suppose this question is to test if we know where things are there. So, here's a plan of the library that they want us to fill in. You use it more than me. I've only been there once, actually. You tell me.

Mattheus: Right, so as you go in, the librarians' desk is on your right. Directly opposite is the section for new publications – new books the college has acquired. Some of them are actually written by our own teachers, interestingly enough. Then there's lots of seating and the computers. Behind that we've got the periodicals – newspapers and magazines. And that's before the reference section – you know, with the books you can't take out.

Sonia: Dictionaries and encyclopedias?

Mattheus: That sort of stuff.

Sonia: Now, I do know where the management section is. It's right at the end on the left, isn't it? Just before the stairs up to the lecture theatre.

Mattheus: Err...no. Sorry. Management and business studies, along with marketing, are all as you said, at the back, but on the right.

Sonia: Oh. So what's on the left then?

Mattheus: That's the fiction section. Or literature. Now if you want to photocopy something, where do you go?

Sonia: I think I remember. Isn't it one of the rooms after the entrance on the right?

Mattheus: Yeah. It's between the multimedia room and the seminar room. They're all behind the librarians' desk.

Sonia: What about the toilets?

Mattheus: For those, you have to go downstairs. That's where the computer studies section is too, for some reason. Let's get on with the next question...

SECTION 4 Questions 31–40 TEST 4_04

Male lecturer: Now today we're going to be finding out about some of the less well-known, but still popular sports in the Emerald Isle – that's Ireland, of course. Can you guess what they are? Well, there are these two lesser-played games, a form of rounders and Gaelic handball, but we'll start with one which is perhaps over 3,000 years old, arriving in Ireland with the Celts, some claim. That may be a slight exaggeration but I consider it to be the fastest field game in the world and it goes by the name of hurling. Well, that's what it's known as in the English-speaking world, anyway.

So what do you have to do? You've got 15 players on a team; one of them is the goalkeeper. Each one has a stick called a hurley. Here you are: I've brought mine along – had it since I was at school – this is what it looks like and basically you have to get this ball – called a sliotar – that's S-L-I-O-T-A-R – (so it's not spelt the way it's pronounced) – you hit it into the net for three points or you can hit it over the net for one point. The goal looks like the letter H with the net under the crossbar. The goalie has a bigger stick than the others to help keep the ball out.

You can also catch the sliotar and run with it for four steps maximum or bounce it on your stick. Is that clear to you all? I'll be showing you a video a bit later so you can see what a game actually looks like. You might like to think of it as a mixture of lacrosse, hockey and baseball. Oh, and it's played by women too, but it goes by the name of camogie in that case.

I'll give you a bit of the history, shall I, now? Generally the golden age of the game is considered to be the 18th century, but systematic rules were first agreed and drawn up at that great shrine of learning – Trinity College, Dublin in 1879, founding the Irish Hurling Union, closely followed just a few years later by

the formation of the Gaelic Athletics Association. With greater organisation last century, the All Ireland Hurling championship got off to a flying start, and I'm proud to say that my own native city of Cork has won more than 20 titles over the years. But then so have Kilkenny and Tipperary.

Is it only played in Ireland? No. Well, it is the only country with a national team at the moment, but you may be surprised to discover there are hurling clubs in London, as well as in America and Argentina, to name just a few.

The other game I'd like to take a little time to introduce you to is Gaelic football, which is played on the same pitch as hurling with the same number of players, but you have to get the ball over your opponents' goalposts. And you can do that by kicking or punching the ball – however, you're not supposed to do that to the players, I might add. Imagine it as a combination of soccer and basketball, but in my opinion it's a more exciting spectacle than either of those. Excuse my bias, if you will.

It's also very popular with women – in fact there are more women's teams in Ireland than for any other sport. Whether despite or because of the physical contact involved, I wouldn't like to say. They do play a shorter game: 60 minutes, rather than the men's 70.

So, let's have a look. If we can have the lights down, I'll see if I can get this technology to work.

TEST 5

SECTION 1 Questions 1–10 TEST 5_01

Man: Smart Electricals. Mike speaking. How may I help you today?

Woman: Ah, good morning. I'm calling to complain about an item I recently purchased from your company. I'm not happy with it.

Man: Oh, I'm really sorry to hear that. I'll take you through the company's complaints procedure. I'll need to retrieve your files from our records so that we can discuss the problem properly and find a solution. I'll need to take some details from you first. Is that okay?

Woman: Okay, but I don't have a lot of time. Will it take long?

Man: Not long, madam. Can I first take your name?

Woman: Yes, it's Susan Yorke. Y-O-R-K-E.

Man: Okay. Can I have the address, please?

Woman: Yes, it's Flat 1, 25 Alpine Avenue – that's A-L-P-I-N-E Avenue. Harchester. The postcode is HA6 5LD.

Man: Okay, next, could you give me your telephone number? Preferably one that we can call you on during normal working hours.

Woman: Well, the home one is 01734 525268 but you're only likely to catch me on that number in the evenings. I usually have my mobile phone with me during the day, though.

Man: It's probably best to take that number, then.

Woman: All right, my mobile number is 0781 2-double-3 452.

Man: And do you have the order reference number on you, by any chance?

Woman: Well, I have the receipt that the camera came with in front of me.

Man: Ah, good.

Woman: Which number is it? It's a bit confusing...

Man: It should be the 7 digit number on the top left corner of your invoice.

Woman: Let me have a look. I need my glasses...Found it. It's D-M-X- 8-double 4-3.

Man: Thanks. Now, when did you purchase the item?

Woman: Well, the camera was delivered last Monday, on the first of February. I ordered it online about two weeks before that but I can't remember the exact date.

Man: If you have another look on the invoice receipt, the date should be there.

Woman: Oh yes. Here it is. January the fifteenth.

Man: Okay, I'll make a note of that. So, the item is a digital camera?

Woman: Yes. It's the Aqua Powershot model in silver.

Man: Thank you. Did you take out any kind of insurance when you bought it?

Woman: Well no, it was on special offer. I didn't need to pay any extra for the insurance because it came with a special Four Star policy.

Man: Well, it means you're fully covered for at least another three years. Right, what is the problem?

Woman: Yes. The first thing is that it came with one memory card in the box when there were supposed to be two.

Man: Oh, dear. I'm terribly sorry about that. It must have been an oversight in the packing department. I can do something about that straightaway and get one sent out to you.

Woman: Well, that's not the only thing. I bought it as a present for my niece because she loves swimming. It said on the website that it was waterproof. But when she took it on holiday and tried to use it under water, it got ruined because water got into the lens. You can imagine how disappointed my niece was.

Man: I certainly can. Were those the only problems?

Woman: No. There was one other thing. It came with a case to protect it. When I opened the box to take the case out, I saw that it had a big scratch on it.

Man: We're really sorry about that. I can offer to have the camera repaired for you. In the event that it can't be repaired, we'll send you a replacement.

Woman: Erm, I don't think so. Seeing as it was faulty in the first place, I wouldn't want another one. I think I'd rather have my money back. Can I get a refund?

Man: Yes. Of course. If you send it back to Customer Services, I'll make sure it's dealt with.

Woman: Thank you very much.

SECTION 2 Questions 11–20 TEST 5_02

Male guide: Welcome to Bestley Castle. It's nice to see so many of you here today. Before we go in, I'd like to tell you some information about the castle, the things to see and do and the facilities available to you in the grounds. We'll do our best to make this a truly memorable visit.

Now, the castle grounds are quite big, and we don't want you to get lost, so I'm going to give you an idea of the layout. At the moment we are at the entrance, and immediately to our left is the tourist information office. Go here if you need any questions answered. They'll be happy to help. And, of course, behind the tourist office is the car park where the coach dropped you off and it'll also pick you up from the same spot, at 5 p.m. today. In front of us are the water gardens. If you stroll through you'll get to the North Bridge, which is the entrance to Bestley Castle. Take your time and enjoy looking around the castle. There is a lot of history steeped in those walls. As you leave the castle via the South Bridge, you'll be greeted with the sight of roaming deer. During the day, there will be scheduled feeding opportunities where visitors can get involved. However, we do request that you do not feed the deer outside these times. To the right of the deer park is the castle museum and behind that is our award-winning restaurant. It's a relatively new addition to the castle grounds but is fast gaining a reputation for its food. Alternatively, you can choose to dine in the picnic area on the other side of the deer park. It's perfect for the family as it's next to the kid's play area and home-made ice-cream hut. We hope that on your way out, you'll pop into the gift shop by the exit for something to remember us by.

Admission to the grounds is free for all. That includes the museum, gardens and picnic area. There is an admission fee for the castle, which is £6.50 for adults, with a 10% discount for students and retired people. Children under the age of 16 pay half adult price and under-8s go in free.

There are many spectacular events throughout the year, and for most of them there's also an admission fee. As these events are in high demand, it's a good idea to book well in advance. Some of the exciting events planned for this year are the summer medieval festival, where you can watch old-fashioned knights and experience a feast in the halls of the castle, as if you were a guest of King Henry VIII himself. There are several concerts planned this year too, including a rock concert, at an admission price of £10 per person, and a special jazz concert, which is free to the public. I'm sure you'll agree that all tastes and ages will be satisfied. One scary but extremely popular event is the annual haunted castle event at the end of October, where the castle comes alive at night. Why don't you come along, if you're brave enough? Another sight to see is the fantastic firework display on November 5th, and the cost of that includes refreshments.

We also have a long tradition of raising money for charity. The charity event held every year on the first day of May will, this year,

be an archery contest. Entrance is free but donations are certainly welcome. This year we'll be collecting money on behalf of a charity for elderly people, Age Concern.

Just in case you can't remember all of that, you can pick up a leaflet showing the timetable and prices for all events from the tourist information desk. You can also go online to get this information from our website.

SECTION 3 Questions 21–30 TEST 5_03

Paul: Hi, Joe. Hi, Isabel.

Joe: Hi, Paul.

Isabel: Oh, hi, Paul. I've heard you've been stressing out about your presentation on art.

Paul: I am.

Joe: Are you still going to talk about the different types of art?

Paul: Yes. Well, I was planning to, but there's so much stuff on the subject that I'm finding it difficult to put it all into one short presentation.

Isabel: Ha. I usually have the opposite problem. There's nothing worse than going blank, forgetting your words, in front of a group of people.

Paul: Well, the problem is that I don't know how to organise what I want to say in the presentation.

Joe: Well, you know everything there is to know about the subject. It's just a question of selecting what you want to talk about.

Paul: Well, there's a lot to discuss about the different periods in art.

Isabel: That's a good way to start. Then you can bring in how specific types of art were popular in each period.

Paul: Yes, like how sculpture was popular in the classical period and paintings were popular in the Renaissance period.

Isabel: And how now, a wide variety of media are used to create modern art.

Joe: As long as you keep it concise, because it's a large area. There are so many periods and movements in art and you don't want to just list them one by one.

Isabel: I agree. An explanation of the movements and periods in art wouldn't be too long.

Paul: You're right. I need to just pick out some key points; just mention the periods quickly, so that I can move on to the real topic of the presentation.

Joe: Yes, the variety of art, like sculpture, paintings, installations...

Isabel: I have an idea. Why don't you prepare a timeline to show to the class? That would be a nice visual and it would focus your ideas so you don't get too sidetracked.

Paul: Great idea. It would certainly cut down on time.

Isabel: Right then. Where are we? You'll begin with a very short introduction to the historical periods of art. Then you'll talk about popular types of art within these periods. That's sorted. Maybe, you could also mention some key works of art in each period, like

the Venus de Milo statue or The Scream by Edvard Munch, and give some interesting facts on them?

Paul: That's not a bad idea because it does give people a frame of reference when I talk about specific kinds of art. After giving a historical context, I should really talk about different forms of art, shouldn't I?

Joe: Yes, you should.

Isabel: After that, you can conclude with a question on what is considered to be art. Now, that would be really interesting.

Paul: Yes, comparing the traditional views of art with modern views.

Isabel: Exactly.

Paul: I think I'll have a collection of pictures, including famous pieces of art from classic to modern, projected on the wall, like the Mona Lisa and some pop art, and ask people whether they think it's art or not.

Joe: Showing some famous works and asking what art is would certainly lead to discussion in the room. People's appreciation of art is so subjective and it comes down to taste.

Paul: That's what I'm hoping for – some disagreement to liven up the presentation.

Isabel: And you could stick in some really controversial ones like graffiti and modern art installations in between pieces of art that are universally accepted, like the work of the Renaissance painters.

Joe: Sounds good to me. I have to say, I really don't understand some modern art myself. There was one recently that was just a pile of rubbish. It doesn't require much skill to create, does it? And what does it mean? There's no point to it.

Isabel: Actually, Joe, I like some modern art. It makes you look at the world in a different way. Artists now have the freedom to express themselves completely.

Joe: Yes, but there is an idea now that anything can be art.

Paul: I've heard of paintings being sold for large sums of money which have been done by small children and animals.

Joe: Now that's ridiculous!

Isabel: Oh, you could find one of those paintings and put it in your presentation, couldn't you, Paul? That would really be interesting.

Joe: Well, Paul, what do you think?

Paul: I like it. Just thinking. I'll need to do some more research to find pictures for the slide show.

Isabel: Yes, we can help you, can't we, Joe?

Joe: Of, course. If you go to the fine art section of the library, I'm sure you'll find everything you need. Just ask the staff and they'll give you access to a slide bank of hundreds of famous works of art. And if you still can't find what you're looking for, use the library computers to go online. There are lots of images on the internet. Of course, you'll need to use a search engine like Google, but it's dead easy.

Paul: Thanks, guys. I'm feeling much clearer about the project. Your ideas have been really useful. I think I should end with a

quote of some kind by a famous artist, what do you think?

Joe: That's a good idea. Now let's go to the library and see what they have.

SECTION 4 Questions 31–40 TEST 5_04

Female lecturer: Good afternoon, everybody. Today, in the first lecture on anthropology, we're going to look at languages and how they are disappearing fast and what effect that's having. We hear so much in the news about the possible extinction of animal and plant species in the world, and it's clearly a sad thing that one day certain animals will cease to exist. But how many of you are aware that the world's languages are facing a similar threat? The Ethnologue, the leading authority on the world's languages, has put together a list of every living language known to man. There are over 6,500, of which 6,000 have available population figures. Now, 109 million people speak just ten of these languages and they are the major languages of the world. At the opposite end of the scale, there are minority languages, which are only spoken by a few people, and that's what this chart is illustrating. The number of languages is represented on the vertical axis, and the total number of languages that make up this group is an astounding 1,619. For each of these smaller language groups, the population range of speakers goes from 1 to 999. Even more incredible is the fact that out of these small languages, over 200 of them have a speaker population ranging from just 1 to 9. Imagine only 9 people speaking your language in the whole world, or even only one or two people.

Out of the more than 6,000 languages spoken in the world today, experts believe that, by the end of this century, perhaps as many as half may have disappeared. Approximately one language dies every two weeks. This is an unprecedented situation. Never before in history has there been this rate of rapid decline.

It's very informative to think geographically and consider the question of where in the world this is happening. In total there are 516 languages that are nearly extinct, where only a few members of the older generation survive. When they die, the language will die with them, lost forever. The majority of nearly extinct languages come from the Pacific and the Americas, which together make up 74% of the total. They are followed by Asia at 15% of languages under threat. Around 9% of these languages are spoken in Africa, while Europe has the smallest percentage of languages that are nearly extinct – just 2%.

Entire languages which have survived for centuries are disappearing as we speak, but why is this happening now? There are several reasons for the situation. Globalisation has made the world smaller and technology has made it easier for people separated by vast distances to communicate in a common language. Minority languages have given way to the main languages of global communication like English. On a social level, speakers may feel the minority language to be old-fashioned and behind the times. They may even be slightly embarrassed to speak

the language of their forefathers, preferring to identify themselves with an international language that represents improved economic status.

Now, some do argue that a reduction in the number of world languages is inevitable, and anything to ease communication between nations is a good thing and, granted, there is a point to be made there, but what are the long-term implications of this? Consider this. Language, in both spoken and written form, is passed down through generations. It is the vehicle for all kinds of knowledge about the environment, local wildlife, plants, animals and ecosystems. These oral traditions die along with the language.

We can't stop the changes that are happening in the world but we can try to keep languages alive through language maintenance programmes and by documenting languages before they disappear, so they can be studied and maybe even resurrected in the future. It's also important to remember that many people who speak threatened languages can neither read nor write. Helping them become literate goes a long way towards protecting the language. Preserving a language is not easy but there have been exceptional cases where languages have been brought back to life. In Ireland, Irish Gaelic, once a dying language, is now spoken by 13% of the country's population. We'll go into what happened there in more detail in my second lecture.

TEST 6

SECTION 1 Questions 1–10 TEST 6_01

Sarah: Good morning. Burnham Coaches, Sarah speaking. How can I help you?

Paul: Ah, yes. Good morning. I'm a teacher at the Down Language School. We have a bit of a problem and I was wondering if you could help us out.

Sarah: What is the problem exactly?

Paul: Well, we normally take our students on an excursion at the end of their course, but unfortunately the coach firm we normally use has let us down. It seems they've gone out of business.

Sarah: I'm sorry to hear that. I suppose you are looking for a replacement?

Paul: Well, yes. We won't need a very large coach, actually. There will be 30 students and four teachers.

Sarah: So that's 34 in all. And what dates did you have in mind?

Paul: The last Saturday and Sunday of this month. That's the 28th and 29th.

Sarah: The 28th and 29th. Does that mean you are planning to stay somewhere overnight?

Paul: That's right. Actually, we want to do the same excursion that we do every year. We usually visit Stonehenge, Salisbury and stay overnight in Bath. It's a historical tour, really.

Sarah: It sounds interesting! Let me just see what we have available. Oh dear, I'm afraid all our coaches are booked out for the 28th. It's the busiest time of the year for us, actually.

Paul: I was afraid that would be a problem. But do you have a coach available for the 29th?

Sarah: Yes, we do. And it's available for the 30th as well, if that's any help to you.

Paul: I'm afraid not. Sunday is the last day. The students go home on Monday. I think we'll just have to change our plans a bit and leave out Salisbury. It's a shame, but I don't think we can fit in all three places in one day.

Sarah: So you would like to book the coach for the 29th, visiting Stonehenge and Bath. Is that right?

Paul: Yes, I think so.

Sarah: Right. I just need a few details, sir.

Paul: Okay. My name is Paul Scott.

Sarah: S-C-O-T?

Paul: It's double T, actually.

Sarah: I'm sorry. And it's the Down Language School. Could you give me the address for that, Mr. Scott?

Paul: Yes, it's Down House, Hill Street, Brighton. Do you need the postcode?

Sarah: No, that's not necessary, but I do need a contact number.

Paul: Of course. The number for the school secretary is 01273 512 634. You can contact her if you need to speak to anyone.

Sarah: Right. And what time would you like the coach to pick you up?

Paul: Well, I think we'll have to make an early start. Would 7.30 be all right?

Sarah: Yes, no problem at all. What time do you want to be back?

Paul: Oh, any time between ten and eleven will be all right. Not later than eleven, though.

Sarah: Right, I'll make a note of that. 11 pm latest. There's just one more thing I need to know. Presumably you'll be visiting Stonehenge first. How long do you want to stay there?

Paul: Well, we normally stay about an hour. The main objective of the excursion is for the students to see the Georgian architecture in Bath, really.

Sarah: Yes, Bath is lovely, isn't it? I was there myself a couple of years ago. I thought the Royal Crescent was absolutely stunning. I hadn't realised how large it is. Well, I think that's all I need to know, Mr Scott. Thank you for booking with us.

Paul: Just a minute, there's one thing you seem to have forgotten. How much will this cost?

Sarah: Oh! I'm terribly sorry. I was thinking about Bath. Just bear with me a moment ... Yes, it's a round trip of 300 miles and a total time of 16 hours for the driver. For a 45-seater coach, that will be a total of £500 pounds, including tax and insurance.

Paul: Do we have to have such a large coach? There are only 34 of us.

Sarah: We don't have any smaller coaches, I'm afraid.

Paul: Oh, well. At least we won't be cramped for space. When do we have to pay?

Sarah: We require a 20% deposit to confirm the booking. I suggest that you do that as soon as possible – today, if you can.

The balance you can give to the driver, if you're paying by cheque. Have the cheque made out to Burnham Coaches.

Paul: I think that'll be all right. I will have to check this with the school accountant, but if all is well I'll arrange for someone to bring you the deposit within the next two hours.

Sarah: That'll be fine, Mr Scott.

Paul: Well, thank you very much indeed. Goodbye.

Sarah: Goodbye.

SECTION 2 Questions 11–20 TEST 6_02

Woman: Good morning everybody, and welcome to Upton University! I hope you are settling in and beginning to find your way around. I know how confusing it can be when you start life at university, and that's why we have Freshers' Week to help you find your feet.

Before I go any further, I should perhaps introduce myself. My name is Sally Jackson and I am the secretary of the Students' Union, which has organised this week of events for you. You will usually find me in the office on the first floor of this building when I'm not attending lectures! Anyway, down to business.

Of course, there are a few things that you are obliged to get done during your first week here, but once you've opened a bank account (if you haven't got one already), seen your Director of Studies to discuss which courses you are going to take and signed up with a doctor, there will be plenty of time left to enjoy the events we have arranged for the week.

And have we got a lot lined up for you! Throughout the week from Monday to Friday, every morning starting at 10 am, there will be orientation and welfare events. These will include tours of the campus which, as you have probably noticed, is the size of a small town with 9,000 residential students, as well as sessions on developing study skills. We also have tours of Upton itself arranged for you, with a bus leaving from outside this building every afternoon at 5 o'clock. There are a number of interesting things to do and see in and around Upton, so you can expect visits to the castle and museum as well as the popular ghost walk. You'll need to sign up for this one, as numbers are limited. Just put your name on the list on the notice board in the entrance lobby.

An important event is scheduled for Monday, that's the day after tomorrow, when we will be holding the Academic Fair. This is an opportunity for you to speak to students and academic staff about the courses that are on offer. The academic fair starts at one o'clock, by the way.

There are a couple of other fairs that I think will interest you. First of all, we have the Societies Fair on Tuesday the 16th, which I think is an absolute must. You might not believe it, but the university has over 150 societies and sports clubs you can sign up for, so you are sure to find something of interest to you. That also starts at one o'clock, and it will be here in the Union building.

Also in this building is the Trade Fair on Wednesday, from two until five in the afternoon. This one might sound a bit strange because you will find a load of banks and other businesses here trying to get your custom. You will find plenty of bargains and, best of all, a lot of the businesses give away stuff for free!

We've also got a great entertainment programme lined up for you, starting tonight with our welcoming party. We have a top band lined up for your entertainment, but I'm not allowed to say who they are. All I can say is that I am sure you will not be disappointed. So come along to Blackmoor Hall at nine o'clock this evening to get your university experience off to a flying start! Just one point – I'm afraid this event is limited to freshers only. Because of space restrictions you can't bring a friend tonight. Sorry about that!

There's more fun and games on Monday in the Cotswold Theatre here on campus. We have booked two of the cleverest comedians in the country, Paul Frasier and Jenny Brown, for a three-hour show. Paul has assured us that he and Jenny have packed the show with new material and as they always get rave reviews for their shows, I think we can look forward to an evening of great entertainment. That's in the Cotswold Theatre on Monday evening at 7:30.

Moving along a bit, on Thursday there is an important date for your diaries. This is the official freshers' opening ceremony, when the Dean welcomes you to Upton University. So remember, Thursday the 18th from 2.30 to 3.30 in Blackmoor Hall. You certainly should go to this one and by the way, light refreshments will be available.

At the end of the week, on Saturday, you have the chance to dress up in your smartest evening wear for the official freshers' ball. Actually, although it's called a ball, it is quite a relaxed affair so we are more than happy if you turn up wearing jeans and a T-shirt. The important thing is to relax and enjoy yourselves. Time and place are the same as for this evening's party – Blackmoor Hall from nine in the evening to three o'clock in the morning.

Right, I think I've covered the most important and exciting events we have lined up for you, but there will be plenty of other things going on throughout the week, so remember to check the notice board in the entrance lobby regularly. Enjoy the rest of the day, and I look forward to meeting as many of you as possible this evening at the welcoming party.

SECTION 3 Questions 21–30 TEST 6_03

Tutor: Good afternoon, I hope everything is going well? Right, we've been looking at problems some people have with eating and today I'd like to focus on one you've probably come across in your reading. It is sometimes called binge eating disorder, or BED. As you know, I am not a particular fan of these acronyms, so I will refer to it by the alternative name, compulsive eating disorder. Has anybody heard of it?

Mary: Yes, I have. In fact, I read a case study of a first-year university student who was diagnosed with it.

Tutor: Do you remember what the symptoms are?

Mary: Well, of course, one symptom is that the person eats too much, although that's true for other eating disorders as well. They also put on weight.

Tutor: That's right, whereas in some other conditions, such as bulimia, they don't, and can actually lose weight. One thing that compulsive eating disorder and bulimia have in common, though, is that the person with the condition often becomes clinically depressed.

Peter: Are you saying that everybody who is overweight is suffering from the disorder?

Tutor: Not at all. What makes the compulsive eater different is the pattern of the disorder. Initially, as we've said, the compulsive eater starts eating too much. This seems to be because the sufferer finds comfort in food and eating is seen as a way of coping with problems. They don't eat because they feel hungry. Mary, in the case study you read, was there any reference to what triggered the problem?

Mary: I seem to recall that the student was suffering from stress because she was revising for exams, and she started eating snacks, junk food, while she was studying. Soon, she was eating snacks all the time and it just got worse from there.

Tutor: Yes, that sounds plausible, although compulsive eating often starts a lot earlier than the case you describe. Anyway, once the condition has been triggered, often by constant snacking as you mentioned, it becomes progressively worse. Over a period of time, the sufferer loses control of their food intake, they become preoccupied with food, and the binge eating increases. Overeating blocks out negative emotions such as loneliness, worries about work, depression and so on, but it is only a temporary effect. Apart from the physical discomfort that overeating often causes, the sufferer begins to feel embarrassed by their behaviour. They then take drastic action to try to compensate. In an attempt to lose weight, compulsive eaters will try extreme diets, skipping meals or going without any food at all for a day or more.

Peter: Not a healthy way to try to lose weight, obviously.

Tutor: Absolutely. And, of course, the person has to start eating again at some point.

Mary: In other words, it becomes a vicious circle?

Tutor: That's right. Binge eating, extreme dieting or attempts to lose weight by other means, and then binge eating again.

Peter: What are the long term effects of compulsive eating?

Tutor: As you might expect, these are similar to those for people suffering from obesity. Diabetes is frequently reported.

Mary: What about treatment?

Tutor: The disorder can be treated, certainly, but there's always the possibility that the patient will suffer a relapse and start bingeing again.

Mary: What does treatment involve? Medication?

Tutor: No. It normally involves sessions with a therapist

experienced in treating eating disorders. A nutritionist will often be involved as well.

Peter: Are there any self-help organisations? I mean, organisations like Alcoholics Anonymous?

Tutor: Yes, there are, and you might want to follow this one up for your research. One organisation is called Overeaters Anonymous, and they have what they describe as a twelve-step programme to help people overcome the disorder. You can find out more from the organisation's website. Right, I think that'll have given you plenty to follow up, so I'll see you at the same time next week.

SECTION 4 Questions 31–40 TEST 6_04

Male lecturer: I'd like to start by thanking so many of you for attending this, my first public lecture at this magnificent university.

I'm going to be talking to you today about nuclear fusion. Before I proceed further, I would like to apologise on behalf of some of our newspapers for the sensationalist and hopelessly inaccurate articles that have been published on the subject over the years. I must confess that my own interest in the subject was actually stimulated by an article published more than 50 years ago in a popular Sunday tabloid with the impressive title: 'Power from the Sea'. Today, most people would probably interpret such a title as an introduction to a discussion on the latest developments in renewable energy sources such as wave technology or generating electricity from tidal flows, but back then little, if any, progress had been made in these fields since the invention of the water wheel.

As I recall, following coverage of the opening of the world's first commercial nuclear power station, more than 50 years ago now, at Calder Hall in 1956, the article promised that we would have limitless, almost free, electricity within ten years. It claimed that we could do this using an isotope of water, deuterium, from the sea. This would be used in reactors to combine simple molecules of hydrogen to form helium, releasing energy in the process. Of course, this is different from the process of nuclear fission, which today's nuclear reactors use.

I wouldn't like to say that the article I read as a boy was totally inaccurate. It's true that the concept of producing energy from nuclear fusion, essentially reproducing the reactions by which our sun and other stars produce energy, depends on fusing atoms of hydrogen, but the time-scale suggested was hopelessly wrong. To this day, despite some very embarrassing false claims from scientists who should have known better, we have not been able to produce energy from nuclear fusion in a controllable way. Let me make clear what I mean by this statement, before some journalist in the audience gets hold of the wrong end of the stick! Yes, we have been able to fuse hydrogen atoms to produce helium and a release of energy, but the balance account has always been negative – we've always had to put more energy into the reaction than we've ever succeeded in getting out. We know the theory

works, but we still do not know if we can get fusion to work for us and solve the problem of our energy needs.

Here, I will briefly explain these problems before going on to give you a summary of the innovative ways being tested to overcome them. First of all, we have to try to understand the incredible physical conditions that exist inside a natural nuclear fusion reactor such as the sun. To start with, we have to create temperatures never experienced on our planet. Indeed, if we had experienced the temperatures required, then our planet would never have formed. We have to generate temperatures of at least 100 million degrees Celsius in a carefully-controlled environment before we can even hope to produce a fusion reaction. The problems are immense, but it can be done. Many of you will know that you can put your hand into a very hot oven and not get burnt, provided you do not touch any of the surfaces. I won't go into the reasons for this phenomenon here, but we are applying roughly the same principles in designs for fusion reactors. I think I can promise you that the heat will be confined to a very small area!

The other major problem we have to find a solution to is pressure. The pressures in a massive body like the sun are vast, and this is what brings the hydrogen atoms into such close proximity to one another that they fuse into helium. We may not have to achieve the same pressures in a fusion reactor, but even so it is a huge technological problem.

What, then, makes me hopeful about the future of energy from nuclear fusion? Perhaps surprisingly, it is developments in laser technology. We can now use lasers to control the nuclear fuel pellets so that they remain suspended inside the reactor, without touching the sides. Remember that these pellets are quite small, and because they contain atoms of deuterium and tritium, the two isotopic forms of hydrogen that can be used in these reactions, they are quite light. The lasers will also compress the fuel pellet to raise the pressure to that required to initiate the fusion reaction.

Another, far more powerful, laser will be used to heat the fuel pellet to the temperature required. This laser, if you like, will act as the trigger to start the reaction. Once started, it is hoped that the reaction will produce enough energy to maintain itself and also that it will produce a surplus in the form of heat that can be used to produce the steam needed to drive turbines in order to generate the electricity the world needs. To give you some idea of how much energy we can produce, it has been calculated that just one kilogram of fusion fuel is capable of producing the same amount of energy as 10,000 tonnes of fossil fuel. I think you would agree that such an objective is worth working towards. I believe, and I am not alone in this, that nuclear fusion could supply the world's energy needs for centuries to come.

Answer Key

TEST 1

LISTENING

SECTION 1 Questions 1–10 TEST 1_01

- 1 A because Jamie says: 'I've been thinking about next month's camping trip.'
- 2 A because Jamie says: 'I wasn't completely happy with the camp we used last year. It was rather small.'
- 3 C because Jamie says: 'No, actually it's just outside Carlisle. It's a huge site and it's on a lovely lake, Lake Brant I believe it's called.'
- 4 B because Jamie says: 'For kids that rarely get to see anything more than concrete, it's ideal.'
- 5 A because Jamie says: 'at this campsite it's only £4 per night and they told me that if we had over 50 children, which we do, they could give us a further 10% off.'
- 6 barbecue
- 7 7/seven
- 8 discuss their day
- 9 (some)/(the) caves
- 10 buses

SECTION 2 Questions 11–20 TEST 1_02

- 11 director/Director
- 12 reception staff
- 13 35/thirty-five
- 14 10 and 3/ten and three
- 15 get involved
- 16 emotional or physical
- 17 homesickness
- 18 daily
- 19 (about) 45 minutes/forty-five minutes
- 20 (the) Counselling Service

SECTION 3 Questions 21–30 TEST 1_03

- 21 B because Simon says: 'It seems that everyone else is working on the same things at the same time and every time I look the books are checked out from the library.'
- 22 C because Simon says: 'Bradman was simple and straightforward and I felt as if I got a lot out of that.'
- 23 diagnosis
- 24 pure rational thought
- 25 (the) 11th century
- 26 problem
- 27 analyse
- 28 unreliable/unusual/surprising
- 29 modify
- 30 communicate

SECTION 4 Questions 31–40 TEST 1_04

- 31 (the) South Bank
- 32 (a) power station

- 33 contemporary artists
- 34 (a) gasworks
- 35 (a) 3/three-storey building
- 36 modern British artists
- 37 1897
- 38 historic
- 39 temporary exhibitions
- 40 (a) warehouse

READING

READING PASSAGE 1

- 1 a hundred years/100 years
- 2 mentally confused/behind monolingual children
- 3 (well-developed) language
- 4 ii
- 5 vi
- 6 iv
- 7 i
- 8 ix
- 9 v
- 10 FALSE because it says in the last paragraph: "balanced" bilinguals may have temporary and occasionally permanent advantages over monolinguals.
- 11 FALSE because it says in the last paragraph: 'being less fixed on the sounds of words and more centred on the meaning of words.'
- 12 NOT GIVEN
- 13 TRUE because it says in the last paragraph: 'This advantage may mean an initial head start in learning to read and learning to think about language.'

READING PASSAGE 2

- 14–16 (in any order)
- B because it says in paragraph 1: 'which advises on the clinical and cost effectiveness of treatments for the National Health Service (NHS) in the UK.'
- D because it says in paragraph 2: 'Its ruling should apply only if the treatment was likely to be less effective, or not work because of an unhealthy habit.'
- G because it says in paragraph 3: 'Across the UK, primary care trusts (PCTs) regularly wait for many months for a NICE decision before agreeing to fund a new treatment.'
- 17 A because it says in paragraph 4: 'no priority should be given to patients based on income.'
- 18 D because it says in paragraph 4: 'NICE has already ruled that IVF should be available on the NHS to women aged 23 to 39.'
- 19 C because it says in paragraph 5: 'They acknowledge that it can be difficult to decide whether an illness such as a heart attack was self-inflicted in a smoker.'
- 20 C because it says in the last paragraph: 'Jonathan Ellis, the policy manager at Help the Aged, said it was pleased NICE had finally shown an understanding of the importance of tackling age discrimination.'

21 A because it says in paragraph 6: 'Prof Sir Michael Rawlins, the chairman of NICE'.

22 B because it says in paragraph 7: 'Steve Webb, the Liberal Democrat health spokesman'. The Liberal Democrats are a political party in the UK.

23 A because it says in paragraph 6: 'On age we are very clear'.

24 B because it says in paragraph 7: 'There is no excuse for cash-strapped hospitals denying treatment to people whose lifestyle they disapprove of'.

25 C because it says in the last paragraph: 'The NHS now has much to learn. It will ensure a fairer deal all round for older people using the NHS.'

26 A because it says in paragraph 6: 'NICE values people, equally, at all ages.'

READING PASSAGE 3

27 FALSE because it says in paragraph 1: 'During the late eighteenth and early nineteenth centuries'.

28 TRUE because it says in paragraph 1: 'casting off their predecessors' styles in favour of a gripping and forceful art'.

29 FALSE because it says in paragraph 1: 'a gripping and forceful art which endures with us to this day'.

30 NOT GIVEN

31 TRUE because it says in paragraph 2, 'Indeed, imagination was the most critical attribute of the Romantic poets.'

32 TRUE because it says in paragraph 2: 'Nature, mythology and emotion were of great importance'.

33 (the) Mediterranean

34 Greece

35 his (colourful) lifestyle

36 political views

37 output

38 failing health

39 climate

40 individualism and imagination, because it says in the last paragraph: 'They introduced the concept of individualism and imagination'.

TEST 2

LISTENING

SECTION 1 Questions 1–10 • TEST 2_01

1 (the) local clinic

2 a charity event

3 hold a protest

4 B because Peter says: 'we might need a caterer to provide refreshments'.

5 C because Peter says: 'the village hall is a good idea. It's more official than having it in someone's living room'.

6 A because Peter says: 'we'll give them an alternative. Say, one evening in the week after everybody's finished work. We'll see

which is the most acceptable to them, then book the hall'.

7 financial situation

8 socially

9 for free

10 Volunteers

SECTION 2 Questions 11–20 • TEST 2_02

11 B because she says: 'we have child carriers, free of charge' and 'It might make things a bit easier for you than using a pushchair'.

12 C because she says: 'Posters, postcards, replicas'.

13 B because she says: 'they were sculpted in 1894 for the grand opening in 1897'.

14 A because she says: 'the first people to build here were the Celts' and 'When the Romans came, they too built a temple here'.

15 1.6 m/metres

16 benches

17 46° C/forty-six degrees centigrade

18 minerals

19 healing powers

20 60/sixty and 70/seventy

SECTION 3 Questions 21–30 • TEST 2_03

21 (urban) transport systems

22 (traffic) congestion

23 (a) status symbol

24 £5/five pounds

25 (a) credit card

26 alternate days

27 rapid transit

28 17%/seventeen per cent

29 (special) parking facilities/areas

30 arrests

SECTION 4 Questions 31–40 • TEST 2_04

31 medical profession

32 narrow

33 physicians

34 human dimension/mind

35 E because she says: 'just because it's now officially a school book'.

36 A because she says it: 'shows how much imagination and excitement there is in scientific discovery'.

37 G because she says it: 'forces us to look at some of the darker aspects of human nature'.

38 H because she says: 'it is the first fictional response to Charles Darwin's *On The Origin of Species*'.

39 D because she says it: 'is a biography' and it 'is about Luca Turin, a biophysicist'.

40 C because she says: 'that classic of the genre, Charles Darwin's *On The Origin of Species*'.

READING

READING PASSAGE 1

- 1 local consumption
- 2 competition
- 3 banned
- 4 meet (the) demand
- 5 efficient
- 6 steam (engines)
- 7 C because it says in paragraph 4: 'the spinning jenny, which among other things had the effect of raising productivity eightfold'.
- 8 D because it says in paragraph 5: 'By the end of the 19th century the figure had soared to close on £50 million.'
- 9 A because it says in paragraph 6: 'it was competition from abroad'.
- 10 FALSE because in paragraph 3 it describes the foreign fabrics as 'high quality'.
- 11 NOT GIVEN
- 12 TRUE because it says in paragraph 6: 'Economically less developed countries, on the other hand, had the advantage of being able to provide low wage competition.'
- 13 TRUE because it says in paragraph 8: 'out-sourcing was a rational response to the growing competition from overseas'.

READING PASSAGE 2

14–15–16 (in any order)

- C because it says in paragraph 2: 'foul and abusive language'.
E because it says in paragraph 5: 'young people merely hanging out in public places, however boisterous their behaviour might seem to be to some people, are not considered to be indulging in anti-social behaviour'.
F because it says in paragraph 6: 'ASBOs are made on an individual basis even if that person is part of a group'.
17 C because it says in paragraph 1: 'you are getting into an area where there is going to be considerable disagreement'.
18 C because it says in paragraph 7: 'It is a striking fact that the majority of ASBOs imposed since the law was enacted have been handed to young people and children'.
19 A because it says in paragraph 8: 'What all this means is that ASBOs are being used very rarely in many parts of the country. So the jury is still out as to how effective they really are.'
20 definition
21 excessive
22 civil
23 make a complaint
24 witnesses/neighbours/acquaintances
25 magistrates' court
26 Physical violence

READING PASSAGE 3

- 27 B because it says in paragraph 2: 'humans have been causing global warming ever since our ancestors started burning and cutting forests to make way for fields at least 7,000 years ago' and in paragraph 3: 'that's the view of retired climate scientist William Ruddiman'.
28 C because it says in paragraph 8: 'the atmospheric methane began to climb again 5,000 years ago'.
29 C because Ruddiman's view is that 'a few primitive farmers' (paragraph 4) caused global warming when they 'started burning and cutting forests to make way for fields at least 7,000 years ago' (paragraph 1).
30 ancestors
31 far-fetched
32 climate-warming
33 recorded history
34 ice age
35 FALSE because it says in paragraph 1: 'our ancestors stand accused of wiping out mega fauna'.
36 NOT GIVEN
37 TRUE because it says in paragraph 4: 'Ruddiman's idea has been hugely controversial'.
38 FALSE because it says in paragraph 4: 'the latest evidence strengthens his case' not proves it correct.
39 NOT GIVEN
40 TRUE because it says in paragraph 6: 'periodic changes in the planet's orbit and axis of rotation alter the amount of sunlight reaching the Earth'.

TEST 3

LISTENING

SECTION 1 Questions 1–10 TEST 3_01

- 1 Sanders
- 2 4456786
- 3 leave (a) message
- 4 50/fifty
- 5 25th (of) June
- 6 round
- 7 large
- 8 5/five
- 9 B because the man says: 'The buffet is fine.'
- 10 A because the woman says: 'it's £30 a head ... times 50 ... so that's £1,500. Fifty per cent of that would be £700 now, with the balance due – another £750 – on the day,' and the man replies, 'Great. I'll call in tomorrow if that's okay. I can pay you the deposit then.'

SECTION 2 Questions 11–20 TEST 3_02

11 B because she says: 'The East Front, which is the part we see from the road, was added as part of the work done by Queen Victoria and was completed in 1850.'

12 C because she says: 'The last major changes to the structure were made by King George the Fifth who, in 1913, had the East Front redesigned.'

13 C because she says: 'the palace was bombed seven times during the Second World War, most seriously in 1940.'

14 A because she says: 'It was George the Fourth who turned it into a palace, doubling its size, when he became king in 1820.'

15 A because she says: 'King George the Third who, in 1761, had become the first royal owner of the building, though it was still not used as the home of the royal family – just as a private home for Queen Charlotte. It was known as The Queen's House at that time.'

16 A because she says: 'in 1834, he offered it as a new home for Parliament after the Houses of Parliament were destroyed by fire.'

17 B because she says: 'in 1837, when Victoria became Queen, Victoria was also responsible for moving the Marble Arch' and 'Victoria died in 1901'.

18 8,000/8000/eight thousand

19 350

20 state rooms

SECTION 3 Questions 21–30 TEST 3_03

21 (our) past mistakes

22 what they thought

23 in a job

24 flexible and adaptable

25 F because she says: 'The first one was anthropology, which he said would cover pre-history and archaeology as well.'

26 C because she says: 'this was not meant to mean that we will spend all our time looking at economic theory, but more that we need to see how humans behave'.

27 A because she says: 'we'll be looking at how cultural information is handed down from one generation to the next through teaching children'.

28 H because she says: 'in relation to urban planning'.

29 E because he says: 'laws affect the way wealth is distributed'.

30 G because he says: 'In sociology and social work, and in social science generally, they can only study patterns of behaviour and observe. If you compare that to the way scientists work in physics or chemistry, it's very different because they use specific experiments that can be tested and which give concrete answers. Social studies is often accused of being unscientific.'

SECTION 4 Questions 31–40 TEST 3_04

31 B because he says: 'if for no other reason than it will help make sense of the next series of lectures'.

32 C because he says: 'the post-war baby boom. With the end of

the Second World War in 1945, there began in the USA an era of perceived prosperity and security. In short, people started to feel that the world was a much better and safer place to bring up children'.

33 A because he says: 'seventy million in the USA alone – were teenagers'.

34 A because he says: 'the more conservative atmosphere of the preceding decade'.

35 C because he says: 'The role of women changed and, uh, equality for women...well, let's just say that once certain books were published, women were no longer going to be satisfied with their roles as devoted wives and mothers'.

36 B because he says: 'The crime rate rose to nine times what it was in the fifties'.

37 C because he says: 'lasers being invented at the start of the decade'.

38 (photographic) evidence

39 the second/2nd

40 (nuclear) war

READING

READING PASSAGE 1

1 (existing) phone networks

2 press a button

3 (in) cars

4 2G / the second generation

5 battery design

6 machine-generated

7 wirelessly

8 paired spectrum

9 uplink

10 downlink

11 B because it says in paragraph 5: '3G technology uses a higher frequency to carry the signals, allowing masts to emit more radiation. This problem is intensified by the need to have masts in closer proximity to each other.'

12 D because it says in paragraph 7: 'Tests carried out on animals living close to this form of radiation are particularly useful because scientists can rule out the psychological effect that humans might be exhibiting due to their fear of possible contamination.'

13 A because it says in paragraph 8: 'the danger of exposure exists when using a mobile phone but since we do this for limited periods, between which it is believed our bodies can recover, it is not considered as serious as the effect of living or working near a mast.'

READING PASSAGE 2

14 FALSE because it says in paragraph 1: 'Usually, contamination occurs through direct contact with secretions from an infected person. Its spread is also possible from ... coughs or sneezes.'

15 NOT GIVEN because the final sentence of paragraph 1 describes the effect on the cells of the body, not what the infected person is aware of.

16 TRUE because it says in paragraph 2: 'The spread continues for up to 72 hours, the exact length of time depending on the body's immune system response and the strength of the particular strain of flu.'

17 TRUE because it says in paragraph 2: 'people with compromised immune systems (typical in the young, where it is not fully developed, or in the old and the sick, where it is not working efficiently), often suffer the worst effects.'

18 NOT GIVEN because it says in paragraph 4 that some survivors from 1918 still had antibodies and some were still producing them, but no information is given about whether they were weaker.

19 FALSE because it says in paragraph 5: 'the vaccine protects us from the variations of flu that doctors expect that year.'

20 TRUE because it says in the final paragraph: 'scientists and doctors can reasonably expect a death rate comparable to that which occurred in 1918 and ... it could be several times worse.'

21 C because in paragraph 1 it says: 'it should be made clear that the risk is not great from simply being in the same room as an infected person.'

22 B because in paragraph 3 it says: 'It is also estimated that one fifth of the population of the world may have been infected.'

23 C because in paragraph 5 it says: 'Although these genetic changes are rare.'

24 A because in paragraph 6 it says: 'In 2005, another genetic shift in an influenza A virus was recorded, giving rise to the H5N1 strain.'

25 (the) respiratory tract

26 human to human

READING PASSAGE 3

27 C because in paragraph 2 it says: 'people in poor countries simply cannot afford to pay the same amount of money as those in rich countries'.

28 B because it says in paragraph 4: 'Ethical trade began as an attempt to cause as little damage as possible to the producers of raw materials and manufactured goods in poor countries.'

29 B because it says in paragraph 4: 'This movement put pressure on the industry to see to it that working conditions and human rights were not damaged by the need for poorer people to produce goods.'

30 C because it says in paragraph 5: 'Worse still, while the agricultural land is given over to cash crops, it robs the local people of the ability to grow their own food.'

31 A because it says in paragraph 6: 'Fair trade organisations view sustainability as a key aim. This involves implementing policies where producers are given a fair price for the goods they sell, so that they and their communities can continue to operate.'

32 (market) research

33 (local) government controls

34 price list

35 maximum number

36 limited market

37 A because it says in paragraph 1: 'All that needed to be negotiated was a fair 'price' for the items. (How many axes is a barrel of oil worth, for example?)'

38 B because it says in paragraph 3: 'nearly everyone wants to own a television or a mobile phone, and there is a lot of competition in the area of production, forcing the prices to be competitive too. The producers have to sell a large number of items to make a profit because their profit margin is small.'

39 C because it says in paragraph 5: 'while the agricultural land is given over to cash crops, it robs the local people of the ability to grow their own food. In time, through over-production, the land becomes spent and infertile, leading to ... the destruction of the whole community.'

40 D because it says in paragraph 7 that big businesses 'are cynical' but that 'it will help them too.'

TEST 4

LISTENING

SECTION 1 Questions 1–10 • TEST 4_01

1 12/twelve

2 3/three because she says 'I'm staying with two other students and the lady who rents the house to us.'

3 abroad

4 50/fifty minutes

5/6 A, D (in either order) **A:** because she says 'It's just so far away'; **D:** because she says 'there's nothing to do there'.

7 (the) (student) noticeboard(s)/notice board(s)/notice-board(s)

8 Hillside (College)

9 literature/Literature

10 (on) Monday

SECTION 2 Questions 11–20 • TEST 4_02

11 C because he says 'after finishing my degree'.

12 A because he says 'I had to find the money for the flight'.

13 B because he says 'originally I was going to be sent to a village in India'.

14 C because he says 'mostly a mixture of descendants from Africa and India'... 'There are also some Trinidadians of Chinese and British origin'.

15 B because he says 'some concepts don't quite translate. They're pure Trinidadian.' It's not A because the terms (e.g. 'playing mass') are connected to the English language.

16 a million dollars/\$1000000/\$1,000,000/1,000,000/1000000 dollars

17 (in) the jungle

18 D because he says 'the kids'... 'were so respectful'.

19 F because he says 'a Samaritan – that's someone who listens and supports people who have problems with their lives'.

20 A because he says 'so many different kinds of festival to see'.

SECTION 3 Questions 21–30 TEST 4_03

21 B because Sonia says 'We're supposed to fill this form in' and the questions are about a course e.g. question 1: 'Was the course well organised?'

22 A because 'Mattheus' says 'Fair enough' after Sonia says the teacher was flexible.

23 C because Sonia says 'I know it was a bit early, with classes starting at 8.30, but you choose if you want to sign up to them or not, so that's no excuse really.' And then Mattheus says 'Yeah, they could have taken the evening classes if they didn't want to wake up early in the morning.'

24 B because Sonia says: 'Look, the business studies book was interesting, but I thought the human behaviour one was boring.'

25 B because Mattheus says: 'I want to study psychology. You want to become master of the universe, managing a huge multi-national company, don't you?'

26 A because Sonia says: 'most of the books I wanted had already been taken out'.

27 F because Mattheus says: 'as you go in, the librarians' desk is on your right. Directly opposite is the section for new publications – new books the college has acquired.'

28 A because Mattheus says: 'Behind that [the seating and computers section] we've got the periodicals – newspapers and magazines. And that's before the reference section.'

29 D because Mattheus says: 'Management and business studies, along with marketing, are all as you said, at the back, but on the right.'

30 B because Mattheus says: 'It's between the multimedia room and the seminar room. They're all behind the librarians' desk.'

SECTION 4 Questions 31–40 TEST 4_04

31 C because he says: 'perhaps over 3,000 years old, arriving in Ireland with the Celts, some claim'.

32 A because he says: 'Each one has a stick called a hurley. Here you are: I've brought mine along – had it since I was at school'.

33 C because he says: 'you hit it into the net for three points or you can hit it over the net for one point'.

34 C because he says: 'the golden age of the game is considered to be the eighteenth century'.

35 B because he says: 'in 1879'.

36 B because he says: 'closely followed just a few years later'.

37 A because he says: 'with greater organisation last century, the All Ireland Hurling Championship got off to a flying start'.

38 Ireland

39 soccer/football and basketball

40 shorter

READING

READING PASSAGE 1

1 NOT GIVEN

2 FALSE because it says in paragraph 1: 'Rather than being created in one session, as archaeologists previously thought, many of the works discovered across Europe were produced over hundreds of generations, who added to, refreshed and painted over the original pieces of art.'

3 FALSE because it says in paragraph 3: 'If we can date the art then we can relate that to the artefacts we find in the ground'.

4 TRUE because it says in paragraph 5: 'this can be inaccurate'; 'Taking samples for carbon dating also means destroying a bit of these precious paintings because you need to take away a bit of the pigment'; 'For carvings, it is virtually impossible to date as there is no organic pigment containing carbon at all.'

5 NOT GIVEN

6 C because it says in paragraph 6: 'It is probably the case that people did not live in the caves they painted. It seems the caves they lived in were elsewhere and there was something special about the painted caves.'

7 A because it says in paragraph 7: 'uranium series dating, which was originally developed by geologists to date rock formations'.

8 B because it says in paragraph 8: 'this new technique developed by Bristol allows that date to be accurately bracketed'.

9 D because it says in paragraph 5: 'it only gives the date the charcoal was created not when the work was crafted.'

10 A because it says in paragraph 5: 'destroying a bit of these precious paintings because you need to take away a bit of the pigment'.

11 G because it says in paragraph 5: 'For carvings, it is virtually impossible to date them as there is no organic pigment containing carbon at all'.

12 C because it says in paragraph 7: 'uranium slowly decays to become another element known as thorium'.

13 H because it says in paragraph 7: 'small amounts of calcium carbonate are deposited to form a hard layer over the paintings'.

14 E because it says in paragraph 7: 'the uranium slowly decays to become another element known as thorium'.

READING PASSAGE 2

15 pressure

16 high stakes

17 league tables

18 teaching standards

19 more child-friendly

20 FALSE because he says in paragraph 4: 'England is a country where testing is used to police schools and control what is taught' and he says that this is 'devastating', suggesting he thinks there should be less control over what is taught, not more.

21 NOT GIVEN

22 FALSE because in paragraph 6 he opposes early preparation:

'There are schools that start rehearsing for key stage two SATs [Standard Assessment Tests] from the moment the children arrive in September. That's just utterly ridiculous,' he said.

23 TRUE because in paragraph 7 he says: 'many primary schools have become too exam focused'. This is the same point Mick Brookes makes in paragraph 6: 'They should be having the time of their lives at school not just worrying about tests.'

24 C because in paragraph 7 it says: 'The idea that children are over-tested is not a view that the government accepts.'

25 C because it says in paragraph 7: 'Seeing that children leave school up to the right standard in the basics is the highest priority of government.'

26 D because it says in paragraph 8: 'a report by Unicef which ranked the UK the worst place to be a child out of 21 rich nations.'

27 B because in paragraph 8 it says: he 'warned that children would not learn to cope with risks if they were never allowed to play outdoors'.

READING PASSAGE 3

28 YES because in paragraph 1 it says: 'So say physicists who believe the same exotic materials ... could also be used to levitate tiny objects.'

29 NO because in paragraph 1 it says: 'the same exotic materials used to make cloaking devices'. It is the materials that are used, rather than the cloaking devices themselves.

30 NO because in paragraph 1 it says: 'two other research groups have come a step closer to cracking the mysteries of levitation', suggesting there is still much to learn.

31 NOT GIVEN The reference to 'empty space' in paragraph 2 is concerned with levitation – raising and keeping an object up – rather than transporting things from place to place.

32 NO because in paragraph 2 it says: 'In contrast' – this is in contrast to 'using powerful magnets'; 'the latest theories exploit the natural amounts of energy produced by the quantum fluctuations of empty space.'

33 B because it says in paragraph 3 that they 'independently proposed' the idea.

34 C because in paragraph 4 it says: 'They can transform space, tricking electromagnetic waves into moving along directions they otherwise wouldn't.'

35 D because it says in paragraph 5: 'this causes a pressure difference on either side of the plates, forcing the plates to stick together, in a phenomenon called the Casimir effect.'

36 A because it says in paragraph 6: 'forcing the upper plate to levitate'.

37 B because it says in paragraph 8: 'Modifying the strength of the Casimir force is the first step towards reversing it.'

38 D because it says in paragraph 7: 'he points out that because metamaterials are difficult to engineer, it's unlikely that they could be used to levitate objects in the near future.'

39 A because it says in paragraph 9: 'when you combine the materials, you should see the gold sphere levitate.'

40 F because it says in paragraph 10: 'It's very early work, and we still need to make certain this is really happening'.

TEST 5

LISTENING

SECTION 1 Questions 1–10 TEST 5_01

1 Alpine Avenue

2 DMX

3 silver

4 Four Star/four star

5 memory card

6 waterproof

7 (big) scratch

8 replacement

9 refund

10 Customer Services/customer services

SECTION 2 Questions 11–20 TEST 5_02

11 F because he says: 'At the moment we are at the entrance, and immediately to our left is the tourist information office.'

12 G because he says: 'And, of course, behind the tourist office is the car park.'

13 D because he says: 'To the right of the deer park is the castle museum.'

14 B because he says: 'Alternatively, you can choose to dine in the picnic area on the other side of the deer park.'

15 H because he says: 'We hope that on your way out, you'll pop into the gift shop by the exit.'

16–18 (in any order)

B because he says: 'There is an admission fee for the castle.'

C because he says: 'Another sight to see is the fantastic firework display on November 5th, and the cost of that includes refreshments.'

E because he says: 'a rock concert, at an admission price of £10 per person'.

19 every year

20 elderly people

SECTION 3 Questions 21–30 TEST 5_03

21 A because Paul says: 'there's so much stuff on the subject that I'm finding it difficult to put it all into one short presentation.'

22 B because Joe says: 'keep it concise', and Isabel says: 'An explanation of the movements and periods in art wouldn't be too long.'

23 B because Paul says: 'It would certainly cut down on time.'

24 B because Paul says: 'I think I'll have a collection of pictures, including famous pieces of art from classic to modern, projected on the wall, like the Mona Lisa and some pop art, and ask people whether they think it's art or not.'

25 C because Paul says: 'That's what I'm hoping for – some disagreement to liven up the presentation.'

26 C because Isabel says: 'Artists now have the freedom to express themselves completely.'

27 (the) library

28 (the) staff

29 (library) computers

30 search engine

SECTION 4 Questions 31–40 • TEST 5_04

31 Minority/minority

32 Number/number

33 Population/population

34 total

35 15%

36 Europe

37 common language

38 (economic) status

39 oral traditions

40 literate

wireless technology are here to stay.'

21 NOT GIVEN

22 YES because in paragraph 6 it says: 'It can be the cause of severe, addictive behaviour.'

23 NO because in paragraph 6 it says: 'The children could not be separated from their phones and showed disturbed behaviour that was making them fail at school.'

24 (a) virtual (world)

25 moral implications

26 linguistic creativity

READING PASSAGE 3

27 v

28 x

29 i

30 iv

31 viii

32 vii

33 (human) characteristics

34 identical twins

35 signature

36 FALSE because in paragraph A it says: 'Fingerprinting offers an accurate and infallible means of personal identification' not the only effective method.

37 TRUE because in paragraph B it says: 'ridged skin develops fully during foetal development, as the skin cells grow in the mother's womb.'

38 NOT GIVEN

39 FALSE because in paragraph E it says: 'The Romans tattooed mercenary soldiers to stop them from becoming deserters.'

40 TRUE because it says in paragraph G: 'From organic compounds left behind on a print, a scientist can tell if the person is a child, an adult, a mature person'.

READING

READING PASSAGE 1

1 role

2 survival

3 the wild

4 protection

5 genes

6 American football

7 passing the ball

8 opinions

9 filmed

10 moved her foot

11 A because in paragraph 1 it says: 'Scientists believe that there is an evolutionary explanation for why we have this need to belong.' It doesn't give 'one expert's view on evolution.'

12 B because in paragraph 3 it says: 'the act of portraying yourself in the best possible light.'

13 C because the text talks about our need to fit in and be part of a group, even if we don't do this consciously.

READING PASSAGE 2

14 headphones

15 digital music

16 the volume

17 120 decibels

18 (decibel) level

19 YES because in paragraph 3 it says: 'The advantages are enormous, bringing ease and convenience to many of our lives.'

20 YES because in paragraph 3 it says: 'It is clear that mobiles and

TEST 6

LISTENING

SECTION 1 Questions 1–10 • TEST 6_01

1 34/thirty-four

2 on Monday

3 Paul Scott

4 Hill Street

5 (the) school secretary

6 7.30/seven thirty

7 11 pm/eleven p.m. latest

8 Bath

9 tax and insurance

10 (the) school accountant

SECTION 2 Questions 11–20 TEST 6_02

11 B because Sally says: 'You will usually find me in the office on the first floor of this building when I'm not attending lectures!'

12 C because Sally says: 'once you've opened a bank account (if you haven't got one already)'.

13 study skills

14 castle and museum

15 academic staff

16 150

17 Trade Fair

18–20 (in any order)

A because Sally says: 'We have a top band lined up for your entertainment, but I'm not allowed to say who they are.'

D because Sally says: 'on Thursday there is an important date for your diaries.'

E because Sally says: 'we are more than happy if you turn up wearing jeans and a T-shirt.'

SECTION 3 Questions 21–30 TEST 6_03

21–23 (in any order)

A because Mary says: 'one symptom is that the person eats too much.'

B because Mary says: 'They also put on weight.'

E because the tutor says: 'the person with the condition often becomes clinically depressed.'

24 eating snacks

25 loses control

26 embarrassed

27 extreme diets

28 eating again

29 diabetes

30 Overeaters Anonymous

SECTION 4 Questions 31–40 TEST 6_04

31 B because he says: 'I must confess that my own interest in the subject was actually stimulated by an article published more than fifty years ago in a popular Sunday tabloid'.

32 B because he says: 'the opening of the world's first commercial nuclear power station, more than fifty years ago now, at Calder Hall in 1956'.

33 C because he says: '... we've always had to put more energy into the reaction than we've ever succeeded in getting out.'

34 100 million/100,000,000

35 fusion reactor

36 lasers

37 reactor

38 (fusion) reaction

39 steam

40 1/one kilogram/kg

READING

READING PASSAGE 1

1–3 (in any order)

A because this refers to the type of immigrant authorities hoped to attract.

E because in paragraph E it says: 'with about 8,000 free settlers arriving in the 1820s.'

G because in paragraph C it says: 'Convicts not involved in public work were assigned to free settlers, providing labour in exchange for food, clothing and shelter.'

4 viii

5 vi

6 v

7 i

8 vii

9 iii

10 American colonies

11 New South Wales

12 prison colony

13 Sydney Cove

READING PASSAGE 2

14 rips

15 pandanus

16 wide

17 tapered

18 A because in paragraph 7 it says: 'the birds learn through example and their tool-making wisdom grows in sophistication down the generations.'

19 C because in paragraph 5 it says: 'the scientists found that the birds rip the leaves of the pandanus tree to fashion three distinct types of tool for grub and insect extraction' and in paragraph 9 it says: 'Betty began making tools after her partner snatched away a hook made for her by the researchers.'

20 B because in paragraph 8 it says: 'a basic understanding of cause and effect' and in paragraph 9 it says: 'without training or prior experience' and in paragraph 7 it says: 'the birds in A 'learn by example'.'

21 C because in paragraph 7 it says: 'Tool manufacture in New Caledonian crows shows striking flexibility and innovation,' and in paragraph 11 it says: 'Prof Kacelnik added that, at least in terms of tool making, the Pacific crows are smarter than their British cousins.'

22 C because in paragraph 7 it says: 'They often strip a twig of leaves and cut it off just below a shortened offshoot to create a hook to get bugs out.' and in paragraph 9 it says: 'She wedged the end of the wire into the base of the food tube and turned her head to form the hook.'

23 animals

24 New Caledonia

25 physical laws

26 chimpanzees/chimps

READING PASSAGE 3

27 D because in paragraph 1 it says that 'few outside the corridors of dwindling British power had heard of' the islands.

28 C because in paragraph 3 it says that they 'relied predominantly on signals to passing fishing boats.'

29 NO because it says in paragraph 3 that the islanders relied on the visit of a ship to supply them.

30 NOT GIVEN The islanders had little resistance to the illnesses they had not been exposed to; this tells us nothing about how often they got ill.

31 YES In paragraph 7 we are told 'the vast majority ... voted to return' which means that some islanders did not vote to return.

32 YES because in paragraph 8 it says: '... a growing demand for the island's stamps amongst dedicated collectors ...'

33 NOT GIVEN In paragraph 8 Michael Parsons describes conditions when he was there. There is no information about present television services.

34 NOT GIVEN There is no information about how reliable communications have been since 2001.

35 volcanic eruption

36 the media

37 England

38 (local) economy

39 island's stamps

40 hurricane

Model Answers

TEST 1

WRITING

WRITING TASK 1 – model composition

The chart compares population shares in various regions of the world with the distribution of wealth in these same regions. It can be seen that population shares in almost all cases do not relate to the distribution of wealth.

Even though North America has only approximately 6% of the world's population, it boasts nearly 34% of global wealth. A similar situation can be seen in Europe, which has 15% of the global population but 30% of global wealth, and the rich (high income) Asia-Pacific countries with 5% of the world's population but 24% of its wealth.

On the other hand, the total wealth of people in China, India, Africa, Latin America and the Caribbean, and the other poor (lower income) countries in Asia-Pacific is far less than their shares of the world population. This is most striking in India, where 16% of the world's population own only 1% of the world's wealth and in China, which has the highest percentage of global population (24%) but only 3% of the world's wealth. (171 words)

WRITING TASK 2 – model composition

In the past, a typical family consisted of a father who went out to work and a mother who stayed at home and looked after the children. Nowadays, it is the norm for both parents to work. This situation can affect children both positively and negatively.

Some people think that the children of working parents are in an advantageous position where their parents are able to afford more luxuries such as new clothes, video games or mobile phones. Proponents of this view argue that children are able to enjoy and experience more from life due to their parents' extra wealth, for example, by going on foreign holidays.

On the other hand, however, there are those who claim that when both parents work, their children do not get enough support and attention; meaning that these children might not do as well at school because there is no one at home to provide support with such things as homework or exam revision. The absence of a parent at home could make it easier for children to get involved in such things as drugs or underage drinking.

When I was growing up, both my parents worked and I was always well provided for. On the other hand, I think that it would sometimes have been better if I could have seen more of my parents.

In conclusion, I believe that we cannot change the fact that both parents have to work nowadays. It is not an ideal situation, but if parents make time for their children in the evenings and at the weekends, then the children will not suffer in any way. It must be stated that the extra income generated by both parents working,

makes for a much higher standard of living which benefits the whole family. (295 words)

TEST 2

WRITING

WRITING TASK 1 – model composition

The table gives information on the market share of mobile phone manufacturers for two consecutive years, 2005 and 2006.

In both years, Nokia was clearly the market leader, selling 32.5% of all mobile phones in 2005, and slightly more (35%) in 2006. This is a greater market share than its two closest competitors, Motorola and Samsung, added together.

Motorola increased its market share from 17.7% in 2005 to 21.1% in 2006. In contrast, Samsung saw its share of the market decline slightly from 12.7% to 11.8%.

The other companies listed each had a much smaller share of the market. Sony Ericsson's share increased from 6.3% in 2005 to 7.4% in 2006, whereas L.G.'s decreased slightly from 6.7% to 6.3%. BenQ Mobile's share more than halved from 2005 to 2006: from 4.9% of the market to only 2.4%.

Other mobile phone manufacturers accounted for 19.2% of the market in 2005 – more than all the companies mentioned except Nokia. However, in 2006 the other companies only made 16.2% of mobile phone sales – less than both Nokia and Motorola. (176 words)

WRITING TASK 2 – model composition

It does seem to be true that parents and teachers have lost the authority they used to have, especially in the eyes of teenagers. They are no longer seen as models for behaviour: hard work, politeness and other positive qualities are seen as old-fashioned. Many young people have no respect for these qualities or the people who represent them. In fact, I think some young people today are so rebellious that it's possible that both parents and teachers are afraid to exercise their authority. However, I do not agree that this is the basic reason for the increase in teenage violence.

While I believe it is true that a lack of social and emotional learning contributes to the problem, other factors are surely involved: economic factors, for example. If a child comes from a poor family and they live in low-quality housing in an undesirable area, this is sure to affect the child, however loving the parents are.

There is also the question of who your friends are. I believe that when you are in your teens your friends have more influence on you than your parents or teachers. At that age, you want to be part of a group, or even a gang, and this might lead to breaking the law in a number of ways.

In conclusion, while I agree that lack of social and emotional learning from parents and teachers is a factor in the growth of teenage violence, I do not believe it is the only, or even the main, cause. (256 words)

TEST 3

WRITING

WRITING TASK 1 – model composition

The diagram shows the main features of a coin-operated photo booth, which allows the user to take large or passport-sized self-portraits.

Two buttons on the outside of the booth allow you to select the size of photo (large format or passport size). If the large format setting is chosen, you will only receive one photo. Passport-sized photos are issued in sets of four. Two buttons below these let you choose colour or black and white, although you must choose colour for passport photos. There is also a slot on the outside of the booth for the insertion of coins, and a larger slot where the photos are delivered.

Inside the booth, there is an adjustable seat to sit on. The seat should be adjusted so that your eyes are level with the arrow on the screen. A mirror allows you to check your appearance before the photos are taken.

The curtain in the doorway should be closed when the photos are taken. A light to the right of the screen comes on, telling you to prepare. After this, the flash goes off after three seconds. The photographs are delivered outside within sixty seconds.

(193 words)

WRITING TASK 2 – model composition

It is probably true to say that most people believe that a university degree is the only way to get a good job. I think this is true in certain areas, while in other areas, a degree is not as useful.

To begin with, many people have ambitions to become a qualified professional, and there is no doubt that becoming a doctor or a lawyer, for example, is only possible with a degree. Another advantage of graduating from university is that it gives you more choices when it comes to choosing a job. Most employers will be more impressed by a candidate who has a degree than they would be by one who only has high school qualifications because it shows a certain level of intelligence and education, as well as the commitment and self-discipline that is needed in order to study a degree course for three or four years.

On the other hand, there might be some benefit to starting your career early, especially if your chosen field is one which does not typically require a university education. This would apply to somebody who wants to be a car mechanic, or a fashion designer,

for instance, who would not necessarily gain anything from going to university. The hands-on experience you gain in your job while others are studying for a degree can give you a distinct advantage. I once read about a man who left school at sixteen and went on to become a wealthy and successful investment broker. He claimed that he had learned all he needed to know by working in his chosen field and that he could not have done any better by getting a degree.

So, to conclude, it is possible to get a good job without going to university. Having said that, some professions, such as the law, require you to have a degree and as stated above a university degree could potentially open more doors when looking for a job. (328 words)

TEST 4

WRITING

WRITING TASK 1 – model composition

The table shows details for four countries concerning the percentage of the population who use the railways, how many kilometres each person travels on average, and the number of tons of cargo the railways carry.

What is surprising is that very few Americans use rail – less than half of one per cent – and they do not travel far (just 80 kilometres). However, the USA carries by far the most cargo, nearly 3 thousand billion tons. This contrasts greatly with Japan, where 27% of the population use rail, and they each travel further (1,980 kilometres) than any of the other countries. On the other hand, less than 25 billion tons of freight is carried.

The two countries which are most similar are the UK and Italy. Both have between 5 and 6 % of people who use trains, they travel between 770 and 780 kilometres and the amount of freight is approximately the same (22.2 and 21.9 billion tons respectively).

In general it can be seen that while citizens of the USA use rail transport the least, they transport the most amount of cargo by rail. (186 words)

WRITING TASK 2 – model composition

The media is about communication, and I suppose most of us would agree that, as human beings, we need to communicate. We need to know what is going on in the world generally; we want to be entertained and to keep in touch with people. Older media, such as newspapers, radio and TV help us do this, but the newer media, particularly the internet and mobile phones, go further. We have more choice in terms of what we watch or who we talk to.

I have an iPhone which allows me – just by using one device – to make phone calls, use the internet, listen to music, play games and watch videos. And it's all immediate, and portable. It makes you

feel in control, but there are disadvantages too.

People are always texting and emailing each other and if they don't have their phone or laptop around, they feel cut off. Also, have you seen a group of teenagers in a café where they're not talking to each other, but using their phones? It's a very common sight these days, which many people feel is worrying, as we seem to prefer using technology to face-to-face communication.

We are also spoilt for choice – perhaps too much choice. There are so many TV channels, but so many of the programmes are poor quality. There's also so much advertising all around us, trying to persuade us to buy things we don't really need. To survive in such a society, you have to be very aware of the power the media can have over you, your actions and your opinions, and try not to let it control your life.

To my mind, there's no doubt we live in a media-rich society, and there's nothing we can do about that. What we can do is use the media responsibly and not let it use us.

(309 words)

TEST 5

WRITING TASK 1 – model composition

The diagram shows the two processes for manufacturing black tea. The traditional way is used for making loose tea and the modern process is ideal for teabags.

When collecting tea, the tea picker picks only the two top leaves and the bud of each plant to ensure a high quality tea. Then, the tea leaves go through withering, where leaves are spread out and air is passed through them to remove up to 60 per cent of their moisture.

After that, the leaves are ready for rolling or cutting. Factories use traditional methods of rolling and crushing or faster modern methods of cutting, tearing and curling to make teabags. In both processes, natural enzymes are produced from the leaves. The next step is oxidation, where the enzymes from the leaves mix with the air. This changes the colour of the leaves from green to copper and creates a nice flavour and aroma. Finally, the leaves are fired and dried. By this stage, little moisture remains in the tea – just three per cent. (173 words)

WRITING TASK 2 – model composition

Some young people find themselves with very little leisure time. I believe there are two main causes of this situation. The first is parental pressure and the second is competition for university places.

Every parent wants to see his or her child do well in school and go on to have a successful career. This means that they exert pressure on their children to spend hours each day studying at home. Some even arrange extra tuition for their children. In my own country, it is not uncommon for young people to spend another three

hours at small private schools after their usual day at state school is over. As a consequence, their leisure time is extremely limited and the pressure on them is considerable.

The second cause is related to the higher education system. Each year, there are many times more applicants to university than there are university places. The result of this is that only those students with very high grades manage to obtain a place. This contributes to the pressure on teenagers, since they must work long hours to have any chance of success.

One solution to the problem is for parents to be made aware of the effects of the pressure they put on their children. Schools should inform parents that too much pressure can lead to anxiety, stress and depression. They should be shown ways in which they can help their children lead more balanced lives, with a reasonable amount of leisure time.

Another effective measure would be for the government to invest in the creation of more university places. This could be done by expanding existing universities or by building new ones. This would have the effect of easing competition for places, giving teenagers some of their precious free time back. (296 words)

TEST 6

WRITING TASK 1 – model composition

This report summarises information on the total number of students in the United Kingdom who gained initial teacher training qualifications in two academic years, 2005/6 and 2006/7, with specific focus on the number of male qualifiers.

In both years, the total numbers of students remained the same, but there was a great difference between the numbers of male and female students who qualified. In 2005/6, out of a total of 31,930 students, only 25.3% were male. The percentage of males who qualified in 2006/7 was even lower. Out of a total of 31,945 students, only 23.8% of them were male. This is a drop of 1.5%.

There was also a large difference in the qualifications that students studied for. Most students qualified with a Postgraduate Certificate in Education (PGCE); this was true for male students and female students. The number of students who qualified with the PGCE was roughly three times the number who qualified with a BEd or other first degree, although the total number of students qualifying with the PGCE dropped slightly, from 24,405 in 2005/6 to 23,900 a year later. Again, there was a drop of 1.5% in the number of male students who gained this qualification.

In general it can be seen that the number of males qualifying as teachers is vastly outnumbered by females and that the proportion of male qualifiers is gradually dropping. (229 words)

WRITING TASK 2 – model composition

Globalisation means that in some ways people around the world are becoming more and more similar. We often eat the same food, watch the same TV programmes, listen to the same music and we wear the same clothes. Some of this at least can be blamed on the spread of multinational brands available all over the world.

On the surface, it may appear as if the global diversity of cultural identities is being lost. If, the argument goes, people in Tokyo and London look and dress the same, then that must mean that cultural differences are disappearing. However, I would argue that this is a very narrow definition of culture and that, in fact, cultural differences are as present as ever.

Cultural identity is built on far more than just the films we watch or the jeans we wear. The foundation of cultural identity is shared values. When you look in detail at different cultures, you realise that the things that are important to one culture can be very different from the things valued by another culture.

Take my own culture, Greece, as an example and compare it to a very different culture, Japan. Although I have never visited Japan personally, I believe that it is a culture which places a lot of value on hard work and that people often work very long hours. The Greek people, in contrast, greatly value their leisure time and strive to spend as much time with their family as they possibly can. Even if we consume the same products, I would argue that there are still some very deep-rooted differences.

To summarise, I do not accept that the total loss of cultural identity is inevitable, despite the influence of large companies and their products around the globe. (294 words)

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1		✓ 1 x	21		✓ 21 x
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17		17	37		37
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20		20	40		40

Checker's
Initials

Marker's
Initials

Band Score	
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Listening	
Total	

Are you: Female? Male?

Your first language code:

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
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IELTS Reading Answer Sheet

Module taken (shade)

Academic

General Training

1		✓ 1 <input checked="" type="checkbox"/>	21		✓ 21 <input checked="" type="checkbox"/>
2		2 <input type="checkbox"/>	22		22 <input type="checkbox"/>
3		3 <input type="checkbox"/>	23		23 <input type="checkbox"/>
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Checker's Initials	
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S

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IELTS

FOR ACADEMIC PURPOSES

Malcolm Mann & Steve Taylore-Knowles

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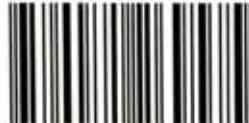
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