

STUDENT TEST BOOKLET

READING SECTION

READING PASSAGE 1

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

The Invention of Race

The concept of race, as we understand it today, is a relatively modern invention. While prejudice and conflict between different groups of people have existed for millennia, the classification of humans into distinct racial categories is a product of the early modern era, emerging in the late 15th and early 16th centuries. This period of European exploration and colonialism necessitated a framework to justify the exploitation and subjugation of indigenous populations. The creation of racial hierarchies, which positioned Europeans at the apex, provided a powerful rationale for imperialism and the transatlantic slave trade.

Prior to this, in the ancient and medieval worlds, people were generally identified by their geographical origins. An individual from Africa would have been known as an “Ethiopian” or an “Egyptian,” not as “Black.” The shift towards a racialized worldview, one that emphasized skin color and other physical characteristics, gained momentum in the 17th century. The very word “race,” with its origins obscure, began to be used to denote these newly conceived biological groupings. It was in 1684 that the French physician and traveler François Bernier first used the term to categorize people based on their physical traits, a classification that would, in time, become tragically widespread.

Religion played a significant role in the early justification of racial discrimination. As European powers began the enslavement of Africans, religious doctrines were manipulated to sanction these brutal practices. In 1442, Pope Eugene IV offered absolution to Portuguese sailors who captured and sold Africans, and a decade later, Pope Nicholas V gave his blessing to the enslavement of “pagans.” This religious endorsement of slavery was not limited to Africans; Christopher Columbus, in his

writings, used similar justifications for the enslavement of Native Americans. The Bible itself was contorted to support the notion of a racial hierarchy, with the story of Noah's curse on his grandson Canaan being interpreted as a divine condemnation of all Black people to a life of servitude.

Alongside religious justifications, cultural arguments were also employed to legitimize racial oppression. The concept of the “White man’s burden” emerged, proposing that Europeans had a moral duty to impose their supposedly superior culture on other, “less civilized” races. This paternalistic and ethnocentric viewpoint portrayed indigenous peoples as savages who could only be “saved” through exposure to European culture. This ideology, which conveniently ignored the rich and complex civilizations of non-European peoples, was a cornerstone of colonial expansion and the brutal realities of slavery.

The 18th and 19th centuries saw the rise of “scientific racism,” a pseudoscientific movement that sought to provide an empirical basis for racial hierarchies. Proponents of scientific racism used flawed methodologies and biased interpretations of data to argue that certain races were inherently superior to others. Social Darwinism, a particularly pernicious offshoot of this movement, misapplied Charles Darwin’s theory of evolution to human societies, claiming that the dominance of white Europeans was a natural and inevitable outcome of evolutionary progress. These pseudoscientific theories, presented with the authority of science, had a devastating impact, lending a veneer of intellectual respectability to racist ideologies and practices.

Even after the abolition of slavery and the decline of colonialism, the legacy of these invented racial hierarchies continues to shape our world. The concept of institutional or systemic racism describes how racial inequality has become embedded in the very fabric of our societies, in our laws, our institutions, and our social structures. This form of racism is often more insidious than individual prejudice, as it can persist even in the absence of overt racist intent. Understanding the historical construction of race is a crucial step in dismantling these enduring systems of discrimination and building a more just and equitable world.

Questions 1-6

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

In boxes 1-6 on your answer sheet, write

- **TRUE** if the statement agrees with the information
 - **FALSE** if the statement contradicts the information
 - **NOT GIVEN** if there is no information on this*
1. The concept of race has existed for thousands of years.
 2. Geographical origins were the primary way of identifying people in the ancient world.
 3. François Bernier was a strong opponent of racial classification.
 4. The Catholic Church consistently condemned the enslavement of Africans.
 5. The “White man’s burden” was a belief that Europeans had a responsibility to educate other races.
 6. Scientific racism used rigorous and objective methods to study racial differences.

Questions 7-10

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

Write the correct letter in boxes 7-10 on your answer sheet.

1. The main purpose of creating racial hierarchies was to A. promote scientific understanding of human diversity. B. justify the exploitation of certain groups of people. C. encourage cultural exchange between different races. D. celebrate the achievements of European civilization.
2. The author suggests that the term “race” A. has always been used to refer to skin color. B. was first used by Christopher Columbus. C. became widely used in the 17th century. D. is of French origin.
3. According to the passage, Social Darwinism A. was a correct application of Darwin’s theory. B. argued for the equality of all races. C. was used to support the idea of white supremacy. D. was a popular movement in the 16th century.
4. The author concludes that A. racism is no longer a significant problem in the world. B. individual prejudice is the most harmful form of racism. C. understanding the history of race is important for achieving racial equality. D. the concept of race is based on scientific fact.

Questions 11-13

Complete the summary below.

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

Write your answers in boxes 11-13 on your answer sheet.

The historical development of racism was supported by various justifications. Religious texts were manipulated to create a 11 _____ for slavery. A paternalistic ideology known as the “White man’s burden” was used to legitimize 12 _____. Later, a new form of racism, “scientific racism,” emerged, which was based on flawed and 13 _____ interpretations of scientific data.

READING PASSAGE 2

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

Discrimination in the Modern Workplace

A While the overt and legally sanctioned racism of the past has been largely dismantled, discrimination continues to be a persistent and pervasive issue in the modern workplace. Contemporary forms of discrimination are often more subtle and covert, making them difficult to identify and address. This insidious nature of modern racism poses significant challenges for both individuals and organizations striving to create truly equitable work environments. Unlike the blatant segregation and explicit discriminatory policies of previous eras, today’s workplace discrimination often manifests in nuanced ways, such as microaggressions, biased hiring and promotion practices, and unequal pay.

B One of the most significant challenges in combating modern workplace discrimination is the difficulty in its measurement. While overt acts of racism are relatively easy to identify, the more subtle forms of discrimination are often hard to prove. Research in the sociology of discrimination has developed various methods to study this phenomenon. One approach is through the analysis of perceptual data, where individuals from minority groups are surveyed about their experiences with discrimination. These studies consistently show that a significant percentage of minority employees feel they have been unfairly treated because of their race. While these perceptions are a valuable source of information, they can be subjective and may not always correspond to the actual incidence of discrimination.

C Another method for studying workplace discrimination is through reports from potential discriminators, such as employers and hiring managers. While direct questions about discriminatory practices are unlikely to yield honest answers, researchers have developed more subtle techniques to gauge racial bias. For example, employers might be asked about their preferences for certain types of workers or their perceptions of the skills and work ethic of different racial groups. These studies often reveal unconscious biases that can influence hiring and promotion decisions, even in the absence of overt racist intent.

D Field experiments, or audit studies, provide some of the most compelling evidence of workplace discrimination. In a typical audit study, researchers send matched pairs of testers, one from a minority group and one from the majority group, to apply for the same jobs. The testers are given identical resumes and are trained to present themselves in a similar manner. By comparing the outcomes for the two groups of testers, researchers can directly measure the extent of discrimination in the hiring process. These studies have consistently found that minority candidates are less likely to be offered interviews or jobs than their white counterparts, even when they have identical qualifications.

E Workplace harassment is another common form of racial discrimination. This can range from overt racial slurs and the display of offensive symbols to more subtle microaggressions, such as dismissive comments or the constant questioning of a minority employee's competence. While isolated incidents of teasing or offhand comments may not be illegal, harassment becomes unlawful when it is so frequent or severe that it creates a hostile or offensive work environment. The harasser can be a supervisor, a coworker, or even a non-employee, such as a client or customer. The psychological impact of workplace harassment can be devastating, leading to increased stress, anxiety, and a diminished sense of self-worth.

F Even seemingly neutral employment policies can have a discriminatory impact. An employment policy or practice that applies to all employees, regardless of race, can be illegal if it has a disproportionately negative effect on people of a particular race and is not job-related or necessary for the operation of the business. For example, a "no-beard" policy, while seemingly race-neutral, may be unlawful if it disproportionately harms the employment opportunities of Black men who have a predisposition to a skin condition that is exacerbated by shaving and is not a genuine requirement for the job.

Questions 14-19

Reading Passage 2 has six paragraphs, A-F.

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

Write the correct number, i-viii, in boxes 14-19 on your answer sheet.

List of Headings

- i. The psychological impact of harassment
- ii. Uncovering unconscious bias in employers
- iii. The subtle nature of modern discrimination
- iv. The challenges of measuring discrimination
- v. The use of field experiments to detect discrimination
- vi. The legality of neutral employment policies
- vii. The historical context of workplace discrimination
- viii. Examples of workplace harassment

1. Paragraph A
2. Paragraph B
3. Paragraph C
4. Paragraph D
5. Paragraph E
6. Paragraph F

Questions 20-23

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

Write the correct letter in boxes 20-23 on your answer sheet.

1. The author argues that modern workplace discrimination is A. less harmful than past forms of discrimination. B. more difficult to identify than past forms of discrimination. C. no longer a significant problem. D. only experienced by a small number of people.
2. Perceptual data on discrimination is A. always an accurate reflection of reality. B. a useful but potentially subjective source of information. C. the most reliable method for measuring discrimination. D. rarely used in modern research.
3. Audit studies have shown that A. minority candidates are always less qualified than white candidates. B. there is no evidence of discrimination in the hiring

- process. C. minority candidates are often discriminated against in the hiring process. D. employers are always conscious of their own biases.
4. A “no-beard” policy can be illegal if it A. is applied to all employees. B. is not necessary for the job and disproportionately harms a particular racial group. C. is unpopular with employees. D. is implemented by a company with a history of discrimination.

Questions 24-26

Complete the sentences below.

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

Write your answers in boxes 24-26 on your answer sheet.

1. Contemporary forms of racism are often more _____ and covert, making them difficult to identify.
2. Harassment is illegal when it creates a _____ or offensive work environment.
3. Even seemingly neutral employment policies can have a _____.

READING PASSAGE 3

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

The Sociology and Psychology of Discrimination

The persistence of racial inequality in modern society has led to a renewed focus on the role of discrimination. While overt prejudice and racism have declined, subtle and often unconscious biases continue to shape social interactions and create barriers to opportunity. The sociology of discrimination distinguishes between two main types of discrimination: differential treatment and disparate impact. Differential treatment refers to the unequal treatment of individuals based on their race, while disparate impact refers to policies or practices that are neutral on their face but have a discriminatory effect on a particular racial group. Understanding both of these forms of discrimination is essential for comprehending the complex ways in which racial inequality is maintained and reproduced.

One of the key challenges in studying discrimination is that it is often invisible to those who are not its targets. Perceptions of discrimination can vary significantly between different racial groups. Surveys consistently show that members of minority groups are far more likely to report experiencing discrimination than members of the majority group. This is not simply a matter of subjective interpretation; it reflects the different realities that people from different racial backgrounds inhabit. For those in the majority group, the world may appear to be a meritocracy, where success is determined by individual effort and talent. For those in minority groups, however, the world is often experienced as a place where race continues to matter, where they are judged not by the content of their character but by the color of their skin.

The psychological impacts of discrimination can be profound. Experiencing discrimination can lead to a range of negative mental health outcomes, including depression, anxiety, and post-traumatic stress disorder. The constant stress of navigating a world in which one is devalued and disrespected can take a heavy toll on an individual's psychological well-being. Moreover, the experience of discrimination can lead to a phenomenon known as "stereotype threat," in which the fear of confirming negative stereotypes about one's group can actually impair performance on academic and other tasks. This creates a vicious cycle, in which the experience of discrimination leads to underperformance, which in turn reinforces the very stereotypes that gave rise to the discrimination in the first place.

While individual attitudes and behaviors are an important part of the story, a purely psychological approach to understanding discrimination is incomplete. A sociological perspective emphasizes the role of institutional and structural factors in perpetuating racial inequality. Institutional discrimination refers to the policies and practices of social institutions, such as schools, businesses, and the criminal justice system, that systematically disadvantage a particular racial group. For example, a school's reliance on standardized tests for admission may have a disparate impact on students from minority groups, who may have had less access to high-quality educational resources. Similarly, a company's reliance on informal social networks for recruitment may exclude qualified minority candidates who are not part of those networks.

Structural discrimination refers to the ways in which the very organization of society can produce and reproduce racial inequality. This includes the historical legacy of slavery and segregation, which has created a deeply entrenched system of racial hierarchy. It also includes the ways in which different forms of inequality, such as racial and economic inequality, can intersect and reinforce one another. For example, because of the historical legacy of discrimination, minority groups are more likely to

live in poverty, which in turn limits their access to education, healthcare, and other opportunities. This creates a self-perpetuating cycle of disadvantage that is difficult to break.

Addressing the complex and deeply rooted problem of racial discrimination requires a multi-faceted approach. It requires not only changing individual attitudes and behaviors but also transforming the institutions and structures that perpetuate racial inequality. This includes implementing policies that promote diversity and inclusion, investing in communities that have been historically disadvantaged, and challenging the ideologies of racism and white supremacy that continue to shape our world. It is only by addressing both the individual and the systemic dimensions of discrimination that we can hope to create a truly just and equitable society.

Questions 27-32

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

In boxes 27-32 on your answer sheet, write

- **YES** if the statement agrees with the claims of the writer
- **NO** if the statement contradicts the claims of the writer
- **NOT GIVEN** if it is impossible to say what the writer thinks about this*

1. Disparate impact is a more serious form of discrimination than differential treatment.
2. Members of the majority group are often unaware of the extent of discrimination.
3. Experiencing discrimination can have a positive impact on an individual's resilience.
4. Stereotype threat only affects individuals from minority groups.
5. A sociological perspective on discrimination focuses on the role of individual prejudice.
6. The historical legacy of slavery and segregation is a major cause of structural discrimination.

Questions 33-36

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

Write the correct letter in boxes 33-36 on your answer sheet.

1. The author suggests that perceptions of discrimination A. are always accurate. B. are a reliable indicator of the extent of discrimination. C. differ between racial groups due to their different experiences. D. are becoming less common in modern society.
2. Stereotype threat is a phenomenon in which A. individuals from minority groups are more likely to engage in criminal behavior. B. the fear of confirming negative stereotypes can impair performance. C. individuals from majority groups are more likely to hold prejudiced views. D. the experience of discrimination leads to increased self-esteem.
3. Institutional discrimination is A. always intentional. B. only a problem in the criminal justice system. C. the result of individual prejudice. D. embedded in the policies and practices of social institutions.
4. The author concludes that addressing racial discrimination requires A. a focus on individual attitudes and behaviors. B. a focus on institutional and structural change. C. both individual and systemic change. D. a complete overhaul of the economic system.

Questions 37-40

Complete the notes below.

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

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

The Sociology and Psychology of Discrimination

- **Two main types of discrimination:**
 - Differential treatment
 - 37 _____
- **Psychological impacts of discrimination:**
 - Negative mental health outcomes
 - 38 _____
- **Sociological perspective on discrimination:**

- Institutional discrimination
- 39 _____
- **Addressing discrimination requires:**
 - Changing individual attitudes
 - Transforming institutions and 40 _____

LISTENING SECTION

SECTION 1

Questions 1-10

Complete the form below.

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

Incident Report Form

Name:	Sarah 1 _____
Department:	2 _____
Date of incident:	3 _____
Time of incident:	Approximately 4 _____
Location of incident:	The 5 _____
Name of person involved:	Mark Jones
Details of incident:	<ul style="list-style-type: none"> - Made offensive jokes about Sarah's 6 _____ - Used a racial slur - Prevented Sarah from attending a 7 _____
Witnesses:	<ul style="list-style-type: none"> - John Williams - 8 _____
Action taken:	<ul style="list-style-type: none"> - Reported the incident to the 9 _____ - Kept a 10 _____ of all incidents

SECTION 2

Questions 11-15

Choose the correct letter, A, B or C.

1. The speaker says that the main aim of the workshop is to A. punish people who are racist. B. raise awareness about unconscious bias. C. teach people about the history of racism.
2. According to the speaker, microaggressions are A. always intentional. B. a form of overt racism. C. small, everyday acts of discrimination.
3. The speaker suggests that unconscious bias A. is a natural human tendency. B. is only a problem for a small number of people. C. can be easily eliminated.
4. The ‘privilege walk’ activity is designed to A. make people feel guilty about their privilege. B. help people understand the concept of privilege. C. show that everyone has the same opportunities in life.
5. The speaker says that the workshop will conclude with A. a discussion about personal experiences of discrimination. B. a role-playing exercise. C. the development of a personal action plan.

Questions 16-20

What does the speaker say about the following activities?

*Choose **FIVE** answers from the box and write the correct letter, A-G, next to questions 16-20.*

Activities

1. Implicit Association Test
2. Role-playing scenarios
3. Group discussions
4. Case study analysis
5. Personal reflection

- A** It can be done online.
- B** It helps to develop empathy.
- C** It is a good way to learn from the experiences of others.
- D** It can be a very emotional experience.
- E** It helps to identify practical solutions.
- F** It is the most important part of the workshop.
- G** It is a good way to challenge your own assumptions.

SECTION 3

Questions 21-30

Choose the correct letter, A, B or C.

1. The students are discussing a research project on A. the history of racial discrimination. B. the impact of racial discrimination on mental health. C. the effectiveness of anti-discrimination laws.
2. What was the main finding of Chloe's research? A. There is a strong link between discrimination and mental health problems. B. The effects of discrimination are always short-term. C. Discrimination is no longer a major problem in society.
3. According to Ben, the main limitation of Chloe's research is that A. the sample size was too small. B. it only focused on one type of discrimination. C. it did not include a control group.
4. Dr. Evans suggests that Chloe could improve her research by A. using a different research methodology. B. focusing on a specific age group. C. including a more diverse range of participants.
5. What does Chloe say about the concept of 'intersectionality'? A. It is not relevant to her research. B. It is a useful way of understanding the complexity of discrimination. C. It is a very difficult concept to define.
6. Ben is surprised to learn that A. discrimination can have a physical as well as a psychological impact. B. some people are more resilient to the effects of

discrimination than others. C. the effects of discrimination can be passed down through generations.

7. Dr. Evans recommends that the students look at the work of A. a sociologist who has studied the history of racism. B. a psychologist who has studied the effects of trauma. C. a legal scholar who has studied anti-discrimination law.
8. Chloe is concerned that her research A. is not original enough. B. is too focused on the negative aspects of discrimination. C. will be difficult to publish.
9. Ben suggests that Chloe could also research A. the role of social support in mitigating the effects of discrimination. B. the economic costs of discrimination. C. the effectiveness of diversity training in the workplace.
10. At the end of the discussion, Chloe decides to A. change the focus of her research project. B. conduct a follow-up study. C. refine her research question and methodology.

SECTION 4

Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

Lecture on Racial Discrimination and the Law

- **Historical context:**
 - The concept of race is a 31 _____.
 - Laws were created to enforce a 32 _____.
 - Examples: slavery, segregation, apartheid.
- **The Civil Rights Movement:**
 - A major turning point in the fight against discrimination.
 - Led to the passage of landmark legislation, such as the 33 _____ of 1964.
- **Types of discrimination:**
 - **Direct discrimination:** treating someone less favourably because of their race.

- **Indirect discrimination:** when a rule or policy that applies to everyone has a 34 _____ on a particular racial group.
 - **Harassment:** unwanted conduct related to race that creates a hostile environment.
 - **Victimisation:** treating someone badly because they have made a complaint of discrimination.
- **The role of international law:**
 - The 35 _____ on the Elimination of All Forms of Racial Discrimination.
 - A key international treaty that aims to eliminate racial discrimination.
 - **Challenges in the 21st century:**
 - The rise of 36 _____ and xenophobia.
 - The persistence of 37 _____.
 - The need to address the 38 _____ of discrimination.
 - **The future of anti-discrimination law:**
 - The importance of a 39 _____ approach.
 - The need for greater 40 _____ of anti-discrimination laws.

WRITING SECTION

WRITING TASK 1

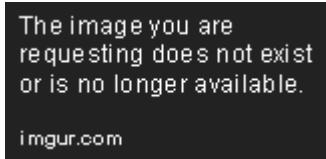
You should spend about 20 minutes on this task.

The chart below shows the percentage of people who reported experiencing discrimination in the workplace in a European country in 2020, broken down by ethnic group.

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

Write at least 150 words.

Reported Workplace Discrimination by Ethnic Group, 2020



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people believe that the best way to address racial discrimination is through education. Others argue that stronger laws and punishments are needed.

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 SECTION

PART 1

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

Racial Discrimination

- Let's talk about the area where you live. What are the good things about living in your neighbourhood?
- Have you ever experienced or witnessed any form of discrimination?
- In your opinion, what is the best way to respond to discrimination?
- Do you think it is important to teach children about racial discrimination?
- What can individuals do to promote racial equality in their communities?

PART 2

Describe a time when you witnessed an act of kindness or support between people from different backgrounds.

You should say:

- *when and where this happened*
- *who was involved*
- *what happened and explain how this experience made you feel.*

You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

PART 3

Discussion topics:

- Why do you think some people are prejudiced against others?
- What are the effects of discrimination on individuals and society as a whole?
- In what ways can governments promote racial harmony?
- Do you think the media has a role to play in combating racism? In what ways?
- What are the challenges of creating a truly multicultural society?

GRAMMAR SECTION

Questions 1-5

Identify the error in each sentence and rewrite it correctly.

1. The company's new policy on diversity have been widely praised.
2. Despite of the progress that has been made, racism is still a major problem.
3. He was subjected to racial abuse, that is unacceptable in a civilized society.
4. The number of people reporting incidents of discrimination are increasing.
5. If I would have known about the protest, I would have gone.

Questions 6-10

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1. The government should do more to tackle racism. (MORE) The government should _____ to tackle racism.
2. It is illegal to discriminate against someone because of their race. (AGAINST) It is _____ someone because of their race.
3. She said that she had experienced discrimination at work. (OF) She said that she had been a _____ at work.
4. The company was accused of having a biased recruitment process. (ACCUSATION) An _____ the company of having a biased recruitment process.
5. He regrets not speaking out against the racist comments. (WISHES) He _____ out against the racist comments.

Questions 11-15

Fill in the blanks with the correct form of the verb in brackets, or a suitable article or preposition.

1. The new law, which _____ (introduce) last year, is designed to protect the rights of minorities.
2. He has been working as _____ activist for over twenty years.
3. The company was fined _____ failing to comply with anti-discrimination legislation.
4. By the time the police arrived, the perpetrators _____ (flee).
5. She is committed _____ fighting for racial justice.

Questions 16-20

Use the word in capitals to form a word that fits in the gap in the same line.

1. The company has a zero-tolerance policy towards any form of _____. (DISCRIMINATE)
2. It is important to challenge racist attitudes and _____. (BEHAVE)
3. The new campaign aims to promote greater _____ and understanding between different communities. (TOLERATE)
4. The _____ of the new law was a major victory for civil rights activists. (PASS)

5. He is a well-respected _____ in the field of human rights. (ACADEMY)

LISTENING SCRIPTS

SECTION 1

HR Manager: Good morning, Sarah. Thanks for coming in. I understand you wanted to talk to me about an incident that happened last week.

Sarah: That's right. I'm really not happy about it.

HR Manager: Okay, well, I'm here to listen. Can you tell me exactly what happened?

Sarah: It was on Wednesday afternoon, during the team meeting. Mark Jones started making some really offensive jokes about my background. He was making fun of my accent and my culture.

HR Manager: I see. And was this the first time something like this has happened?

Sarah: No, it's been going on for a while. He's made comments before, but this was the worst it's ever been. He even used a racial slur.

HR Manager: I'm very sorry to hear that, Sarah. That is completely unacceptable. Was anyone else present when this happened?

Sarah: Yes, John Williams and Maria Garcia were both there. They looked really uncomfortable, but they didn't say anything.

HR Manager: Okay. And what happened after the meeting?

Sarah: He tried to stop me from going to the training session that afternoon. He said I wasn't smart enough to understand it.

HR Manager: This is a very serious matter, Sarah. I want to assure you that we will be taking this very seriously. Have you kept a record of these incidents?

Sarah: Yes, I've been keeping a diary of everything that's happened.

HR Manager: That's good. That will be very helpful. I'm going to launch a formal investigation into this matter. I'll need to speak to Mark, John, and Maria. I'll also need a copy of your diary.

Sarah: Okay.

HR Manager: I want to assure you that you have our full support. We have a zero-tolerance policy for any form of discrimination or harassment in this company. We will do everything we can to ensure that this doesn't happen again.

Sarah: Thank you. I really appreciate that.

SECTION 2

Good morning, everyone, and welcome to our workshop on unconscious bias. The aim of this workshop is not to point fingers or to make anyone feel guilty. Rather, it's about raising our awareness of the unconscious biases that we all hold and how they can impact our decisions and interactions in the workplace. We all have biases. It's a natural human tendency to categorize people based on our experiences and what we've been taught. The problem is that these biases can often be based on stereotypes and misinformation, and they can lead us to treat people unfairly, even when we don't intend to.

One of the most common forms of unconscious bias is the microaggression. These are the small, everyday acts of discrimination that can be very hurtful and damaging. They can be verbal or non-verbal, and they are often unintentional. For example, asking a person of color where they are "really" from, or complimenting a female colleague on her appearance rather than her work. These may seem like small things, but they can have a cumulative effect, making people feel like they don't belong.

During this workshop, we're going to be doing a number of activities to help us explore our own unconscious biases. We'll be starting with the Implicit Association Test, which is an online test that can help you to identify your own unconscious biases. It's a real eye-opener, and I encourage you all to give it a go. We'll also be doing some role-playing scenarios to help us understand how our biases can play out in real-life situations. This is a great way to develop empathy and to see things from a different perspective.

Later in the day, we'll be looking at some case studies of how unconscious bias has affected real people in the workplace. This will help us to identify practical solutions for creating a more inclusive work environment. We'll also be having some group discussions, which are a great opportunity to learn from the experiences of others. And finally, we'll be asking you to do some personal reflection and to develop your own

personal action plan for how you can challenge your own biases and promote a more inclusive culture in your team.

SECTION 3

Dr. Evans: Okay, so today we're going to be discussing your research proposals. Chloe, do you want to start?

Chloe: Sure. My research project is on the impact of racial discrimination on mental health.

Dr. Evans: That's a very interesting topic. What have you found so far?

Chloe: Well, I've done a literature review, and there's a lot of research that shows a strong link between discrimination and mental health problems, such as depression and anxiety.

Ben: That's not surprising. I can imagine that experiencing discrimination on a regular basis would be incredibly stressful.

Chloe: Exactly. And it's not just the major incidents of discrimination that have an impact. It's also the everyday microaggressions that can wear people down over time.

Dr. Evans: That's a very important point. So, what's your research question?

Chloe: I want to investigate the long-term effects of discrimination on mental health. I'm also interested in the role of resilience and social support in mitigating those effects.

Ben: That sounds really interesting. But how are you going to measure discrimination? It's such a subjective experience.

Chloe: I know, that's one of the challenges. I'm planning to use a combination of self-report questionnaires and in-depth interviews.

Dr. Evans: That's a good approach. But you need to be careful about the limitations of your study. For example, your sample size might be too small to draw any firm conclusions.

Chloe: I was thinking about that. I was also thinking about the concept of 'intersectionality'. You know, the idea that different forms of discrimination can overlap and create unique experiences of disadvantage.

Dr. Evans: Yes, that's a very important concept. You could, for example, look at the experiences of Black women, who may face discrimination on the basis of both their race and their gender.

Ben: I was reading a study the other day that found that discrimination can also have a physical impact. It can lead to things like high blood pressure and heart disease.

Chloe: Wow, I didn't know that. That's really shocking.

Dr. Evans: Yes, the mind-body connection is very powerful. I recommend you look at the work of Professor David Williams. He's a psychologist who has done a lot of research on the health impacts of racism.

Chloe: Great, I'll check him out. I'm a bit worried that my research is too focused on the negative aspects of discrimination. I don't want it to be all doom and gloom.

Ben: You could also look at the positive side. You know, how people resist discrimination and build community.

Dr. Evans: That's a great suggestion, Ben. You could look at the role of activism and social movements in challenging racism.

Chloe: That's a really good idea. Thanks, guys. I feel much more confident about my project now. I'm going to refine my research question and methodology, and I'll send you a revised proposal next week.

SECTION 4

Good morning, everyone. In today's lecture, we're going to be talking about racial discrimination and the law. Now, the concept of race, as we know it, is a relatively modern social construct. It was created to justify and maintain a system of racial hierarchy, in which some groups were seen as superior to others. And for centuries, the law was used to enforce this hierarchy. We can see this in the laws that sanctioned slavery, segregation, and apartheid.

However, the 20th century saw a major turning point in the fight against racial discrimination. The Civil Rights Movement in the United States, and similar movements around the world, challenged the legal basis of racism and led to the passage of landmark legislation, such as the Civil Rights Act of 1964 in the US. This act outlawed discrimination on the basis of race, color, religion, sex, or national origin.

So, what do we mean by discrimination in a legal sense? Well, there are several different types. The most obvious is direct discrimination, which is when someone is treated less favourably because of their race. For example, refusing to hire someone because they are Black. But there is also indirect discrimination. This is when a rule or policy that applies to everyone has a disproportionate and negative impact on a particular racial group. For example, a requirement that all employees must be clean-shaven may indirectly discriminate against Sikh men who are required by their religion to wear a beard.

Then there is harassment, which is unwanted conduct related to race that has the purpose or effect of creating an intimidating, hostile, degrading, humiliating, or offensive environment. And finally, there is victimisation, which is when someone is treated badly because they have made a complaint of discrimination or have supported someone who has.

International law also has a crucial role to play in the fight against racial discrimination. The International Convention on the Elimination of All Forms of Racial Discrimination is a key international treaty that has been ratified by over 180 countries. It commits states to eliminating racial discrimination and promoting understanding among all races.

However, despite the progress that has been made, we still face significant challenges in the 21st century. We are seeing a rise in populism and xenophobia in many parts of the world. The persistence of systemic racism means that racial inequality is still a major problem. And we need to do more to address the intergenerational trauma of discrimination.

So, what is the future of anti-discrimination law? I believe that we need a more proactive and preventative approach. We need to move beyond simply responding to individual complaints and start to address the root causes of discrimination. This means tackling the stereotypes and prejudices that fuel racism. It also means ensuring the effective enforcement of anti-discrimination laws. We need to send a clear message that racism will not be tolerated in our societies.

TUTOR GUIDE

MODEL ANSWER FOR WRITING TASK 1

The bar chart illustrates the percentage of people from five different ethnic groups who reported experiencing discrimination in the workplace in a particular European country in 2020.

Overall, the chart shows that people from minority ethnic groups were significantly more likely to report experiencing workplace discrimination than those from the white majority group. The highest percentage of reported discrimination was among Black people, while the lowest was among White people.

Just over a quarter of Black people (25%) reported experiencing discrimination at work, which was five times higher than the figure for White people (5%). The second highest percentage was for people of Asian ethnicity, at 18%, followed by people of mixed ethnicity, at 15%. The ‘Other’ ethnic group had the fourth highest percentage, with 12% of people reporting that they had faced discrimination in the workplace.

In summary, the chart reveals a clear disparity in the reported experiences of workplace discrimination between different ethnic groups, with Black and Asian people being the most likely to have faced this issue.

MODEL ESSAY FOR WRITING TASK 2 (BAND 9 LEVEL)

Racial discrimination remains a significant and pervasive issue in many societies around the world. While there is broad agreement that this problem must be addressed, there is less consensus on the most effective way to do so. Some people advocate for education as the primary tool for combating racism, while others argue that stricter laws and punishments are necessary. This essay will discuss both of these perspectives before offering a concluding opinion.

On the one hand, education has a crucial role to play in fostering a more tolerant and inclusive society. By teaching people about the history of racism, the value of diversity, and the importance of empathy, education can help to challenge the stereotypes and prejudices that fuel discrimination. A well-designed educational curriculum can equip young people with the critical thinking skills they need to question racist ideologies and to recognise the humanity in all people, regardless of their background. Furthermore, education can promote intercultural understanding and dialogue, which can help to break down the barriers that divide us.

On the other hand, it is clear that education alone is not enough. The deeply entrenched nature of systemic racism requires a more robust response. Stronger laws and punishments are needed to send a clear message that discrimination will not be

tolerated. This includes legislation that prohibits discrimination in all areas of life, from employment and housing to education and the criminal justice system. It also means ensuring that those who break these laws are held accountable for their actions. The deterrent effect of legal sanctions can be a powerful tool for changing behaviour and for creating a more just and equitable society.

In my view, a combination of both education and legal reform is needed to effectively address racial discrimination. Education can help to change hearts and minds, while laws can provide a framework for ensuring that everyone is treated with dignity and respect. These two approaches are not mutually exclusive; in fact, they are mutually reinforcing. Education can help to create a culture in which discrimination is socially unacceptable, while laws can provide a mechanism for redress when it does occur. Ultimately, the goal must be to create a society in which everyone has the opportunity to reach their full potential, free from the scourge of racism.

SPEAKING PART 2 SAMPLE RESPONSE

I'd like to talk about something I saw happen just a few months ago in my local library. I was there one afternoon, looking for a book, and it was quite busy. There was a young woman, who looked like she might have been a recent immigrant, trying to use the computer. She was clearly struggling and seemed quite distressed. She was trying to fill out some kind of online form, but she didn't seem to have a very good grasp of English or how to use the computer.

An older man, who was sitting at the next computer, noticed her struggling. He was a white man, probably in his late 60s or early 70s. He leaned over and very gently asked her if she needed any help. She was a bit hesitant at first, but he had a very kind and reassuring manner, and she eventually nodded. He then spent the next twenty minutes patiently guiding her through the form, explaining what she needed to do in simple, clear language. He was so patient and kind, and he never once made her feel stupid or incompetent.

Watching this interaction made me feel really heartened. In a world where you hear so many negative stories about intolerance and prejudice, it was wonderful to see such a simple act of human kindness. It reminded me that most people are good and decent, and that we have more in common than we have that divides us. It was a small moment, but it had a big impact on me. It restored my faith in humanity a little bit, and it made me want to be a kinder and more helpful person myself.

KEY VOCABULARY LIST

1. **Discrimination (n.)** - the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.
2. **Prejudice (n.)** - preconceived opinion that is not based on reason or actual experience.
3. **Stereotype (n.)** - a widely held but fixed and oversimplified image or idea of a particular type of person or thing.
4. **Racism (n.)** - prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.
5. **Bigotry (n.)** - intolerance towards those who hold different opinions from oneself.
6. **Xenophobia (n.)** - dislike of or prejudice against people from other countries.
7. **Inclusion (n.)** - the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.
8. **Diversity (n.)** - the state of being diverse; variety.
9. **Equality (n.)** - the state of being equal, especially in status, rights, and opportunities.
10. **Equity (n.)** - the quality of being fair and impartial.
11. **Implicit bias (n.)** - the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.
12. **Microaggression (n.)** - a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.
13. **Systemic racism (n.)** - a form of racism that is embedded as normal practice within society or an organization.
14. **Institutional racism (n.)** - a form of racism expressed in the practice of social and political institutions.
15. **Privilege (n.)** - a special right, advantage, or immunity granted or available only to a particular person or group.
16. **Marginalization (n.)** - treatment of a person, group, or concept as insignificant or peripheral.

17. **Empowerment (n.)** - authority or power given to someone to do something.
 18. **Advocacy (n.)** - public support for or recommendation of a particular cause or policy.
 19. **Ally (n.)** - a person who is not a member of a marginalized group but who takes action to support that group.
 20. **Social justice (n.)** - justice in terms of the distribution of wealth, opportunities, and privileges within a society.
-

ANSWER KEY

READING SECTION

1. FALSE
2. TRUE
3. FALSE
4. FALSE
5. TRUE
6. FALSE
7. B
8. C
9. C
10. C
11. divine condemnation
12. colonial expansion
13. biased
14. iii
15. iv
16. ii
17. v
18. viii

- 19. vi
- 20. B
- 21. B
- 22. C
- 23. B
- 24. subtle
- 25. hostile
- 26. discriminatory impact
- 27. NOT GIVEN
- 28. YES
- 29. NO
- 30. NOT GIVEN
- 31. NO
- 32. YES
- 33. C
- 34. B
- 35. D
- 36. C
- 37. disparate impact
- 38. stereotype threat
- 39. structural discrimination
- 40. structures

LISTENING SECTION

- 1. (Sarah) Jones
- 2. Sales
- 3. Wednesday
- 4. 2.30 pm
- 5. meeting room

6. background

7. training session

8. Maria Garcia

9. HR Manager

10. diary

11. B

12. C

13. A

14. B

15. C

16. A

17. B

18. C

19. E

20. G

21. B

22. A

23. C

24. C

25. B

26. A

27. B

28. B

29. A

30. C

31. social construct

32. racial hierarchy

33. Civil Rights Act

34. negative impact

35. International Convention

36. populism

37. systemic racism

38. intergenerational trauma

39. proactive

40. enforcement

GRAMMAR SECTION

1. The company's new policy on diversity **has** been widely praised.
2. Despite the progress that has been made, racism is still a major problem.
3. He was subjected to racial abuse, **which** is unacceptable in a civilized society.
4. The number of people reporting incidents of discrimination **is** increasing.
5. If I **had known** about the protest, I would have gone.
6. should **do more** to tackle racism.
7. is illegal to **discriminate against** someone because of their race.
8. victim **of discrimination** at work.
9. **accusation was made against** the company of having a biased recruitment process.
10. **wishes he had spoken** out against the racist comments.
11. was introduced
12. an
13. for
14. had fled
15. to
16. discrimination
17. behaviour
18. tolerance
19. passage
20. academic