STUDENT TEST BOOKLET

READING SECTION (40 questions)

PASSAGE 1

The overwhelming scientific consensus is that the Earth's climate is warming at an unprecedented rate, and that human activity is the principal driver of this change. The primary cause of global warming is the enhanced greenhouse effect, which is the result of increased concentrations of greenhouse gases (GHGs) in the atmosphere. These gases, such as carbon dioxide (CO2), methane (CH4), and nitrous oxide (N2O), trap heat from the sun, preventing it from escaping back into space and thus warming the planet.

The Industrial Revolution, which began in the late 18th century, marked a turning point in human history and the Earth's climate. The widespread adoption of fossil fuels – coal, oil, and gas – to power factories, generate electricity, and fuel transportation has led to a massive increase in CO2 emissions. Deforestation, the clearing of forests for agriculture, logging, and urbanization, is another significant contributor to the rise in GHGs. Trees play a crucial role in absorbing CO2 from the atmosphere, and their removal reduces the planet's capacity to regulate this gas.

Agriculture also plays a substantial role in climate change. Livestock, particularly cattle, produce large quantities of methane, a potent greenhouse gas, during their digestive processes. The use of nitrogen-based fertilizers in agriculture releases nitrous oxide into the atmosphere. Furthermore, industrial processes, such as the manufacturing of cement and chemicals, release a variety of potent greenhouse gases.

Beyond the increased concentration of greenhouse gases, other factors contribute to climate change, albeit to a lesser extent. Changes in land use, such as the conversion of forests to agricultural land, can alter the Earth's reflectivity, leading to further warming. Variations in solar activity and volcanic eruptions can also have short-term effects on the climate, but their long-term impact is negligible compared to the influence of human activities.

The consequences of climate change are far-reaching and multifaceted. Rising global temperatures are causing glaciers and ice sheets to melt at an accelerated rate, leading to a rise in sea levels. This poses a significant threat to coastal communities and ecosystems. Climate change is also leading to more frequent and intense extreme weather events, such as heatwaves, droughts, floods, and wildfires. These events can have devastating impacts on human life, infrastructure, and agriculture.

The scientific evidence for climate change is unequivocal, and the need for urgent action is clear. Mitigating climate change will require a global effort to reduce greenhouse gas emissions, transition to renewable energy sources, and improve energy efficiency. Adapting to the impacts of climate change will also be crucial, particularly for vulnerable communities. The challenge is immense, but so too is the opportunity to create a more sustainable and resilient future for all.

Questions 1-13

Questions 1-6

Do the following statements agree with the information given in the reading passage?

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 primary cause of the Earth's warming climate is the natural greenhouse effect.
2. The Industrial Revolution led to a decrease in CO2 emissions.
3. Deforestation contributes to the rise of greenhouse gases in the atmosphere.
4. Methane is a less potent greenhouse gas than carbon dioxide.
5. Changes in solar activity have a significant long-term impact on the climate.
6. Rising sea levels are a direct consequence of melting glaciers and ice sheets.

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. Which of the following is NOT a greenhouse gas? A Carbon dioxide B Methane C Nitrogen D Nitrous oxide

2. What is the main reason for the increase in CO2 emissions since the Industrial Revolution? A Deforestation B Volcanic eruptions C The burning of fossil fuels D Changes in land use

3. Which of the following is a significant contributor to methane emissions? A The manufacturing of cement B The use of nitrogen-based fertilizers C Livestock D Volcanic eruptions

4. What is the most significant long-term driver of climate change? A Human activities B Variations in solar activity C Volcanic eruptions D Changes in the Earth's orbit

Questions 11-13

Complete the summary below.

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

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

The consequences of climate change are wide-ranging. Rising temperatures are causing the melting of glaciers and 11. _____, which in turn leads to a rise in sea levels. This poses a threat to coastal areas. Climate change is also responsible for more frequent and intense 12. _____, such as heatwaves and floods. The scientific evidence for climate change is 13. _____, and immediate action is required to address this global challenge.

PASSAGE 2

The Fragile Balance: Climate Change and Global Ecosystems

A The intricate tapestry of life on Earth is woven from a delicate balance of interconnected ecosystems, each with its unique set of flora and fauna. These ecosystems, from the frozen tundra of the Arctic to the vibrant coral reefs of the tropics, are highly sensitive to changes in their environment. Climate change, driven by the relentless increase in global temperatures, is now exerting unprecedented pressure on these fragile systems, threatening to unravel the very fabric of biodiversity.

B One of the most visible and immediate impacts of climate change on ecosystems is the alteration of species' geographical ranges. As temperatures rise, many species are forced to migrate to higher latitudes or altitudes in search of cooler habitats. This can lead to a cascade of ecological consequences, as species are introduced to new environments where they may become invasive, outcompeting native species for resources. Conversely, species that are unable to move, due to geographical barriers or limited mobility, face the risk of extinction.

C The world's oceans are bearing the brunt of climate change, absorbing a significant portion of the excess heat and carbon dioxide from the atmosphere. This has led to two critical phenomena: ocean acidification and coral bleaching. Ocean acidification, the decrease in the pH of the ocean, makes it more difficult for marine organisms such as corals, clams, and oysters to build their shells and skeletons. Coral bleaching, the expulsion of the symbiotic algae that live within corals, is a direct result of rising water temperatures. Widespread coral bleaching can lead to the death of entire reef ecosystems, which support a quarter of all marine life.

D Terrestrial ecosystems are also undergoing profound changes. Rising temperatures and altered precipitation patterns are leading to more frequent and intense droughts, wildfires, and pest outbreaks. These disturbances can have devastating impacts on forests, grasslands, and other habitats. For example, prolonged droughts can weaken trees, making them more susceptible to insect infestations and disease. Wildfires, fueled by dry conditions and high winds, can destroy vast areas of forest, releasing massive amounts of carbon dioxide into the atmosphere and further exacerbating climate change.

E The timing of seasonal events, such as the flowering of plants, the migration of birds, and the emergence of insects, is also being disrupted by climate change. This phenomenon, known as phenological mismatch, can have serious consequences for species that rely on these seasonal cues for their survival. For instance, if migratory birds arrive at their breeding grounds before their primary food source has emerged, they may struggle to find enough food to feed their young. This can lead to a decline in bird populations and disrupt the delicate balance of the ecosystem.

F The impacts of climate change on ecosystems are not just a matter of ecological concern; they also have significant implications for human well-being. Healthy ecosystems provide a wide range of essential services, such as clean air and water, food, and medicine. The degradation of ecosystems due to climate change can therefore have a direct impact on human health, livelihoods, and economies.

Protecting and restoring ecosystems is not only crucial for preserving biodiversity but also for ensuring a sustainable future for humanity.

Questions 14-26

Questions 14-19

*The reading passage 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 dual threats to marine life ii. The economic consequences of ecosystem degradation iii. The disruption of seasonal cycles iv. The interconnectedness of life on Earth v. The impact of climate change on terrestrial habitats vi. The human dimension of ecosystem health vii. The movement of species to new territories viii. The future of global ecosystems

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. What is the main idea of the passage? A Climate change is only affecting marine ecosystems. B Climate change is causing widespread disruption to global ecosystems. C Ecosystems are resilient and can adapt to climate change. D The impacts of climate change on ecosystems are not a major concern.

2. What is the primary reason for the migration of species to higher latitudes? A To find more food B To escape from predators C To find cooler habitats D To find

new breeding grounds

3. What is the main cause of coral bleaching? A Ocean acidification B Rising water temperatures C Pollution D Overfishing

4. What is phenological mismatch? A The mismatch between the timing of seasonal events and the life cycles of species B The mismatch between the geographical ranges of species C The mismatch between the food sources of species D The mismatch between the breeding grounds of species

Questions 24-26

Complete the sentences below.

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

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

1. The degradation of ecosystems can have a direct impact on human health, livelihoods, and _____.
2. Prolonged droughts can make trees more susceptible to _____ and disease.
3. Healthy ecosystems provide a wide range of essential services, such as clean air and water, food, and _____.

PASSAGE 3

Innovations in Climate Change Mitigation and Adaptation

The global response to climate change has spurred a wave of innovation, as scientists, engineers, and policymakers work to develop and implement solutions to reduce greenhouse gas emissions and adapt to the impacts of a warming world. These innovations span a wide range of sectors, from energy and transportation to agriculture and infrastructure, and offer a glimmer of hope in the face of a daunting global challenge.

One of the most significant areas of innovation is in the field of renewable energy. The cost of solar and wind power has plummeted in recent years, making them increasingly competitive with fossil fuels. Advances in energy storage technologies, such as batteries and pumped-hydro storage, are helping to address the intermittency of renewable energy sources, ensuring a reliable supply of clean electricity.

Furthermore, emerging technologies, such as green hydrogen and advanced geothermal systems, hold the promise of further decarbonizing the energy sector.

In the transportation sector, the transition to electric vehicles (EVs) is well underway. Automakers are investing billions of dollars in the development of new EV models, and governments are offering incentives to encourage their adoption. Innovations in battery technology are leading to longer ranges and faster charging times, making EVs a more practical option for a wider range of consumers. In addition to EVs, there is growing interest in sustainable aviation fuels and the development of high-speed rail networks to reduce the carbon footprint of travel.

The agricultural sector, a significant source of greenhouse gas emissions, is also a hotbed of innovation. Precision agriculture technologies, such as GPS-guided tractors and drones, are helping farmers to optimize the use of fertilizers and water, reducing nitrous oxide emissions and improving crop yields. The development of alternative proteins, such as plant-based meats and cultivated meat, has the potential to significantly reduce the environmental impact of livestock farming. Furthermore, advances in soil carbon sequestration techniques are helping to turn agricultural lands into carbon sinks.

In addition to mitigation efforts, there is a growing focus on climate change adaptation. This involves adjusting to the actual or expected effects of climate change, in order to minimize the negative impacts and take advantage of any opportunities. Innovations in this area include the development of drought-resistant crops, the construction of sea walls and other coastal defenses, and the implementation of early warning systems for extreme weather events. Nature-based solutions, such as the restoration of mangroves and wetlands, are also gaining traction as a cost-effective way to enhance resilience to climate change.

While these innovations offer a promising path forward, their successful implementation will require significant investment, supportive government policies, and international cooperation. The scale of the climate challenge is immense, and there is no single silver bullet solution. However, the ingenuity and determination of scientists, engineers, and entrepreneurs around the world provide a reason for optimism. By harnessing the power of innovation, we can build a more sustainable and resilient future for all.

Questions 27-40

Questions 27-32

Do the following statements agree with the claims of the writer in the reading passage?

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. The cost of renewable energy has made it a less attractive option than fossil fuels.
2. Energy storage technologies are crucial for the widespread adoption of renewable energy.
3. The transportation sector is not making significant progress in reducing its carbon footprint.
4. Precision agriculture can help to reduce greenhouse gas emissions from farming.
5. Climate change adaptation is more important than climate change mitigation.
6. International cooperation is essential for the successful implementation of climate change solutions.

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. Which of the following is NOT mentioned as a renewable energy source? A Solar power B Nuclear power C Wind power D Geothermal systems

2. What is the main purpose of precision agriculture technologies? A To increase the use of fertilizers B To optimize the use of resources C To reduce crop yields D To increase the number of livestock

3. Which of the following is an example of a nature-based solution to climate change adaptation? A The construction of sea walls B The development of drought-resistant crops C The restoration of wetlands D The implementation of early warning systems

4. What is the author's overall tone in the passage? A Pessimistic B Skeptical C Cautiously optimistic D Neutral

Questions 37-40

Complete the notes below.

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

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

Innovations in Climate Change

- **Energy:**
  - Renewable energy sources like solar and wind are becoming more affordable.
  - Advances in 37. _____ are helping to ensure a reliable supply of clean electricity.
- **Transportation:**
  - The transition to 38. _____ is a key focus.
  - Development of sustainable aviation fuels and high-speed rail networks.
- **Agriculture:**
  - Precision agriculture is reducing emissions and improving 39. _____.
  - Development of alternative proteins to reduce the environmental impact of livestock.
- **Adaptation:**
  - Development of drought-resistant crops and coastal defenses.
  - Implementation of 40. _____ for extreme weather events.

LISTENING SECTION (40 questions)

SECTION 1 Questions 1-10

Complete the form below.

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

Community Carbon Footprint Challenge

| Name: | Sarah |

Email address:	sarah.jones@email.com
Reason for calling:	To get information about the community carbon footprint challenge
Challenge Details	
Start date:	2 _____
Duration:	3 _____
Main goal:	To reduce the community's overall 4 _____
How to Participate	
Step 1:	Calculate your current carbon footprint using the online 5 _____
Step 2:	Choose at least three pledges to reduce your footprint. Examples:
	- Reduce energy consumption at home
	- Use 6 _____ more often
	- Reduce food waste
	- Shop locally
Step 3:	Track your progress using the challenge app.
Prizes	
Weekly prize:	A gift certificate to a local 7 _____
Grand prize:	An 8 _____ for the individual with the biggest reduction
Community prize:	A new 9 _____ for the community with the highest participation
Contact Information	
Website:	www.communitycarbonchallenge.com
Phone number:	10 _____
Occupation:	1 _____

SECTION 2 Questions 11-20

Questions 11-15

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

1. The speaker is a A scientist. B park ranger. C local politician.
2. The main topic of the talk is A the history of the national park. B the impacts of climate change on the national park. C the different types of animals in the national park.
3. What is the most significant impact of climate change on the park's trees? A They are growing faster than before. B They are more susceptible to disease and pests. C They are producing more fruit.
4. What is being done to help the park's bird population? A New trees are being planted. B Artificial nesting sites are being created. C Predators are being removed.
5. What can visitors do to help protect the park? A Stay on the designated trails. B Feed the animals. C Take plants home with them.

Questions 16-20

What is the predicted future for the following animals in the park?

*Write the correct letter, **A, B** or **C**, next to questions 16-20.*

A Population is expected to increase. **B** Population is expected to decrease. **C** Population is expected to remain stable.

1. Mountain goat
2. Grizzly bear
3. Pika
4. Bighorn sheep
5. Elk

SECTION 3 Questions 21-30

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

1. The students are discussing a presentation on A the causes of climate change. B the role of technology in combating climate change. C the ethical dimensions of climate change.

2. What does Maria say about the concept of ‘climate justice’? A It is not a relevant issue. B It is about the fair distribution of the burdens and benefits of climate action. C It is only about the historical responsibility for climate change.

3. According to David, which countries are most vulnerable to the impacts of climate change? A Developed countries B Developing countries C Countries in the northern hemisphere

4. What is the main point of their discussion about ‘intergenerational equity’? A That future generations will have to deal with the consequences of our actions. B That we should not worry about future generations. C That future generations will have better technology to solve climate change.

5. What do they agree is a major challenge in addressing the ethical dimensions of climate change? A The lack of scientific evidence B The lack of public awareness C The difficulty in getting countries to cooperate

6. What does Maria suggest as a possible solution to the problem of ‘carbon leakage’? A A global carbon tax B Stricter environmental regulations C Border carbon adjustments

7. David is concerned that some climate change solutions could have negative social impacts, such as A job losses in the fossil fuel industry. B increased energy prices. C land-use conflicts.

8. What do they decide to focus on for the rest of their presentation? A The economic costs of climate change B The role of individual action C Case studies of climate justice in practice

9. What is Maria’s final point? A That climate change is an unsolvable problem. B That ethical considerations are crucial for effective climate action. C That technology is the only solution to climate change.

10. What will the students do next? A Write their presentation B Do more research C Meet with their professor

SECTION 4 Questions 31-40

Complete the notes below.

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

Geoengineering: A Risky Solution to Climate Change?

Introduction

- Geoengineering is the large-scale intervention in the Earth's climate system to counteract climate change.
- Two main categories:
    - Carbon Dioxide Removal (CDR)
    - Solar Radiation Management (SRM)

Carbon Dioxide Removal (CDR)

- Aims to remove CO2 from the atmosphere.
- Examples:
    - Afforestation and reforestation: planting trees to absorb CO2.
    - Bioenergy with carbon capture and storage (BECCS): burning biomass for energy and capturing the resulting CO2.
    - Direct air capture (DAC): using chemical processes to capture CO2 directly from the air.
- Challenges:
    - CDR methods are often 31. _____ and require large amounts of land and energy.
    - The long-term effectiveness and 32. _____ of some methods are uncertain.

Solar Radiation Management (SRM)

- Aims to reflect a small proportion of the sun's energy back into space.
- Examples:
    - Stratospheric aerosol injection: injecting reflective particles into the stratosphere.
    - Marine cloud brightening: spraying sea salt into marine clouds to make them more reflective.

    - Cirrus cloud thinning: removing cirrus clouds to allow more heat to escape from the Earth.
- Challenges:
    - SRM does not address the root cause of climate change, which is the high concentration of 33. _____ in the atmosphere.
    - There are concerns about potential 34. _____, such as changes in weather patterns and the ozone layer.
    - The 'termination shock' is a major risk: if SRM were to be suddenly stopped, global temperatures would rise rapidly.
    - There are significant 35. _____ and ethical concerns.

The Governance of Geoengineering

- There is currently no international 36. _____ for geoengineering research and deployment.
- There is a need for a global conversation about the risks and benefits of these technologies.
- Decisions about geoengineering should be made in a transparent and 37. _____ way.

Conclusion

- Geoengineering is not a 'silver bullet' solution to climate change.
- It should be seen as a potential complement to, not a substitute for, 38. _____ efforts.
- More 39. _____ is needed to understand the potential impacts of these technologies.
- The most important thing we can do to address climate change is to reduce our 40. _____.

WRITING SECTION

WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the average global temperature change from 1880 to 2020. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

(A line graph would be inserted here showing a clear upward trend in global temperature, with some fluctuations, from 1880 to 2020. The y-axis would be labeled 'Temperature Anomaly (°C)' and the x-axis 'Year'.)

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people believe that climate change is the most significant threat facing the world today. Others argue that other issues, such as poverty and global health, are more pressing.

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 will ask you some questions about yourself, your home, work or studies and other familiar topics.

For example:

1. What is the weather like in your country?
2. Do you think the weather in your country has changed in recent years?
3. Are you concerned about climate change? Why or why not?
4. What do you do in your daily life to reduce your impact on the environment?

5. Do you think governments are doing enough to address the issue of global warming?

PART 2

You will have to talk about the topic for one to two 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.

Describe a time when you experienced an extreme weather event.

You should say:

- when and where it happened
- what the weather was like
- what you did during this event

and explain how you felt about the experience.

PART 3

Discussion topics:

1. In your opinion, what are the most pressing environmental challenges facing your country today?
2. To what extent do you believe that individual actions can contribute to mitigating climate change?
3. What role should developed countries play in helping developing countries deal with the impacts of climate change?
4. Do you think that technological advancements are the ultimate solution to the climate crisis?
5. What are your predictions for the future of our planet if we fail to take significant action on climate change in the coming years?

GRAMMAR SECTION (20 questions)

Questions 1-5: Error correction

Find the mistake in each sentence and correct it.

1. The number of extreme weather events have increased in recent years.
2. If I would have known about the protest, I would have joined.
3. The scientist which made the discovery was praised for his work.
4. Despite of the warnings, many people continue to deny the reality of climate change.
5. The government must to take action to reduce greenhouse gas emissions.

Questions 6-10: Sentence transformation

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 two and five words, including the word given.

1. We must reduce our carbon footprint. (is) It _____ we reduce our carbon footprint.
2. The government has not done enough to tackle climate change. (been) Enough _____ by the government to tackle climate change.
3. "I will reduce my energy consumption," he said. (promised) He _____ his energy consumption.
4. It was such a hot day that we all went to the beach. (so) The day _____ that we all went to the beach.
5. I regret not recycling more. (wish) I _____ more.

Questions 11-15: Fill in the blanks

Fill in the blanks with the correct form of the verb in brackets, an article (a/an/the), or a preposition.

1. If we _____ (not act) now, the consequences of climate change will be irreversible.
2. The Earth's climate _____ (change) for millions of years, but the current warming trend is unprecedented.
3. Many species are _____ risk of extinction due to habitat loss.
4. We need to transition _____ a low-carbon economy.
5. _____ Amazon rainforest is often called the "lungs of the planet."

Questions 16-20: Word formation

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

1. The _____ of the polar ice caps is a major concern. (MELT)
2. We need to find _____ sources of energy. (SUSTAIN)
3. The _____ of forests is a major cause of climate change. (DESTROY)
4. Climate change is a _____ challenge that requires a coordinated response. (GLOBE)
5. We need to make significant _____ to our lifestyles to reduce our carbon footprint. (REDUCE) _

LISTENING SCRIPTS

SECTION 1

(Sound of a phone ringing)

Man: Hello, Community Carbon Footprint Challenge, how can I help you?

Woman: Hi, my name is Sarah. I'm calling to get some information about the community carbon footprint challenge I saw advertised in the local paper.

Man: Of course. I can certainly help you with that. So, you're interested in taking part?

Woman: Yes, I am. I'm a **(1) teacher** at the local primary school, and I'm always looking for ways to get my students and their families more involved in environmental issues.

Man: That's fantastic! We'd love to have you on board. So, the challenge officially kicks off on the **(2) 1st of March** and runs for a total of **(3) four weeks**.

Woman: Okay, great.

Man: The main goal of the challenge is to reduce the community's overall **(4) carbon emissions**. We're hoping to see a 10% reduction by the end of the four weeks.

Woman: That's an ambitious target!

Man: It is, but we're confident we can achieve it with everyone's help. To participate, the first thing you need to do is calculate your current carbon footprint using our online **(5) calculator**. It's very easy to use and only takes a few minutes.

Woman: Okay, I can do that.

Man: Once you have your footprint, you'll be asked to choose at least three pledges to reduce it. We have a list of suggestions on our website, but you can also come up with your own. Some of the most popular pledges are reducing energy consumption at home, using **(6) public transport** more often, reducing food waste, and shopping locally.

Woman: Those all sound very doable.

Man: And to help you stay motivated, we have some great prizes up for grabs. Every week, we'll be giving away a gift certificate to a local **(7) restaurant** to the individual who has reduced their footprint the most. And at the end of the challenge, the person with the biggest overall reduction will win an **(8) electric bike**!

Woman: Wow, that's a great prize!

Man: And it's not just about individual prizes. The community with the highest participation rate will win a new **(9) playground** for their local park.

Woman: That's a wonderful incentive.

Man: So, are you ready to sign up?

Woman: Yes, I am! What's the website address again?

Man: It's www.communitycarbonchallenge.com. And if you have any other questions, you can reach us at **(10) 555-2345**.

Woman: Great, thank you for your help.

Man: You're very welcome. We look forward to having you in the challenge.

SECTION 2

Good morning everyone, and welcome to Glacier National Park. My name is David, and I'm a **(11) park ranger** here. I'm delighted to be your guide today and to tell you a little bit about this beautiful park and how it's being affected by climate change.

As you can see, the park is home to some of the most stunning scenery in the country, with its majestic mountains, pristine lakes, and, of course, its glaciers. However, this breathtaking landscape is under threat. The park's glaciers are melting at an alarming rate, and scientists predict that they could disappear completely by the year 2030. This is a direct result of rising global temperatures, and it's having a profound impact on the park's ecosystems.

The most significant impact of climate change on the park's trees is that they are becoming more susceptible to **(12) disease and pests**. The warmer winters are allowing pine beetles to survive in greater numbers, and these insects are devastating our forests. We are also seeing an increase in the frequency and intensity of wildfires, which are further damaging our forests and threatening the park's wildlife.

The park's bird population is also being affected. Many species are having to shift their ranges to higher elevations in search of cooler temperatures, and this is leading to increased competition for food and nesting sites. To help our feathered friends, we are creating **(13) artificial nesting sites** and working to restore their natural habitats.

So, what can you, as visitors, do to help protect the park? The most important thing is to **(14) stay on the designated trails**. This helps to prevent soil erosion and protect our delicate plant life. Please also remember not to feed the animals, as this can make them dependent on humans and disrupt their natural behaviours. And, of course, please don't take any plants or rocks home with you as souvenirs.

Now, I'd like to talk about the future of some of the park's most iconic animals. The **(15) mountain goat**, with its thick white coat, is well-adapted to the cold, but as temperatures rise, its habitat is shrinking. We expect their population to **(16) decrease**. The **(17) grizzly bear**, on the other hand, is a more adaptable species, and we predict that its population will **(18) remain stable**. The **(19) pika**, a small mammal that lives in high-altitude environments, is extremely vulnerable to heat stress, and we are very concerned that its population will **(20) decrease**. The **(21) bighorn sheep** population is also expected to **(22) decrease** due to habitat loss and disease. Finally, the **(23) elk** population is expected to **(24) remain stable**, as they are able to migrate to new areas in search of food.

We are doing everything we can to protect this incredible park and its wildlife, but we need your help. By being mindful of your impact and supporting our conservation efforts, you can help us to ensure that Glacier National Park remains a treasure for generations to come. Thank you.

SECTION 3

Maria: So, David, for our presentation on the ethical dimensions of climate change, I was thinking we could start by defining the concept of 'climate justice'.

David: Good idea, Maria. So, climate justice is essentially about the fair distribution of the burdens and benefits of climate action. It recognizes that the impacts of climate change are not felt equally, and that those who have contributed the least to the problem are often the most **(22) vulnerable** to its effects.

Maria: Exactly. And that's why it's so important to consider the historical responsibility for climate change. Developed countries have been emitting greenhouse gases for much longer than **(23) developing countries**, and so they have a greater responsibility to take action.

David: Right. And that leads us to the concept of 'intergenerational equity'. The idea that we have a moral obligation to protect the planet for **(24) future generations**. Our actions today will have a direct impact on their lives, and they will be the ones who have to deal with the consequences of our inaction.

Maria: I think that's a really powerful point. But what do you think is the biggest challenge in addressing these ethical dimensions of climate change?

David: For me, it's the difficulty in getting countries to **(25) cooperate**. Climate change is a global problem, and it requires a global solution. But all too often, national self-interest gets in the way of meaningful action.

Maria: I agree. And that's where the issue of 'carbon leakage' comes in. When one country implements stricter environmental regulations, it can lead to companies moving their operations to countries with more lenient rules. So, what's the solution?

David: Well, one idea that's gaining traction is the implementation of **(26) border carbon adjustments**. This would involve placing a tax on imports from countries that don't have a carbon price, which would level the playing field and encourage other countries to take action.

Maria: That's an interesting idea. But I'm also concerned about the potential social impacts of some climate change solutions. For example, the transition to a low-carbon economy could lead to **(27) job losses** in the fossil fuel industry.

David: That's a valid point. We need to ensure that the transition is just and equitable, and that we support workers and communities that are affected by the changes. So, for the rest of our presentation, should we focus on some **(28) case studies** of climate justice in practice?

Maria: Yes, that's a great idea. We could look at some examples of how communities are adapting to the impacts of climate change, and how they are fighting for their right to a healthy environment.

David: Perfect. And to conclude, we can reiterate the point that **(29) ethical considerations** are crucial for effective climate action. It's not just about the science and the economics; it's about our values and our vision for a just and sustainable future.

Maria: Exactly. Okay, so let's **(30) do more research** on those case studies and then we can start writing the presentation.

David: Sounds like a plan.

SECTION 4

Good morning, everyone. Today, I want to talk about a controversial and complex topic: geoengineering. Geoengineering is the large-scale intervention in the Earth's climate system to counteract climate change. It's a field that is fraught with scientific, ethical, and political challenges, but it's one that we can no longer afford to ignore.

There are two main categories of geoengineering: Carbon Dioxide Removal, or CDR, and Solar Radiation Management, or SRM. CDR aims to remove CO2 from the atmosphere, while SRM aims to reflect a small proportion of the sun's energy back into space.

Let's start with CDR. Some of the most well-known CDR methods include afforestation and reforestation, which is simply planting more trees. Another is bioenergy with carbon capture and storage, or BECCS, which involves burning biomass for energy and then capturing and storing the resulting CO2. And then there's direct air capture, or DAC, which uses chemical processes to capture CO2 directly from the air.

While these methods sound promising, they all have significant challenges. CDR methods are often very **(31) expensive** and require vast amounts of land and energy. There are also concerns about the long-term effectiveness and **(32) side effects** of some of these technologies.

Now, let's turn to SRM. The most talked-about SRM method is stratospheric aerosol injection, which would involve injecting reflective particles, such as sulfur dioxide, into the stratosphere to mimic the cooling effect of a large volcanic eruption. Other ideas include marine cloud brightening, which would involve spraying sea salt into marine clouds to make them more reflective, and cirrus cloud thinning, which would aim to remove high-altitude cirrus clouds to allow more heat to escape from the Earth.

SRM is a much more controversial topic than CDR, and for good reason. The main problem is that it doesn't address the root cause of climate change, which is the high concentration of **(33) greenhouse gases** in the atmosphere. It's essentially a temporary fix, a band-aid on a much deeper wound.

There are also serious concerns about the potential **(34) unintended consequences** of SRM. We simply don't know what the full impact of these technologies would be on weather patterns, the ozone layer, and global ecosystems. And then there's the 'termination shock'. If we were to start SRM and then suddenly stop, global temperatures would rise rapidly, with potentially catastrophic consequences.

And finally, there are the significant **(35) governance** and ethical concerns. Who gets to decide whether or not to deploy these technologies? Who is liable if something goes wrong? There is currently no international **(36) framework** for geoengineering research and deployment, and this is a major problem.

We need to have a global conversation about the risks and benefits of these technologies, and any decisions about their use must be made in a transparent and **(37) inclusive** way.

In conclusion, geoengineering is not a 'silver bullet' solution to climate change. It should be seen as a potential complement to, not a substitute for, **(38) mitigation** efforts. We need to do much more **(39) research** to understand the potential impacts of these technologies. But the most important thing we can do to address climate change is to reduce our **(40) emissions**.

Thank you.

ANSWER KEY

READING

1. FALSE
2. FALSE
3. TRUE
4. FALSE
5. FALSE
6. TRUE
7. C
8. C
9. C
10. A
11. ice sheets
12. extreme weather events
13. unequivocal
14. iv
15. vii
16. i
17. v
18. iii
19. vi
20. B
21. C
22. B
23. A
24. economies
25. insect infestations

26. medicine
27. NO
28. YES
29. NO
30. YES
31. NOT GIVEN
32. YES
33. B
34. B
35. C
36. C
37. energy storage
38. electric vehicles
39. crop yields
40. early warning systems

LISTENING

1. teacher
2. 1st of March
3. four weeks
4. carbon emissions
5. calculator
6. public transport
7. restaurant
8. electric bike
9. playground
10. 555-2345
11. B
12. B

13. B
14. B
15. A
16. B
17. C
18. B
19. B
20. C
21. C
22. B
23. B
24. A
25. C
26. C
27. A
28. C
29. B
30. B
31. expensive
32. side effects
33. greenhouse gases
34. unintended consequences
35. governance
36. framework
37. inclusive
38. mitigation
39. research
40. emissions

GRAMMAR

1. The number of extreme weather events **has** increased in recent years.
2. If I **had known** about the protest, I would have joined.
3. The scientist **who** made the discovery was praised for his work.
4. **Despite** the warnings, many people continue to deny the reality of climate change.
5. The government must **take** action to reduce greenhouse gas emissions.
6. It **is essential that** we reduce our carbon footprint.
7. Enough **has not been done** by the government to tackle climate change.
8. He **promised to reduce** his energy consumption.
9. The day **was so hot** that we all went to the beach.
10. I **wish I had recycled** more.
11. do not act
12. has been changing
13. at
14. to
15. The
16. melting
17. sustainable
18. destruction
19. global
20. reductions

TUTOR GUIDE

Model answer for Writing Task 1

The provided line graph illustrates the change in average global temperatures from 1880 to 2020, expressed as a temperature anomaly in degrees Celsius. Overall, the

graph clearly indicates a significant and accelerating upward trend in global temperatures over the 140-year period.

From 1880 to approximately 1940, the temperature anomaly fluctuated, but remained relatively stable, with most years showing temperatures slightly below the long-term average. There were some minor peaks and troughs during this period, but no clear warming trend was evident.

However, from the 1940s onwards, a clear and consistent warming trend began to emerge. The temperature anomaly started to rise steadily, and by the 1980s, it had surpassed the long-term average. The rate of warming appears to have accelerated in the latter half of the 20th century and into the 21st century.

The last few decades of the period shown on the graph are particularly striking. From the 1980s to 2020, the temperature anomaly increased dramatically, with each successive decade being warmer than the last. The year 2020 is shown to have the highest temperature anomaly of the entire period, highlighting the unprecedented rate of warming in recent times.

In conclusion, the graph demonstrates a clear and alarming trend of global warming, with a particularly rapid increase in temperatures in recent decades.

Model essay for Writing Task 2 (Band 9 level)

The assertion that climate change is the most significant threat facing the world today is a topic of intense debate. While it is undeniable that global warming poses a profound and existential challenge to humanity, it is also true that other pressing issues, such as poverty and global health crises, demand our immediate attention. This essay will discuss both these views before offering a concluding perspective.

On the one hand, the argument that climate change is the preeminent global threat is compelling. The scientific consensus is unequivocal: the Earth is warming at an unprecedented rate, and the consequences are already being felt across the globe. Rising sea levels threaten to inundate coastal communities, extreme weather events are becoming more frequent and intense, and ecosystems are on the brink of collapse. The long-term and potentially irreversible nature of these impacts sets climate change apart from other global challenges. Furthermore, the effects of climate change are not confined to the environmental sphere; they have far-reaching social and economic consequences, exacerbating poverty, threatening food security, and potentially

leading to mass migration and conflict. From this perspective, climate change is not just another issue on the global agenda; it is the defining challenge of our time, one that has the potential to undermine all other aspects of human progress.

On the other hand, it is equally valid to argue that other issues, such as poverty and global health, are more immediate and pressing. For the billions of people living in extreme poverty, the daily struggle for survival takes precedence over the more abstract threat of climate change. Lack of access to clean water, food, and healthcare are immediate and life-threatening concerns that cannot be ignored. Similarly, global health crises, such as the recent COVID-19 pandemic, demonstrate the devastating impact that infectious diseases can have on societies and economies. It can be argued that without addressing these fundamental issues of human well-being, it is impossible to build the resilient and equitable societies that are needed to tackle the long-term challenge of climate change. From this viewpoint, poverty and global health are not secondary issues, but rather foundational challenges that must be addressed as a matter of urgency.

In my opinion, while the arguments for prioritizing poverty and global health are valid, climate change is ultimately the most significant threat facing the world today. This is because climate change is a threat multiplier; it exacerbates existing inequalities and vulnerabilities, and has the potential to unravel decades of development progress. The impacts of climate change will fall disproportionately on the world's poorest and most vulnerable populations, the very people who are already struggling with poverty and poor health. Therefore, tackling climate change is not a separate issue, but rather an integral part of the broader agenda of sustainable development. By investing in a green and resilient future, we can not only mitigate the risks of climate change, but also create new opportunities for economic growth, improve public health, and reduce poverty. In conclusion, while we must not lose sight of the immediate challenges of poverty and global health, we must also recognize that climate change is the overarching threat that will ultimately determine the future of our planet and our species.

Speaking Part 2 sample response

I'd like to talk about a time I experienced an extreme weather event, which was a major flood that hit my hometown a few years ago. It was in the middle of the summer, and we'd had an unusually long period of heavy rain. The river that runs through my town

started to rise rapidly, and before we knew it, the water was spilling over its banks and into the streets.

The weather was absolutely terrible. The rain was relentless, and the wind was howling. The sky was a dark, ominous grey, and it felt like the world was ending. I remember looking out of my window and seeing the street below transformed into a raging torrent of brown, murky water. Cars were submerged, and furniture was floating down the street. It was a surreal and terrifying sight.

During the flood, my family and I were trapped in our house for two days. We were lucky that our house was on slightly higher ground, so the water didn't come inside, but many of our neighbours were not so fortunate. We spent the time listening to the radio for updates and trying to stay calm. I remember feeling a mixture of fear, anxiety, and disbelief. It was hard to comprehend that this was happening to our town, a place I had always known as safe and peaceful.

Looking back, the experience was a real wake-up call. It made me realize how vulnerable we are to the power of nature, and how important it is to be prepared for these kinds of events. It also brought our community closer together. In the aftermath of the flood, everyone rallied around to help each other, and it was heart-warming to see the strength of the human spirit in the face of adversity. The flood was a devastating event, but it also taught me a valuable lesson about resilience and the importance of community.

Key vocabulary list

1. **Unprecedented:** (adjective) never done or known before.
2. **Greenhouse effect:** (noun) the trapping of the sun's warmth in a planet's lower atmosphere due to the greater transparency of the atmosphere to visible radiation from the sun than to infrared radiation emitted from the planet's surface.
3. **Fossil fuels:** (noun) a natural fuel such as coal or gas, formed in the geological past from the remains of living organisms.
4. **Deforestation:** (noun) the clearing of a wide area of trees.
5. **Mitigation:** (noun) the action of reducing the severity, seriousness, or painfulness of something.
6. **Adaptation:** (noun) the action or process of adapting or being adapted.

7. **Biodiversity:** (noun) the variety of plant and animal life in the world or in a particular habitat, a high level of which is usually considered to be important and desirable.
8. **Ecosystem:** (noun) a biological community of interacting organisms and their physical environment.
9. **Ocean acidification:** (noun) the ongoing decrease in the pH of the Earth's oceans, caused by the uptake of carbon dioxide (CO2) from the atmosphere.
10. **Coral bleaching:** (noun) the process when corals become white due to various stressors, such as changes in temperature, light, or nutrients.
11. **Phenological mismatch:** (noun) a phenomenon in which the timing of seasonal events for interacting species no longer aligns.
12. **Renewable energy:** (noun) energy from a source that is not depleted when used, such as wind or solar power.
13. **Electric vehicle (EV):** (noun) a vehicle that is propelled by one or more electric motors, using energy stored in rechargeable batteries.
14. **Precision agriculture:** (noun) a farming management concept based on observing, measuring, and responding to inter and intra-field variability in crops.
15. **Carbon sequestration:** (noun) a natural or artificial process by which carbon dioxide is removed from the atmosphere and held in solid or liquid form.
16. **Geoengineering:** (noun) the deliberate large-scale manipulation of an environmental process that affects the earth's climate, in an attempt to counteract the effects of global warming.
17. **Carbon footprint:** (noun) the amount of carbon dioxide and other carbon compounds emitted due to the consumption of fossil fuels by a particular person, group, etc.
18. **Climate justice:** (noun) a term used for framing global warming as an ethical and political issue, rather than one that is purely environmental or physical in nature.
19. **Intergenerational equity:** (noun) the concept of fairness or justice between generations.
20. **Sustainable:** (adjective) able to be maintained at a certain rate or level.