



CAMBRIDGE

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Academic

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Six Practice Tests

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## LISTENING AND READING PRACTICE TESTS

with Answers and  
Audioscripts



WITH RESOURCES  
DOWNLOAD

2

### Exam Practice Test 1

#### Listening Part 1

##### Questions 1-10

Complete the table below.

Write **ONE WORD AND / OR A NUMBER** for each answer.

#### **Art classes at Bramley Community Centre**

Class	Things to bring	Fees /Timetable	Tutor
<i>Example</i> 'Movement and <u>light</u> ': painting in the style of French impressionists	a set of <b>1</b> ..... is essential	The cost is <b>2</b> \$..... for two terms Monday evenings 6-8 p.m., Room 15	A local artist called Steve <b>3</b> .....
'Clay Basics': using the pottery wheel to make several <b>4</b> .....	an old <b>5</b> ..... would be a good idea	The cost is \$180 per term Every <b>6</b> ..... 6:30-8:30 p.m., Room 3	Theresa Clark – her work is displayed in the community centre
'Sketching Architecture': drawing old buildings, starting with the <b>7</b> .....	people usually take a fold-up chair and a <b>8</b> .....	The cost is \$160 per term Fridays 11-1 p.m. meet at the corner of Victoria Street and <b>9</b> ..... Road	Annie Li Annie's cell phone number: <b>10</b> .....

## Listening Part 2

### Questions 11-12

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

Which **TWO** things will employees need to do during their first week in their new office space?

- A find out about safety procedures
- B collect a new form of identification
- C move boxes containing documents
- D make a note of any problem that occurs
- E learn about new company technology

### Questions 13-14

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

Which **TWO** steps have the company taken to improve the physical environmental of employee's offices?

- A provided comfortable seating
- B installed a new heating system
- C used attractive materials
- D enlarged people's working space
- E replaced the old type of lights

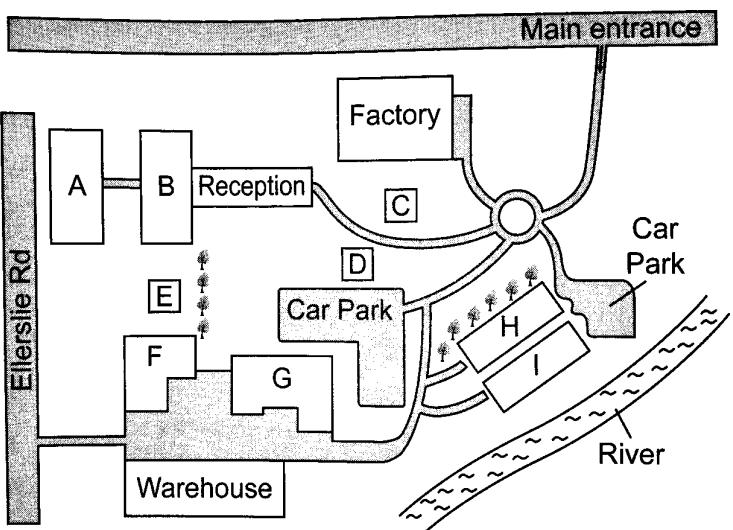
### Questions 15-20

Label the plan below.

Write the correct letter, A-I, next to Questions 15-20.

**Plan of the renovated factory complex**

- 15 Conference center .....
- 16 New office space .....
- 17 Stores .....
- 18 Finance .....
- 19 Café .....
- 20 IT Department .....



## Listening Part 3

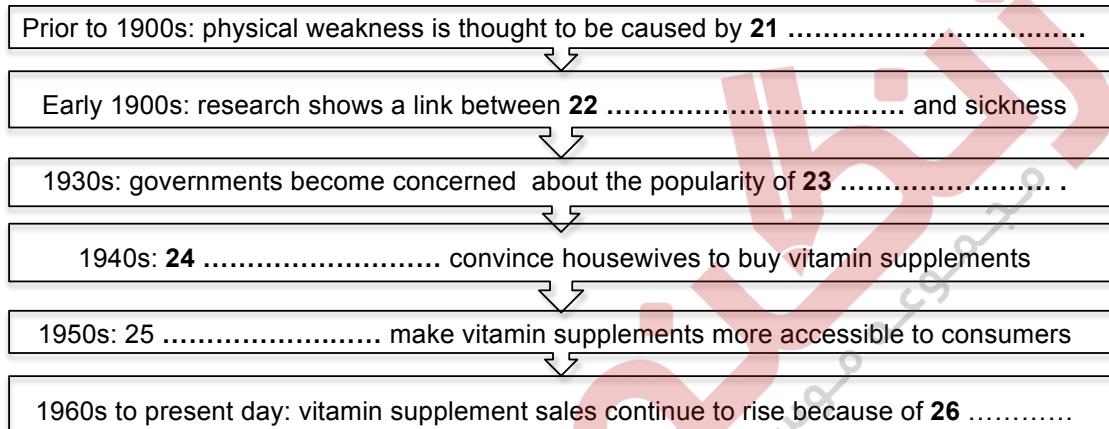
### Questions 21-26

Complete the flow-chart below.

Choose **SIX** answers from the box and write the correct letter, **A-I**, next to **Questions 21-26**.

#### History of vitamin supplements

- |   |   |
|---|---|
| <b>A</b> lifestyle changes<br><b>B</b> famous people<br><b>C</b> scientific findings<br><b>D</b> industrial processes<br><b>E</b> poor diet | <b>F</b> effective packaging<br><b>G</b> toxic substances<br><b>H</b> processed foods<br><b>I</b> alarming images |
|---|---|



### Questions 27-30

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

- 27 Sam believes that more Australians are taking vitamin supplements because they**
- A** want to have control of their own health.  
**B** are advised to by local health authorities.  
**C** have benefitted from competition amongst manufacturers.

- 28 Lucy is concerned that the US vitamin supplements industry is not required to**
- A** follow the guidelines produced by a government agency.  
**B** list all the possible side effects of taking vitamins.  
**C** provide evidence that their products are effective,

- 29 When discussing the Danish experiment, Lucy and Sam conclude that vitamin supplements**

- A** are best used for preventing minor illnesses.  
**B** are not fully understood by researchers.  
**C** are harmful if taken in large amounts

- 30 Lucy and Sam agree that stricter regulation of the vitamin supplement industry**

- A** would only lead to a slight decrease in sales. **B** might be necessary for some types of vitamins. **C** may not be welcome by all consumers.

## Listening Part 4

### Questions 31-36

Complete the notes below.

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

## Insect Extinction in the 21<sup>st</sup> Century

### The reasons why insect populations are declining

- In Europe, important plants are no longer found in fields or 31 .....
- In the Amazon rainforest, 32 ..... might be the cause of butterfly and beetle loss.
- Globally, pesticides are affecting the spatial skills and 33 ..... of bees.

### The consequences of declining insect populations

- Insects are an essential part of the 34 ..... in all places apart from Antarctica.
- Crop production will fall dramatically.
- Researchers can't discover any new 35 ..... based on plants.

### The possible ways to prevent insect extinction

- Governments must restrict the sale of pesticides.
- People must reduce their consumption of 36 .....

### Questions 37-40

Complete the sentences below.

Write **ONE WORD ONLY** for each answer.

37 Sand from the Antioch Dunes was used to make ..... for houses in the early 1900s.

38 The metalmark butterfly requires one type of Antioch Dunes plant for its .....

39 In recent years ..... has led to the loss of wildlife in the Antioch Dunes.

40 The Antioch Dunes project shows how ..... does not always require much land.

## Exam Practice Test 2

### Listening Part 1

#### Questions 1-5

Complete the notes below.

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

New Apartment	
Example	Answer
<b>Landlady's Name:</b>	Mary Jones
<b>General</b>	
• partly furnished • no 1 ..... are allowed	
<b>Kitchen</b>	
• nice and big • there is a new 2 .....	
<b>Lounge</b>	
• some 3 ..... will be built soon	
<b>Bedroom</b>	
• good clothes storage • need to bring a 4 .....	
<b>Bathroom</b>	
• only a shower • the water is heated by 5 .....	

#### Questions 6-10

Complete the form below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Tenancy Form	
<b>Tenant details</b>	
• Full name: Andrew 6 .....	
• Best contact: 7 andrew171@..... .com	
• Driver's licence: 8 .....	
<b>Tenancy details</b>	
• Moving-in date: 9 .....	
• Rent per week: \$315	
• Bond paid: 10 \$ .....	

## Listening Part 2

### Questions 11-15

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

#### 11 What is new about the Writer's Festival this year?

- A more international guests
- B extra time for questions
- C additional locations for events

#### 12 Tickets for the Wearable Art even

- A are selling out quickly.
- B have been reduced in price.
- C must be booked in advance.

#### 13 Ocean Times at Bright's Beach is

- A a sporting competition for adults.
- B an educational event for all ages.
- C a play day for young children.

#### 14 People going to Artscape Exhibition

- A should wear appropriate clothing.
- B must keep to the proper path.
- C need to arrive at a certain time.

#### 15 Tours of the Civil Theatre

- A do not happen often.
- B have never happened before.
- C may happen more regularly in future.

### Questions 16-20

What comment does the speaker make about each of the following events?

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

You may use any letter more than once.

#### Comments

- A the location has changed
- B transport will be a problem
- C the event might be crowded

16 Night Market .....

17 Buskers Festival .....

18 Stand Up for Kids .....

19 Sunday Unplugged .....

20 Ignite Dance Finals .....

## Listening Part 3

### Questions 21-22

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

What **TWO** problems do the students identify with 'learning videos'?

- A** Babies lose interest too quickly.
- B** Babies need to explore things.
- C** Babies want to be with other babies.
- D** Babies' eyes may be damaged.
- E** Babies should have contact with adults.

### Questions 23-24

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

When discussing the 'present research', Maia is surprised that

- A** ordinary people have altered their habits.
- B** the findings are very detailed.
- C** most babies behave the same way.
- D** boys and girls like different toys.
- E** the methodology has been criticised.

### Questions 25-26

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

What impresses the students about the bilingual experiment in Spain?

- A** the long-term effects of the lessons
- B** the large number of research subjects
- C** the fact that the children enjoyed themselves
- D** the fact that teachers had the same training
- E** the response of schools to the findings

### Questions 27-30

What comment does the speaker make about each of the following events?

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

You may use any letter more than once.

#### Findings

- A** Babies understand cause and effect.
- B** Babies like physical exercise.
- C** Babies like their actions to be copied.
- D** Babies are excited by surprises.
- E** Babies recognise basic grammar.
- F** Babies like to help other people.

### Research studies

- |                                       |       |
|---------------------------------------|-------|
| <b>27</b> Dr Pritchard's study        | ..... |
| <b>28</b> The three-year-olds study   | ..... |
| <b>29</b> Professor Michelson's study | ..... |
| <b>30</b> The United States study     | ..... |

## Listening Part 4

### Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

#### The Engineer Sarah Guppy, 1770-1852

##### Background

- women were active in many areas of 19<sup>th</sup>-century British society,  
e.g. Jane Harrison was the first female 31 .....
- by the end of the century there were 140 female dentists and 212  
32 ....., as well as many musicians and actors

##### Sarah Guppy

- was born in Birmingham and moved to Bristol with her husband
- designed bridges that could survive 33 .....
- built 34 ..... of the Clifton Suspension Bridge
- was a significant 35 ..... in the Clifton Suspension Bridge together with her husband
- designed a 'barnacle buster' that allowed 36 ..... to go faster
- helped stop 37 ..... near railway lines
- built an amusing machine for making different parts of  
38 ..... at the same time
- designed an early type of 39 ..... equipment

##### Conclusions

- other women worked as engineers, e.g. Ada Lovelace and Hertha Marks Ayrton
- it was not until 1906 that a woman 40 ..... in engineering

## Exam Practice Test 3

### Listening Part 1

#### Questions 1-10

Complete the notes below.

Write ONE WORD AND / OR A NUMBER for each answer.

### Short Film Competition

#### Rules

- The film must be  
Example answer  
no more than 20 minutes long.  
submitted before Wednesday, 1 .....
- Don't use any 2 ..... with experience.
- For the film, it's necessary to  
include a child or 3 ..... this year.  
get permission for any 4 ..... used.  
check that English 5 ..... contain no mistakes.

#### Advice

- Focus on the 6 ..... before doing anything else.
- Stick to a few characters and locations.
- Avoid making a 7 ..... because not all the judges will like it.

#### Last year's competition

- The winner was Greg 8 .....
- The title of Greg's film was 9 .....

#### Prizes

- Winners receive between \$500 and \$2000.
- The best films are shown in the 10 ..... Theatre.

## Listening Part 2

### Questions 11-12

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

Which **TWO** tasks will volunteers be required to do at Eskdale Wood?

- A** fix fences
- B** remove branches
- C** collect litter
- D** build bird boxes
- E** cut down trees

### Questions 13-14

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

Which **TWO** things must volunteers bring with them?

- A** gloves
- B** tools
- C** snacks
- D** sunscreen
- E** boots

### Questions 15-20

Complete the flow-chart below.

Choose **SIX** answers from the box and write the correct letter, **A-H**, next to

### Questions 15-20

- A** clear photograph
- B** rough estimate
- C** new account
- D** suitable location
- E** council permit
- F** basic competition
- G** good team
- H** visual guide

#### To Take Part in the Bird Count

set up a **15** ..... for a mobile app

decide on a **16** ..... for the day of the bird count

organise a **17** ..... for support

ensure everyone has access to a **18** .....

agree on a **19** ..... for observed birds

submit a **20** ..... with your collected data

## Listening Part 3

Choose the correct letter, A, B or C

### Questions 21-25

#### **Presentation on restoring and reproduction of paintings**

- 21 The students agree that the introduction to their presentation should include  
A reasons why paintings need to be restored.  
B examples of poor restoration work.  
C a general description of what restoration involves.
- 22 When the students visited the museum, they were surprised by  
A the time it took to restore a single painting.  
B the academic backgrounds of the restorers.  
C the materials used in restoration work.
- 23 What does Oliver say would put him off a career in art restoration?  
A the reaction of the owners of a painting  
B the possibility of working in dangerous conditions  
C the requirements to be able draw very well
- 24 What does students agree about the restored Dutch landscape painting?  
A It shows how taste in art varies amongst different people.  
B It is an example of a work that was once undervalued.  
C It demonstrates how cleaning techniques have greatly improved.
- 25 What is Oliver's attitude to the digital reproduction of famous paintings?  
A It requires a great deal of skill.  
B There is something dishonest about it.  
C It makes art accessible to more people.

### Questions 26-30

What challenge did the Factum Arte team face with reproducing the following paintings?

Choose **FIVE** answers from the box and write the correct letter, A-G, next to **Questions 26-30**.

#### **Challenges the Factum Arte team faced**

- A they only had a photo of a badly restored version of the painting
- B they needed to see under the damaged surface of the painting
- C they had to get permission to analyze a very similar painting
- D they had to rely on similar drawings of the same subject
- E they had to negotiate with relations of the original artist
- F they were unable to view other examples of the artist's work
- G they had only limited time to reproduce the painting

### Paintings the team wanted to reproduce

- |   |       |
|---|-------|
| 26 <i>Six Sunflowers</i>                    | ..... |
| 27 <i>The Concert</i>                       | ..... |
| 28 <i>Portrait of Sir Winston Churchill</i> | ..... |
| 29 <i>The Water Lilies</i>                  | ..... |
| 30 <i>Myrto</i>                             | ..... |

## Listening Part 4

### Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

## The Challenges of Living in Space

### Living on the International Space Station (ISS)

- Astronauts spend months in microgravity, so
  - their blood moves to the head and 31 .....
  - they lose minerals such as 32 .....
  - they have to exercise 2.5 hours to avoid 33 ..... loss.
  - they may suffer from poor 34 ..... back on Earth.
- NASA continues to improve ways to recycle water, including 35 .....

### Building on the moon or Mars

- Engineers and architects must either use materials which
  - are 36 ..... enough for transport.
  - can already be found on the moon or Mars.
- Rocks and minerals could be used to make metal, brick and possibly 37 ..... for buildings.
- NASA still needs to find a way to make large 38 .....
- People could use virtual reality
  - to visit places like a 39 .....
  - to get a new 40 .....

## Exam Practice Test 4

### Listening Part 1

#### Questions 1-10

Complete the notes below.

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

### Island Transport

Vehicle	Cost	Comments
<i>Example</i> <i>Motor scooter</i>	1 \$..... per day	<ul style="list-style-type: none"><li>• fun to ride</li><li>• they provide helmets and 2 .....</li><li>• don't ride on 3 ..... Road</li></ul>
<b>Economy car</b>	\$87.80 per day	<ul style="list-style-type: none"><li>• four doors, five passengers</li><li>• can drive on all the roads and to 4 ..... for a swim</li><li>• no 5 ..... in the Economy car</li></ul>
<b>E-Bike</b>	6 \$ ..... per day	<ul style="list-style-type: none"><li>• battery is not very 7 .....</li><li>• a quality bike with two good 8 .....</li><li>• a map and 9 ..... are provided</li><li>• no 10 ..... is needed</li></ul>

## Listening Part 2

### Questions 11-15

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

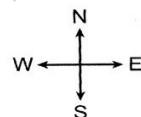
#### The Community Garden

- 11 What was recently discovered at this site?  
A a written text about the area  
B various tools used for farming  
C some drawings showing the garden
- 12 This location is good for gardening because  
A the weather is warm.  
B there is enough water.  
C it is protected from the wind.
- 13 In 1860, what was built on this site?  
A a medical centre  
B a type of factory  
C a base for soldiers
- 14 Today, the fruit and vegetables from the gardens  
A are sold to businesses in the area.  
B are given to certain local people.  
C are used by those who work in the garden.
- 15 The local college now uses the gardens  
A as a location for scientific research.  
B for educating the wider community.  
C to teach its students gardening skills.

### Questions 16-20

Label the map below.

Write the correct letter, A-H,  
next to **Questions 16-20**



16 worm farms \_\_\_\_\_

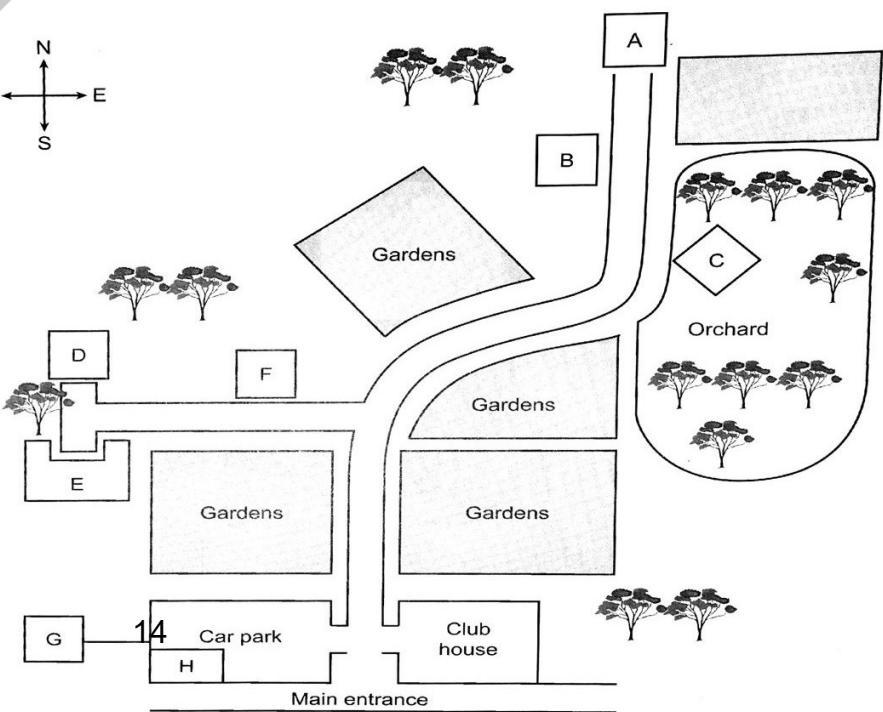
17 seed store \_\_\_\_\_

18 machinery shed \_\_\_\_\_

19 compost heaps \_\_\_\_\_

20 drying room \_\_\_\_\_

#### The Community Garden



## Listening Part 3

### Questions 21-15

Write the correct letter, A, B, or C, next to Questions 21-25.

#### The Benefits of Playing Video Games

- 21 According to Alya and Jason, Dr Franklin showed that video games have
- A been used in therapy for a long time.
  - B only a limited number of uses in therapy.
  - C been accepted by most doctors working in therapy.
- 22 According to the students, what is the biggest advantages of games in therapy?
- A Some injuries occur less frequently.
  - B Costs are lower than other treatments.
  - C Patients work harder at the researchers.
- 23 When discussing the Singapore study, the students disagree about
- A the purpose of the research.
  - B the methodology used in the research.
  - C the conclusions reached by the researchers.
- 24 What impresses the students about the anxiety research?
- A the variety of games that were used
  - B results were confirmed in another study
  - C both patients and their families benefitted
- 25 The students agree that the Rode Island research
- A provided reliable evidence.
  - B has received widespread publicity.
  - C has been criticised by some academics.

#### Opinions

- A the finding may disappoint some businesses
- B the finding contradicts other research
- C the finding is relevant in particular countries
- D the finding is not believable
- E the finding is supported by various studies
- F the finding is not a surprise
- G the finding will become increasingly important

- 26 surgeon study .....  
27 vision study .....  
28 sport study .....  
29 ageing study .....  
30 career study .....

## Listening Part 4

### Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

#### Traditional Polynesian Navigation

##### - **Introduction**

- the islands of Polynesia are in the Pacific Ocean
- the Polynesian peoples originally migrated from 31 ..... to the Pacific islands
- European explorers were impressed that Polynesian canoes were 32 ..... than European ships

##### - **Equipment on ocean-going canoes**

- paddles were used for 33 .....
- sails were made from the pandanus plant
- warm clothes were made from 34 ..... of the paper mulberry tree

##### - **How Polynesians navigated at sea**

- they did not have the magnetic compass
- they remembered where stars rose and set by making up detailed 35 .....
- when it was cloudy, they found the direction by using 36 .....

##### - **Finding new islands**

- they could identify certain 37 ..... that only live near land
- close to land, they could read changes in the sea's 38 .....

##### - **Recent history**

- in 1967 the canoe Hokule'a sailed from Hawaii to Tahiti without 39 .....
- now replica traditional canoes have sailed across the Pacific and around the world
- as well as sailing, these voyages have created fresh interest in Polynesian culture, music and 40 .....

## Exam Practice Test 5

### Listening Part 1

#### Questions 1-10

Complete the form below.

Write **ONE WORD AND / OR A NUMBER** for each answer.

### INSURANCE CLAIM FORM

*Example*

#### Client details

Name:

*Greg Williams*

Policy reference:

1 .....

Address:

2 102 ..... Street, Northbridge

Phone number:

3 .....

#### Description of damage

Date of incident:

Sunday, 17<sup>th</sup> June

Cause of incident:

the house was damaged during a 4 .....

Items client is claiming for:

a pair of child's 5 .....

a new 6 .....

a torn 7 .....

repairs to the door of the 8 .....

#### Builder dealing with damage

Full name: Steven 9 .....

Client to send in photographs of damaged 10 ..... before building work starts

## Listening Part 2

### Questions 11-12

Which **TWO** opportunities does the Young Explorer Programme offer to participants?

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

- A Improving negotiation skills
- B Developing supportive relationships
- C Acquiring a new physical skill
- D Learning about environmental issues
- E Competing for an award

### Questions 13-14

Which **TWO** subjects must groups in their preliminary training?

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

- A Finding sources of water
- B Operating cooking equipment
- C Knowing how to follow a route
- D Searching for safe things to eat
- E Using wood to build shelters

### Questions 15-20

What does the speaker say about each of the following tracks?

Write the correct letter A, B, C, or D next to Questions 15-20

#### Tracks

- |    |            |       |
|----|------------|-------|
| 15 | Northface  | ..... |
| 16 | Blue River | ..... |
| 17 | Pioneer    | ..... |
| 18 | Edgewater  | ..... |
| 19 | Murray     | ..... |
| 20 | Lakeside   | ..... |

- |          |                                       |
|----------|---------------------------------------|
| <b>A</b> | It is likely to be busy.              |
| <b>B</b> | It may be unsafe in places.           |
| <b>C</b> | It is currently closed to the public. |
| <b>D</b> | It is divided into two sections.      |

## Listening Part 3

### Questions 21-26

Write the correct letter, A, B, or C, next to Questions 21-26.

#### The Future of Work

21 Kiara and Finn agree that the articles they read on the future of work

- A mainly reflect the concerns of older employees.
- B refer to the end of a traditional career path.
- C tend to exaggerate the likely changes.

22 What point does Kiara make about the phrase "job title"?

- A It is no longer relevant in modern times.
- B It shows colleagues how to interact with each other.
- C It will only apply to people higher up in an organization.

23 What issue affecting young employees is Finn most concerned about?

- A lack of job security
- B income inequality
- C poor chances of promotion

24 What is Kiara's attitude towards the Richards-Greeves survey on work-life balances?

- A She thinks that the findings are predictable.
- B She is curious about the kind of work the interviewees do.
- C She believes it would be useful to know what the questions were.

25 Finn and Kiara agree that if employees are obliged to learn new skills,

- A they should learn ones which might be useful in another job.
- B they should not be forced to learn them in their own time.
- C they should receive better guidance from training departments.

26 When Finn talks about the impact of mobile technology, Kiara responds by

- A emphasizing the possible disadvantages
- B describing her personal experience.
- C mentioning groups who benefit most from devices.

### Questions 27-30

What impact might Artificial Intelligence (AI) have on each of the following professions?

Choose **FOUR** answers from the box and write the correct letter, A-F, next to Questions 27-30.

#### Impact of Artificial Intelligence (AI)

- A It will give them a greater sense of satisfaction.
- B It will encourage them to compete with one another.
- C It will reduce the level of stress they have.
- D It may eventually lead to their jobs disappearing.
- E It could prevent them from coming to harm.
- F It will enable them to do tasks they have not trained for.

27 Architects .....

28 Doctors .....

29 Lawyers .....

30 Sports referees .....

## Listening Part 4

### Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

## The Klondike Gold Rush of Canada

### The Gold-seekers' journey to the Klondike river

- Many gold-seekers set off from Skagway in Alaska.
- The White Pass Trail was difficult because of rocks and 31..... along the way.
- The Chilkoot Trail was very 32..... so it could take three months.
- On both trails, gold-seekers gave up because of starvation, disease and the fear of 33.....
- At Lake Bennet, gold-seekers stayed in a 34..... until spring arrived.
- At Miles Canyon, it was necessary to hire an experienced 35..... to continue the journey.
- Gold-seekers finally reached Dawson and the Klondike river.

### The Equipment gold-seekers had to take

- The 36..... provided gold-seekers with a list.
- The list included
  - clothes, e.g. boots, thick coats
  - tea and food such as 37.....
  - tools, e.g. rope and several 38.....

### People who became successful because of the gold rush

- Some business-minded people sold supplies or set up hotels.
- Jack London created sense of 39..... in his stories.
- Annie Hall Strong and Emma Kelly contributed to various 40..... in Canada and the US.

## Exam Practice Test 6

### Listening Part 1 Questions 1 – 10

Complete the table below

Write **ONE WORD ONLY AND / OR A NUMBER** for each answer.

#### Kingstown Tours

Name of tour	Price	Main activities	Other information
Cave Explorers	<i>Example \$93</i>	<ul style="list-style-type: none"><li>go in a small 1..... to the other side of the lake</li><li>explore the caves</li></ul>	<ul style="list-style-type: none"><li>minimum age of 2..... years</li></ul>
Silver Fjord	\$220	<ul style="list-style-type: none"><li>travel by 3..... to the fjord</li><li>at Easten go for a 4.....</li><li>cruise on the fjord</li><li>see mountains and a large 5.....</li></ul>	<ul style="list-style-type: none"><li>eat a barbecue lunch</li><li>see marine life such as seals and 6.....</li></ul>
High Country	\$105	<ul style="list-style-type: none"><li>visit a historic home</li><li>lunch is in the 7.....</li><li>in the afternoon visit a 8.....</li></ul>	<ul style="list-style-type: none"><li>this tour has excellent reviews</li></ul>
Zipline	\$75	<ul style="list-style-type: none"><li>travel on a zipline above an old 9.....</li></ul>	<ul style="list-style-type: none"><li>reach speeds of 10..... miles per hour</li></ul>

### Listening Part 2 Questions 11 – 15

Choose the correct letter, A, B or C.

#### Willford Living Museum

- 11 In the early 1800s most land in Willford was
  - A occupied by houses.
  - B used for farming.
  - C covered in trees.
  
- 12 What happened in 1830 in Willford?
  - A Ships started to be built nearby.
  - B The first trains arrived in the town.
  - C Valuable substances were found underground.
  
- 13 By the 1870s Willford was most famous for making
  - A various metal objects.
  - B all types of clothing.
  - C plates and cups.
  
- 14 What does the guide say about visitors to the museum these days?
  - A 900 visitors enter on a typical day.

- B** 7,600 visitors arrive every week.  
**C** 300,000 visitors come each year.

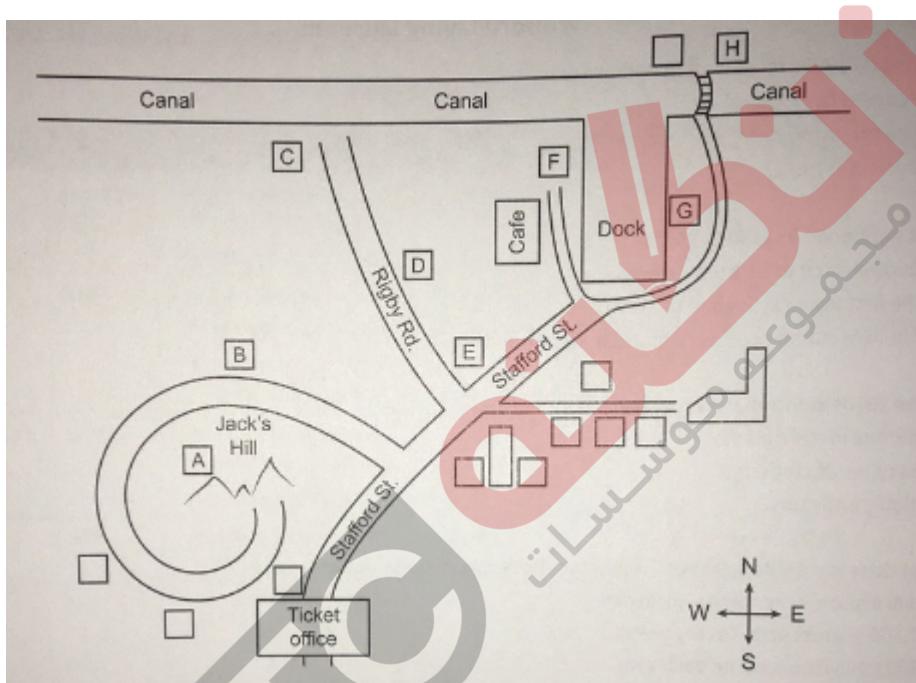
- 15** The museum is also sometimes used  
**A** as a location for filming.  
**B** for business conferences.  
**C** by people getting married.

### Questions 16 – 20

Label the map below.

Write the correct letter, **A – H**, next to **Questions 16 – 20**.

**Willford Living Museum**



- 16** Old bakery .....  
**17** Doctor's surgery .....  
**18** Cooper's Cottage .....  
**19** Stables .....  
**20** Old school .....

### Listening Part 3

#### Questions 21 – 22

Choose **TWO** letters, **A – E**.

According to the students, what are the **TWO** most important benefits of market research?

- A** Selecting the best advertising  
**B** Reducing the levels of risks  
**C** Building confidence among employees  
**D** Saving money in the long run  
**E** Identifying new opportunities

### Questions 23 – 24

Choose **TWO** letters, **A – E**.

Which do the students agree are **TWO** valid criticisms of market research?

- A** It does not reveal any new information.
- B** Its benefits are hard to measure.
- C** It takes too much time to carry out.
- D** It makes use of too much specialist language.
- E** Its findings are sometimes wrong.

### Questions 25 – 26

Choose **TWO** letters, **A – E**.

The students are surprised by the success of which **TWO** sources of information.

- A** face-to-face communication
- B** official government statistics
- C** the media and social media
- D** online surveys of public opinion
- E** filming customers as they shop

### Questions 27 – 30

Complete the flow-chart below.

Choose **FOUR** answers from the box and write the correct letter, **A – F**, next to **Questions 27-30**.

- A** written records
- B** online studies
- C** specific questions
- D** individual responsibility
- E** proper planning
- F** regular meetings

#### Market Research Using a Business's Own Resources

Begin with staff education to maximize the chances of success.

Give staff examples of **27**..... that will be helpful every day.

The BQR Group says that staff should make use of **28**..... each week.

Having **29**..... is motivating for staff, according to Business Guide.

Provide detailed feedback about any changes that you decide to make



Allow staff to have 30..... to ensure continued participation.

## Listening Part 4

### Questions 31 – 37

Complete the notes below.

Write **ONE WORD ONLY** for each answer

#### Drinking Water

##### Introduction

- Drinking water is essential for human life.
- The ‘8 glasses a day’ rule is a myth, except for the 31.....

##### Some effects of water on the body

- Drinking before 32..... may assist weight loss.
- Dr. Amaldi’s study shows that water speeds up 33.....
- A US research study showed that dehydrated bodies cannot control 34..... so well
- There is no evidence that drinking water results in better 35.....

##### The brain

- Women who drank lots of water had fewer 36.....
- Men suffered more 37..... with insufficient water.

### Questions 38 – 40

Complete the summary below.

Write **ONE WORD ONLY** for each answer.

#### Too much water?

Drinking too much water is not a common problem. Australian research has shown that people have difficulty 38..... when they have drunk enough. But occasionally people have become sick from too much water, particularly groups of 39..... This may be because they have high levels of 40..... in their blood. The best advice is to drink when you are thirsty.

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

## Why do people collect things?

People from almost every culture love collecting things. They might collect stamps, books, cards, priceless paintings or worthless ticket stubs to old sports games. Their collection might hang on the walls of a mansion or be stored in a box under the bed. So what is it that drives people to collect? Psychologist Dr Maria Richter argues that urge to collect is a basic human characteristic. According to her, in the very first years of life we form emotional connections with lifeless objects such as soft toys. And these positive relationships are the starting point for our fascination with collecting objects. In fact, the desire to collect may go back further still. Scientists suggest that for some ancient humans living hundreds of thousands of years ago, collecting may have had a serious purpose. Only by collecting sufficient food supplies to last through freezing winters or dry summers could our ancestors stay alive until the weather improved.

It turns out that even collecting for pleasure has a very long history. In 1925, the archaeologist Leonard Woolley was working at a site in the historic Babylonian city of Ur. Woolley had travelled to the region intending only to excavate the site of a palace. Instead, to his astonishment, he dug up artefacts, which appeared to belong to a 2,500-year-old museum. Among the objects was part of a statue and a piece of a local building. And accompanying some of the artefacts were descriptions like modern-day labels. These texts appeared in three languages and were carved into pieces of clay. It seems likely that this early private collection of objects was created by Princess Ennigaldi, the daughter of King Nabonidus. However, very little else is known about Princess Ennigaldi or what her motivations were for setting up her collection.

This may have been one of the first large private collections, but it was not the last. Indeed, the fashion for establishing collections really got started in Europe around 2,000 years later with so-called 'Cabinets of Curiosities'. These were collections, usually belonging to wealthy families that were displayed in cabinets or small rooms. Cabinets of Curiosities typically included fine paintings and drawings, but equal importance was given to exhibits from the natural world such as animal specimens, shells and plants.

Some significant private collections of this sort date from the fifteenth century. One of the first belonged to the Medici family. The Medicis became a

powerful political family in Italy and later a royal house, but banking was originally the source of all their wealth. The family started by collecting coins and valuable gems, then artworks and antiques from around Europe. In 1570 a secret 'studio' was built inside the Palazzo Medici to house their growing collection. This exhibition room had solid walls without windows to keep the valuable collection safe.

In the seventeenth century, another fabulous collection was created by a Danish physician name Ole Worm. His collection room contained numerous skeletons and specimens, as well as ancient texts and a laboratory. One of Ole Worm's motivations was to point out when other researchers had made mistakes, such as the false claim that birds of paradise had no feet. He also owned a great auk, species of bird that has now become extinct, and the illustration he produced of it has been of value to later scientists.

The passion for collecting was just as strong in the nineteenth century. Lady Charlotte Guest spoke at least six languages and became well-known for translating English books into Welsh. She also travelled widely throughout Europe acquiring old and rare pottery, which she added to her collection at home in southern England. When Lady Charlotte died in 1895 this collection was given to the Victoria and Albert Museum in London. At around the same time in the north of England, a wealthy goldsmith named Joseph Mayer was building up an enormous collection of artefacts, particularly those dug up from sites in his local area. His legacy, the Mayer Trust, continues to fund public lectures in accordance with his wishes.

In the twentieth century, the writer Beatrix Potter had a magnificent collection of books, insects, plants and other botanical specimens. Most of these were donated to London's Natural History Museum, but Beatrix held on to her cabinets of fossils, which she was particularly proud of. In the United States, President Franklin D. Roosevelt began his stamp collection as a child and continued to add to it all his life. The stress associated with being president was easier to cope with, Roosevelt said, by taking time out to focus on his collection. By the end of his life this had expanded to include model ships, coins and artworks.

Most of us will never own collections so large or valuable as these. However, the examples given here suggest that collecting is a passion that has been shared by countless people over many centuries.

**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

<b>TRUE</b>	If the statement agrees with the information
<b>FALSE</b>	If the statement contradicts the information
<b>NOT GIVEN</b>	If there is no information on this

- 1 Dr Maria Richter believes that people become interested in collecting in early childhood.
- 2 A form of collecting may have helped some ancient humans to survive
- 3 Leonard Woolley expected to find the remains of a private collection at Ur.
- 4 Woolley found writing that identified some of the objects he discovered.
- 5 Princess Ennigaldi established her collection to show off her wealth.
- 6 Displaying artworks was the main purpose of Cabinets of Curiosities.

**Questions 7-13**

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.  
Write your answers in boxes 7-13 on your answer sheet.

**Some significant private collections****15<sup>th</sup>-17<sup>th</sup> Centuries**

- The Medici family made their money from 7 \_\_\_\_\_.
- At the Palazzo Medici there was a hidden ‘studio’ which had no 8 \_\_\_\_\_.
- Ole Worm liked to show when other scientists had made mistakes.
- Ole Worm made an important 9 \_\_\_\_\_ of a bird.

**19<sup>th</sup> Century**

- Lady Charlotte Guest created a collection of 10 \_\_\_\_\_, which she left to a museum.
- Joseph Mayer paid for 11 \_\_\_\_\_ that are still given to the public today.

**20<sup>th</sup> Century**

- Beatrix Potter did not give away her collection of 12 \_\_\_\_\_.
- Franklin D. Roosevelt believed collecting helped him deal with the 13 \_\_\_\_\_ of his job.

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

## Making Documentary Films

**A** For much of the twentieth century, documentary films were overshadowed by their more successful Hollywood counterparts. For a number of reasons, documentaries were frequently ignored by critics and film studies courses at universities. Firstly, the very idea of documentary film made some people suspicious. As the critic Dr Helmut Fischer put it, 'Documentary makers might have ambitions to tell the "truth" and show only "facts" but there is no such thing as a non-fiction film. That's because, as soon as you record an incident on camera, you are altering its reality in a fundamental way'. Secondly, even supporters of documentaries could not agree on a precise definition, which did little to improve the reputation of the genre. Lastly, there were also concerns about the ethics of filming subjects without their consent, which is a necessity in many documentary films.

**B** None of this prevented documentaries from being produced, though exactly when the process started is open to question. It is often claimed that *Nanook of the North* was the first documentary. Made by the American filmmaker Robert J. Flaherty in 1922, the film depicts the hard, sometimes heroic lives of native American peoples in the Canadian Arctic. *Nanook of the North* is said to have set off a trend that continued through the 1920s with the films of Dziga Vertov in the Soviet Union and works by other filmmakers around the world. However, that 1922 starting point has been disputed by supporters of an earlier date. Among this group is film historian Anthony Berwick, who argues that the genre can be traced back as early as 1895, when similar films started to appear, including newsreels, scientific films and accounts of journeys of exploration.

**C** In the years following 1922, one particular style of documentary started to appear. These films adopted a serious tone while depicting the lives of actual people. Cameras were mounted on tripods and subjects rehearsed and repeated activities for the purposes of the film. British filmmaker John Grierson was an important member of this group. Grierson's career lasted nearly 40 years, beginning with *Drifters* (1929) and culminating with *I Remember, I Remember* (1968). However, by the 1960s Grierson's style of film was being rejected by the Direct Cinema movement, which wanted to produce more natural and authentic films: cameras were hand-held; no additional lighting or sound was used; and the subjects did not rehearse. According to film writer Paula Murphy, the principles and methods of Direct Cinema brought documentaries to the attention of universities and film historians as never before. Documentaries started to be recognized as a distinct genre worthy of serious scholarly analysis.

**D** Starting in the 1980s, the widespread availability of first video and then digital cameras transformed filmmaking. The flexibility and low cost of these devices meant that anyone could now be a filmmaker. Amateurs working from home could compete with professionals in ways never possible before. The appearance of online film-sharing platforms in the early 2000s only increased the new possibilities for amateur documentaries. One of the most popular documentary of 2006 was *An Inconvenient Truth*. New cameras and digital platforms revolutionised the *making* of films. But as critic Maria Fiala has pointed out, 'The arguments sometimes put forward that these innovations immediately transformed what the public expected to see in a documentary isn't entirely accurate.'

**E** However, a new generation of documentary filmmakers then emerged, and with them came a new philosophy of the genre. These filmmakers moved away from highlighting political themes or urgent social issues. Instead the focus moved inwards, exploring personal lives, relationships and emotions. It could be argued that *Catfish* (2010) was a perfect example of this new trend. The film chronicles the everyday lives and interactions of the social media generation and was both a commercial and critical success. Filmmaker Josh Camberwell maintains that *Catfish* embodies a new realization that documentaries are inherently subjective and that this should be celebrated. Says Camberwell, 'It is a requirement for documentary makers to express a particular viewpoint and give personal responses to the material they are recording.'

**F** The popularity and variety of documentaries today is illustrated by the large number of film festivals focusing on the genre around the world. The biggest of all must be Hot Docs Festival in Canada, which over the years has showcased hundreds of documentaries from more than 50 different countries. Even older is the Hamburg International Short Film Festival. As its name suggests, Hamburg specializes in short films, but one category takes this to its limits – entries may not exceed three minutes in duration. The Short and Sweet Festival is a slightly smaller event held in Utah, USA. The small size of the festival means that for first timers this is the ideal venue to try to get some recognition for their films. Then there is the Atlanta ShortsFest, which is a great event for a wide variety of filmmakers. Atlanta welcomes all established types of documentaries and recognises the growing popularity of animations, with a category specifically for films of this type. These are just a few of the scores of film festivals on offer, and there are more being established every year. All in all, it has never been easier for documentary makers to get their films in front of an audience.

**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 A contrast between two historic approaches to documentary filmmaking
- ii Disagreement between two individual documentary makers
- iii A wide range of opportunities to promote documentary filmmaking
- iv A number of criticisms about all documentary filmmaking in the past
- v One film that represented a fresh approach to documentary filmmaking
- vi Some probable future trends in documentary filmmaking
- vii The debate about the origins of documentary filmmaking
- viii The ability of ordinary people to create documentary films for the first time

- |    |             |       |
|----|-------------|-------|
| 14 | Paragraph A | _____ |
| 15 | Paragraph B | _____ |
| 16 | Paragraph C | _____ |
| 17 | Paragraph D | _____ |
| 18 | Paragraph E | _____ |
| 19 | Paragraph F | _____ |

**Questions 20-23**

Look at the statements (Questions 20-23) and the list of people below.

Match each statement with the correct person, A-E.

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

**20** The creation of some new technologies did not change viewers' attitudes towards documentaries as quickly as is sometimes proposed.

**21** One set of beliefs and techniques helped to make documentary films academically respectable.

**22** The action of putting material on film essentially changes the nature of the original material.

**23** Documentary filmmakers have an obligation to include their own opinions about and analysis of the real events that they show in their films.

**List of People**

- A Dr Helmut Fischer
- B Anthony Berwick
- C Paula Murphy
- D Maria Fiala
- E Josh Camberwell

**Questions 24-26**

Complete the summary below.

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

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

**Film Festivals**

There are many festivals for documentary makers. For example, Canada's Hot Docs festival has screened documentaries from more than 50 countries. Meanwhile, the Hamburg Short Film Festival lives up to its name by accepting films no more than **24** \_\_\_\_\_ long in one of its categories. The Short and Sweet Film Festival is especially good for documentary makers who are **25** \_\_\_\_\_. And the Atlanta Shortfest accepts numerous forms of documentaries including **26** \_\_\_\_\_, which are becoming more common.

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

## Jellyfish: A Remarkable Marine Life Form

When viewed in the wild, jellyfish are perhaps the most graceful and vividly coloured of all sea creatures. But few people have seen a jellyfish living in its natural habitat. Instead, they might see a dead and shapeless specimen lying on the beach, or perhaps receive a painful sting while swimming, so it is inevitable that jellyfish are often considered ugly and possibly dangerous. This misunderstanding can be partly traced back to the 20<sup>th</sup> century, when the use of massive nets and mechanical winches often damaged the delicate jellyfish that scientists managed to recover. As a result, disappointingly little research was carried out into jellyfish, as marine biologists took the easy option and focused on physically stronger species such as fish, crabs and shrimp. Fortunately, however, new techniques are now being developed. For example, scientists have discovered that sound bounces harmlessly off jellyfish, so in the Arctic and Norway researchers are using sonar to monitor jellyfish beneath the ocean's surface. This, together with aeroplane surveys, satellite imagery and underwater cameras, has provided a wealth of new information in recent years.

Scientists now believe that in shallow water alone there are at least 38 million tonnes of jellyfish and these creatures inhabit every type of marine habitat, including deep water. Furthermore, jellyfish were once regarded as relatively solitary, but this is another area where science has evolved. Dr Karen Hansen was the first to suggest that jellyfish are in fact the centre of entire ecosystems, as shrimp, lobster, and fish shelter and feed among their tentacles. This proposition has subsequently been conclusively proven by independent studies. DNA sequencing and isotope analysis have provided further insights, including the identification of numerous additional species of jellyfish unknown to science only a few years ago.

This brings us to the issue of climate change. Research studies around the world have recorded a massive growth in jellyfish populations in recent years and some scientists have linked this to climate change. However, while this may be credible, it cannot be established with certainty as other factors might be involved. Related to this was the longstanding academic belief that jellyfish had no predators and therefore there was no natural process to limit their numbers. However, observations made by Paul Dewar and his team showed that this was incorrect. As a result, the scientific community now recognises that species including sharks, tuna, swordfish and some salmon all prey on jellyfish.

It is still widely assumed that jellyfish are among the simplest lifeforms, as they no brain or central nervous system. While this is true, we now know they possess senses that allow them to see, feel and interact with their environment on subtle ways. What is more, analysis of so-called 'upside-down jellyfish' shows that they shut down their bodies and rest in much the same way that humans do at night, something once widely believed to be impossible for jellyfish. Furthermore, far from 'floating' in the water as they are still sometimes thought to do, analysis has shown jellyfish to be the most economical swimmers in the animal kingdom. In short, scientific progress in recent years has shown that many of our established beliefs about jellyfish were inaccurate.

Jellyfish, though, are not harmless. Their sting can cause a serious allergic reaction in some people and large outbreaks of them – known as 'blooms' – can damage tourist businesses, break fishing nets, overwhelm fish farms and block industrial cooling pipes. On the other hand, jellyfish are a source of medical collagen used in surgery and wound dressings. In addition, a particular protein taken from jellyfish has been used in over 30,000 scientific studies of serious diseases such as Alzheimer's. Thus, our relationship with jellyfish is complex as there are a range of conflicting factors to consider.

Jellyfish have existed more or less unchanged for at least 500 million years. Scientists recognise that over the planet's history there have been three major extinction events connected with changing environmental conditions. Together, these destroyed 99% of all life, but jellyfish lived through all three. Research in the Mediterranean Sea has now shown, remarkably, that in old age and on the point of death, certain jellyfish are able to revert to an earlier physical state, leading to the assertion that they are immortal. While this may not technically be true, it is certainly an extraordinary discovery. What is more, the oceans today contain 30% more poisonous acid than they did 100 years ago, causing problems for numerous species, but not jellyfish, which may even thrive in more acidic waters. Jellyfish throughout their long history have shown themselves to be remarkably resilient.

Studies of jellyfish in class know as scyphozoa have shown a lifecycle of three distinct phases. First, thousands of babies known as planulae are released. Then, after a few days the planulae develop into polyps – stationary lifeforms that feed off floating particles. Finally, these are transformed into something that looks like a stack of pancakes, each of which is a tiny jellyfish. It is now understood that all species of jellyfish go through similarly distinct stages of life. This is further evidence of just how sophisticated and unusual these lifeforms are.

**Questions 27-32**

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

*In boxes 27-32 on your answer sheet, write*

- |                  |  |
|------------------|--|
| <b>YES</b>       | If the statement agrees with the claims of the writer        |
| <b>NO</b>        | If the statement contradicts the claims of the writer        |
| <b>NOT GIVEN</b> | If it is impossible to say what the writer thinks about this |

- 27 It is surprising that many people have negative views of jellyfish.
- 28 In the 20<sup>th</sup> century, scientists should have conducted more studies of jellyfish.
- 29 Some jellyfish species that used to live in shallow water may be moving to deep water.
- 30 Dr Karen Hansen's views about jellyfish need to be confirmed by additional research.
- 31 It is possible to reverse the consequences of climate change.
- 32 The research findings of Paul Dewar have been accepted by other academics.

**Questions 33-36**

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

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

- 33 What is the writer doing in the fourth paragraph?  
 A comparing several different types of jellyfish  
 B dismissing some common ideas about jellyfish  
 C contrasting various early theories about jellyfish  
 D rejecting some scientific findings regarding jellyfish
- 34 What does the writer conclude in the fifth paragraph?  
 A Jellyfish have advantages and disadvantages for humans.  
 B Humans have had a serious negative impact on jellyfish.  
 C Jellyfish will cause problems for humans in the future.  
 D Humans and jellyfish are fundamentally similar.

- 35 What is the writer's main point in the sixth paragraph?  
 A Jellyfish may once have inhabited dry land.  
 B Jellyfish improve the environment they live in.  
 C Jellyfish have proved able to survive over time.  
 D Jellyfish have caused other species to become endangered.

- 36 The writer refers to the 'scyphozoa' in order to  
 A exemplify the great size of some jellyfish.  
 B illustrate that jellyfish are biologically complex.  
 C explain why certain jellyfish may become extinct.  
 D suggest that scientists still misunderstand jellyfish.

**Questions 37-40**

*Complete each sentence with the correct ending, A-F, below.  
Write the correct letter, A-F, in boxes 37-40 on your answer sheet.*

- 37 Researchers working in Norway and the Arctic have shown that
- 38 The use of DNA sequencing and isotope analysis has proved that
- 39 Research into 'upside-down jellyfish' showed that
- 40 Following research in the Mediterranean Sea, it has been claimed that

- |          |  |
|----------|--|
| <b>A</b> | it was wrong to assume that jellyfish do not sleep.                    |
| <b>B</b> | certain species of jellyfish have changed their usual diet.            |
| <b>C</b> | jellyfish can be observed and tracked in ways that do not injure them. |
| <b>D</b> | one particular type of jellyfish may be able to live forever.          |
| <b>E</b> | there are more types of jellyfish than previously realised.            |
| <b>F</b> | some jellyfish are more dangerous to humans than once thought.         |

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

## New Zealand's early crafts and traditions

The first groups of people to discover New Zealand come from Polynesia. Exactly when these explorers arrived has often been a matter of debate, but today the general understanding is that it was during the 13<sup>th</sup> century that their canoes eventually landed on New Zealand's shores. In some ways the new country must have seemed like an ideal place to settle: the land was fertile, and thick forests provided firewood, shelter and building materials. Still, life would have been challenging for the different Polynesian tribes, who had to adapt to a new environment. The tribes only began to refer themselves as *Māori*, meaning 'ordinary people', when Europeans in search of new opportunities began arriving in the 18<sup>th</sup> century. To the Maori, of course, the European settlers and sailors were not 'ordinary', but very strange.

It was not only a knowledge of canoe-building and navigation that the Polynesians brought to New Zealand. They were also skilled craftsmen. There is archaeological evidence that the tools they produced were of high quality and would have enabled tribes to plant and harvest crops. Craftsmen were also occupied with making weapons such as knives and axes, which were used for both construction and fighting. Interestingly, some crafts that had once been popular in Polynesian islands were no longer done in New Zealand, although researchers are unsure why. Pottery is an example of this, despite the fact the clay needed to make pots and bowls could easily be found in the country.

The Maori word *whakairo* can be translated as 'decorative work' – this can refer to bone, wood and greenstone carving. Although Maori carvers were influenced by their Polynesian heritage, they developed their own style, including the curved patterns and spirals inspired by New Zealand plants. The same term can also apply to weaving; the crafting of, for example, woven baskets and mats all required knowledge and skill. Carving greenstone, or *pounamu* as it is called in Maori, was a long process, requiring great patience. Further, because of this mineral's rarity, any greenstone object, such as a piece of jewellery or cutting blade, was a prized possession. For that reason, it was the few people of high status rather than low-ranking members of a tribe who would possess such objects.

As New Zealand had no native mammals except for bats, dolphins and whales, Maori largely had to depend on plants to provide material for their clothing, including their cloaks. Weavers experimented with the inner bark of the *houhere*, the lacebark tree, but found it unsuitable. But the dried-out leaves and fibres of the flax plant provided a solution. Once a cloak had been woven from flax, it could be decorated. Borders might be dyed black or red, for example. In the case of superior ones made for chiefs or the more important members of a tribe, feathers from kiwi, pigeons or other native birds might be attached. All flax cloaks were rectangular in shape, so had no sleeves, and neither was a hood a feature of this garment. Short cloaks were fastened around a person's neck, and came only to the waist. Pins made of bone, wood or greenstone allowed longer cloaks to be secured at the shoulder; these were a type that were often used for ceremonial occasions. Of course, the construction of cloaks was influenced by the plant material available to Maori weavers. This meant that cloaks were loose-fitting, and while they protected wearers from New Zealand's strong sunshine, they were not useful during the winter months. A cloak made from fur or wool could provide insulation from the cold, but not so a cloak made of flax.

The warriors of a tribe required a different kind of cloak to help protect them. To create these special cloaks, the tough fibres of the mountain cabbage tree were used instead. It is not clear to researchers what the entire process involved, but they believe the fibres were left to soak in water over a period of time in order to soften them and make them easier to weave together. Later, once the whole cloak had been constructed, it would be dyed black. To do this, Maori weaves covered it in a special kind of mud they had collected from riverbeds. This was rich in iron due to New Zealand's volcanic landscape. The particular advantage of these cloaks was that the tough cabbage tree fibres they were woven from could reduce the impact of spear tips during a fight with enemy tribes. It is fortunate that some cloaks from the 1800s still survive and can provide us with further insight into the materials and construction techniques that Maori craftsmen used.

## 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 It is now widely thought that humans reached New Zealand in the 13<sup>th</sup> century.
- 2 The first Europeans to come to New Zealand were keen to trade with Maori.
- 3 Members of Maori tribes were responsible for either tool- or weapon-making.
- 4 A craft that the Maori once practiced in New Zealand was making pottery.
- 5 Weaving baskets and mats was seen as a form of decorative.
- 6 It used to be common for everyone in a Maori tribe to wear greenstone jewellery.

## Questions 7-13

Complete the notes below.

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

Write your answers in boxes 7-13 on your answer sheet.

<b>Maori cloaks</b>		
	<b>flax cloaks</b>	<b>warrior cloaks</b>
<b>methods of construction</b>	Maori made flax cloaks by <ul style="list-style-type: none"> <li>- weaving leaves and fibres</li> <li>- sometimes adding 7 ..... to the better cloaks</li> </ul>	Weavers had to use <b>11</b> ..... to make cabbage tree fibres less stiff
<b>appearance</b>	Flax cloaks were <ul style="list-style-type: none"> <li>- rectangular in shape</li> <li>- designed without a <b>8</b> .....</li> <li>- tied at either the weather's neck or their <b>9</b> .....</li> </ul>	Mud containing <b>12</b> ..... was used to make the cloaks look black
<b>good/bad points</b>	Flax cloaks offered no <b>10</b> ..... during winter.	<b>13</b> ..... could not easily go through the cloaks tough fibres

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

### Sleep should be prescribed:

#### what those late nights out could be costing you

Leading neuroscientist Matthew Walker on why sleep deprivation is increasing our risk of cancer, heart attack and Alzheimer's – and what you can do about it

**A** Matthew Walker dreads the question 'What do you do?' On aeroplane it usually means that while everyone else watches movies, he will find himself giving a talk for the benefit of passengers and crew alike. To be specific, Walker is the director of the Center for Human Sleep Science at the University of California. No wonder people long for his advice. As the line between work and leisure grows more blurred, rare is the person who *doesn't* worry about their sleep. Indeed, it's Walker's conviction that we are in the midst of a 'catastrophic sleep-loss epidemic'. He has now written Why We Sleep, the idea being that once people know of the powerful links between sleep loss and poor health, they will try harder to get the recommended eight hours a night. Sleep deprivation constitutes anything less than seven. 'No one is doing anything about it but things have to change. But when did you ever see a National Health Service poster urging sleep on people? When did a doctor prescribe, not sleeping pills, but sleep itself? It needs to be prioritized.'

**B** Why are we so sleep-deprived in this century? In 1942, less than 8% of the population was trying to survive on six hours or less sleep a night; in 2017, almost one in two people is. Some reasons are obvious, but Walker believes, too, that in the developed world sleep is strongly associated with weakness. 'We want to seem busy, and one way we express that is proclaiming how little sleep we're getting. When I give lectures, people wait behind until there is no one around and then tell me quietly: "I seem to be one of those people who need eight or nine hours' sleep," It's embarrassing to say it in public.'

**C** Walker has found clear evidence that without sleep, there is lower energy and disease, and with sleep, there is vitality and health. More than 20 studies all report the same relationship: the shorter your sleep, the shorter your life. For example, adults aged 45 years or older who sleep less than six hours a night are 200% more likely to have a heart attack, as compared with those sleeping seven or eight. This is because even one night of sleep reduction will affect a person's heart and significantly increase their blood pressure as a result. Walker also points out that when your sleep becomes short, you are susceptible to weight gain. Among the reasons for this are the fact that inadequate sleep increases levels of the hunger-signalling hormone, ghrelin. 'I'm not going to say that the obesity crisis is caused by the sleep-loss epidemic alone.' Says Walker. 'However, processed food and sedentary lifestyles do not adequately explain its rise. It's now clear that sleep is that third ingredient.'

**D** Sleep also has a power effect on the immune system, which is why, when we have flu, our first instinct is to go to bed. If you are tired, you are more likely to get sick. The well-rested also respond better to the flu vaccine so this is something people should bear in mind before visiting their doctors. Walker's book also includes a long section on dreams. Here he details the various ways in which deep sleep – the part when we begin to dream – to how important deep sleep is to young children. If they don't get enough, managing aggressive behavior becomes harder and harder: Does Walker take his own advice when it comes to sleep? 'Yes. I give myself a non-negotiable eight-hour sleep opportunity every night, and I keep very regular hours. I take my sleep incredibly seriously because I have seen the evidence.'

**E** Sleep research shows that we sleep in 90-minute cycles, and it's only towards the end of each that we go into deep sleep. Each cycle comprises of NREM sleep (non-rapid eye movement sleep), followed by REM (rapid eye movement) sleep. 'During NREM sleep ... your body settles into this lovely low state of energy,' Walker explains. 'REM sleep, on the other hand is ... an incredibly active brain state. Your heart and nervous system go through spurts of activity.' Because we need four or five of these cycles to stay healthy, it's important for people to break bad sleep habits. For example, they should not be regularly working late into the night as this affects cognitive functioning. Depending on sleep pills is also not a good idea, as it can have a damaging effect on memory.

**F** So what can individuals do to ensure they get the right amount of sleep? Firstly, we could think about getting ready for sleep in the same way prepare for the end of a workout – say, on a spin bike. 'People use alarms to wake up,' Walker says. 'So why don't we have a bedtime alarm to tell us we've got half an hour, that we should start cycling down?' Companies should think about rewarding sleep. Productivity will rise and motivation will be improved. We can also systematically measure our sleep by using personal tracking devices, Walker says, and points out that some far-sighted companies in the US already give employees time off if they get enough it. While some researchers recommend banning digital devices from the bedroom because of their effect on the sleep-inducing hormone melatonin, Walker believes that technology will eventually be an aid to sleep, as it helps us discover more about the way we function.

**Questions 14-18**

Reading Passage 2 has six paragraphs, A-F.

Which paragraph contains the following information?

Write the correct letter, A-F, in boxes 14-18 on your answer sheet.

NB You may use any letter more than once.

14 a comparison between two different types of sleep that people experience

15 an explanation for some people not wanting to admit the amount of sleep they require

16 examples of different behaviours that have a negative impact on mental performance

17 a suggestion that medical professionals are not taking the right approach

18 a reference to changing trends in the average amount of sleep people get

**Questions 19-22**

Complete the sentences below.

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

Write your answers in boxes 19-22 on your answer sheet.

19 Over 20 studies have shown a person's ..... goes up when they are sleep deprived..

20 Insufficient sleep is one of the three factors which explain the .....

21 People who are given the ..... by doctors find it more effective if they sleep properly.

22 Walker has described how a lack of deep sleep is linked to ..... in young children.

**Questions 23 and 24**

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

Write the correct letters in boxes 23 and 24 on your answer sheet.

The list below mentions some things that individuals can do to ensure they get the right amount of sleep.

Which **TWO** of these things are recommended by Matthew Walker?

- A taking a natural product that encourage sleep
- B avoiding looking at brightly lit screens after dark
- C negotiating later start times for work with employers
- D keeping a regular record of hours spent sleeping
- E reducing your activity level at a set time of day

**Questions 25 and 26**

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

Write the correct letters in boxes 25 and 26 on your answer sheet.

Which **TWO** of the following statements are true of Matthew Walker?

- A He is sometimes reluctant to admit what his profession is.
- B He has based his new book on a series of lectures.
- C He has experienced significant improvements in his health.
- D He has carried out research into the meaning of dreams.
- E He always makes sure he gets enough sleep each night.

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

## The future of cities

Professor of Urban Planning Sarah Holmes looks at the challenges of urban living

The World Health Organisation has produced a report predicting that 9.8 billion of us will be living on this planet by 2050. Of that number, 72% will be living in urban areas – a higher proportion than ever before. Presented with this information, governments have a duty to consider how best to meet the needs of city residents, and not just for the short-term. Certain problems associated with urban living have been highlighted by research company Richmond-Carver in its latest global survey. At the top of the list survey respondents' concerns is the fact that competition amongst tenants for rental properties has driven the median price up – so much so people need to hold down two or more jobs to meet all their expenses. Another issue the survey highlighted is the difficulty commuters face. Overcrowding means that seats are often not available on long journeys, but more significant is that schedules are unreliable. Many studies have shown the effect that has on a country's productivity. Interestingly, certain problems seem more common in some cities than others: respondents from increasingly crowded European cities, including Manchester and Barcelona, commented on how their quality of life was affected by loud machinery, other people's music and car alarms. Something the survey failed to ask about was the value people placed on having access to nature in urban neighborhoods. However, some countries are already moving forward. Singapore is a prime example; its rooftop gardens make the city a far more desirable place to live. It is the Singaporean government that is behind this push for sustainable living.

Perhaps some clearer government direction would benefit other cities. Take New York City, a place where I frequently meet up with other researchers in my field. Luckily for me, I am driven from the airport to the research centre, so do not need to navigate the freeways and constant congestion. Admittedly my experience of the urban lifestyle here is limited to the hotels I stay in, and the blocks within a three-kilometre walk. But whenever I leave my room in search of an outlet providing fruit or anything with nutritional value, none can be found. It seems ridiculous that this should be the case. New York has made great advances in redeveloping its museums and arts centres, but authorities must recognize that people's basic needs must be met first.

Sometimes these basic needs are misunderstood. In some urban areas, new residential developments are provided with security features such as massive metal fences and multiple gates in the belief that these will make residents safer. There is little evidence such steps make a difference in this way, but we don know they make residents feel reluctant to go outside and walk around their neighbourhood. Instead they are more likely to remain inactive indoors. Grassy

areas inside fences developments are hardly used by householders and tenants either. All this adds up to a feeling of being cut off from others.

So where are planners and developers going wrong? Inviting a group of locals to attend a consultation event is the conventional method for discovering what a community might want. The issue here is that it often attracts the same few voices with the same few wishes. But the internet now makes it possible for others to contribute. A community website can be a place where local people propose ideas for making their neighbourhood a better place to live. Developers that pay attention to these ideas can get a clearer picture of the things residents actually want and reduce the risk of throwing away money on things they don't. An example of a project that truly meets the needs of residents is Container City – a development in London's Docklands area. Constructed from metal containers once used to transport cargo on ships, it is a five-storey architectural masterpiece. The containers have been turned into sunny work studios, and despite their limited size, some come with a bed, shower and kitchen unit. Smart planning and skillful construction mean they take up very little room. Furniture and fittings are made from recycled products. Other countries have their own versions Container City – Amsterdam and Copenhagen have created container dormitories to house students – but the Docklands site shows how work and living areas can effectively be combined. The units are ideal for young entrepreneurs hoping to establish a business while keeping costs down.

Successful development is taking place in many urban areas around the world, and city planners have a duty to see for themselves the transforming effect this can have on residents' lives. There is no better way to do this than to visit these places in person. These might be neighbourhoods constructed for the first time, or developers might have transformed what was already there. In either case, the idea of cars determining urban planning, and indeed the whole concept of private car ownership, is now outdated and must be abandoned. Instead, the layout of an area under development must make it easier for people to meet up in pedestrianized zones and community spaces. At the heart of the development should be a cultural area, providing venues for art, music and street theatre. Such activities bring communities together, and do far more for positive relations than a new mall or shopping precinct. For this reason, these kinds of performance spaces should be prioritized. Finally, planners and developers must be obliged to create, within the same neighbourhood, different types of homes for wealthy professionals, for families, for the elderly and for young people just starting out. This kind of mix is essential to ensure people can buy a home in an area convenient for work, and for a community to stay alive.

**Questions 27-31**

Complete the summary using the list of words, **A-H**, below.  
Write the correct letter, **A-H**, in boxes 27-31 on your answer sheet.

***Survey on problems facing city dwellers***

The world Health Organisation has recently published data concerning 27 ..... in cities. This data should indicate the governments that they must think about ways to improve the lives of residents. According to a Richmond-Carver survey, the worst problem facing many city dwellers was 28 ..... . The survey also indicated that in some cities, poor 29 ..... can impact dramatically on the economy. Another issue seems to be 30 ..... , although this is more often mentioned by survey participants in European countries. Questions on people's views on the need for 31 ..... were unfortunately omitted from the survey, but countries like Singapore already seem to be making progress in this respect.

- |   |  |
|---|--|
| <b>A</b> noise pollution<br><b>C</b> green areas<br><b>E</b> population growth<br><b>G</b> antisocial behaviour | <b>B</b> recycling facilities<br><b>D</b> employment opportunities<br><b>F</b> affordable housing<br><b>H</b> public transport |
|---|--|

**Questions 32-35**

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

Write the correct letter in boxes 32-35 on your answer sheet.

- 32 When staying in New York, the writer is frustrated by the fact that
- A** healthy food cannot easily be obtained.
  - B** bad road design causes daily traffic problems.
  - C** certain venues cannot be reached by foot.
  - D** visitors are all directed to the same kinds of place.

- 33 What point does the writer make about the use of security features?
- A** It greatly reduces levels of criminal activity.
  - B** It helps create a sense of community.
  - C** It discourages people from taking exercises.
  - D** It creates unnecessary fear among residents.
- 34 According to the writer, the problem with some planners and developers is that they
- A** distrust the use of certain technologies for communication.
  - B** create buildings using traditional construction methods.
  - C** tend to put profits before the needs of residents.
  - D** rely on the opinions of a narrow range of people.
- 35 What is the writer doing in the fifth paragraph?
- A** explaining which construction materials are most sustainable
  - B** emphasising the importance of clever design in small spaces
  - C** comparing reasons for choosing to live in an unusual building
  - D** proposing which specific urban locations should be developed

**Questions 36-40**

Complete each sentence with the correct ending, **A-F**, below.

Write the correct letter, **A-F**, in boxes 37-40 on your answer sheet.

- |   |  |
|---|--|
| <b>YES</b><br><b>NO</b><br><b>NOT GIVEN</b> | If the statement agrees with the claims of the writer<br>If the statement contradicts the claims of the writer<br>If it is impossible to say what the writer thinks about this |
|---|--|
- 36 City planners should travel to urban areas that are good models of development.
- 37 It is easier to plan an entirely new neighbourhood than redevelop an existing one.
- 38 In the future, planners must think about the needs of car drivers as they design urban areas.
- 39 Cultural venues need to take second place to retail opportunities when developing a neighbourhood.
- 40 It is important that new housing developments encourage social diversity.

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

## The History of Modern American Dance

The birth of modern American dance occurred in the first years of the twentieth century. And, perhaps unusually for academics, dance historians hold remarkably similar views when it comes to identifying early 1900s, we can see that dancers quite deliberately moved away from previous approaches. This included rejecting both the formal moves of ballet dancing and the entertainment of vaudeville dancing. As a result, dancers began the new century with a fresh start. One important figure at this time was Loie Fuller, who performed largely with her arms, perhaps because she had limited dance training. Fuller emphasized visual effects rather than storytelling, and pioneered the use of artificial lighting to create shadows while dancing.

Perhaps most influential in the early years was Isadora Duncan, who was well known in both America and Europe. Duncan refused to wear elaborate costumes, preferring to dance in plain dresses and bare feet. She is also notable for preferring music written by classical composers such as Chopin and Beethoven, rather than contemporary compositions. At a similar time, Ruth St Denis was bringing the dance training academy with her husband with the intention of passing on her approach and style to the next generation of American dancers.

By the 1920s, the modern dance movement in America was well established. Audiences were enthusiastic and dancers were increasingly prepared to experiment with new ideas. Martha Graham was one of an important group who emerged in New York. Graham looked within herself to find her dance style, examining how her body moved as she breathed, but also observing the patterns made by her limbs when walking in order to find a new, naturalistic approach to dance. Doris Humphrey wanted her dance to reflect her personal experience of American life. She explored the concept of gravity, allowing her body to fall, only to recover at the last moment. Her book *The Art of Making Dances*, which detailed her approach to dance composition, was highly influential with later generations of dancers.

By the 1930s, modern dance was becoming an accepted, respectable art form. Universities such as Bennington College included modern dance in their performing arts programmes for the first time. In the 1940s, German-born

dancer Hanya Holm embraced the changing times by including modern dance in mainstream musicals on the Broadway stage. Among Holm's many other innovations was bringing her own humour to these performances – audiences adored it.

Modern American dance has seldom stood still. Each new generation of dancers either developed the techniques of their teachers or rejected them outright. So by the 1950s the techniques of traditional European ballet dancing were again influential. This was certainly true of Erick Hawkins, who also incorporated Native American and Asian styles. Similarly, Merce Cunningham emphasized the leg actions and flexibility of the spine associated with ballet moves. Paul Taylor preferred his dance to reflect the experiences and interactions of ordinary people going about their everyday lives. Taylor's career was the subject of a documentary that provided valuable insights into this period of dance.

The middle decades of the 20<sup>th</sup> century were certainly a dynamic time. Increasingly, the modern dance movement recognized and reflected the fact that America was a multi-racial, multi-cultural society. Katherine Dunham, an anthropology graduate, used movements from Pacific, African and Caribbean dance to create her unique style. Pearl Primus was another champion of African dance, which she passed on through her dance school in New York. After retirement she travelled widely to universities throughout America lecturing on ethnic dance, which became her main priority.

Modern dance since the 1980s has become a mix of multiple forms of dance, as well as art more generally. For example, Mark Morris's hugely popular work *The Hard Nut* includes sensational costumes and a stage design inspired by the comics he'd always enjoyed. Another innovator has been Ohad Naharin, who studied in New York and has worked internationally. Naharin's 'Gaga' style is characterized by highly flexible limbs and backbones, while in rehearsal his dancers have no mirrors, feeling their movements from within themselves, a break from traditional dance custom. In many ways it was a fitting end to a 100-year period that had witnessed a transformation in dance. The emergence of modern American dance was very much a 20<sup>th</sup>-century phenomenon. The style drew on influences from home and abroad and in turn went on to influence global dance culture.

## READING PASSAGE-1 Questions

### Questions 1-6

#### Exam Practice Test 3

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

In boxes 1-6 on your answer sheet, write

<b>TRUE</b>	If the statement agrees with the information
<b>FALSE</b>	If the statement contradicts the information
<b>NOT GIVEN</b>	If there is no information on this

- 1 Dance historians agree about the development of modern American dance.
- 2 Dancers in the early 1900s tended to copy the styles of earlier dancers.
- 3 Loie Fuller preferred to dance alone on stage.
- 4 Isadora Duncan wore complicated clothing when dancing.
- 5 Some dancers criticized Isadora Duncan for her choice of music.
- 6 Ruth St Denis wished to educate others in her style of dancing.

### Questions 7-10

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

## Developments in Modern American Dance

### 1920s-1940s

- Martha Graham based her dance on human actions such as breathing and 7 .....
- Doris Humphrey wrote an important 8 ..... about her ideas.
- Dance became a respectable subject to study at university.
- Hanya Holm introduced 9 ..... into dance and musicals.

### 1950s-1970s

- Eric Hawkins and Merce Cunningham reintroduced some ballet techniques.
- An influential 10 ..... outlined the working life of Paul Taylor.

### Questions 11-13

Answer the questions below.

Choose **ONE WORD ONLY** from the passage for each answer.

- 11 When Pearl Primus gave up dancing, what did she focus on doing?
- 12 What was an important influence for Mark Morris's The Hard Nut?
- 13 Dancers working with Ohad Naharin practise without using what?

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

## The Science of Human Laughter

**A** Human beings love to laugh. It's such an obvious fact that it's easy to overlook. Laughter, like music and language, is a fundamental human trait. Common sense tells us that laughter is associated with happiness. However, there is also a body of scientific evidence proving that laughter is good for us. Studies show that laughter strengthens relationships in both personal and professional life. It has also been established that laughter improves cardiovascular function, boosts the immune system and releases beneficial hormones into the bloodstream. However, according to psychologist Dr Peter Shrimpton, humans might all laugh, but they often don't remember doing it. 'All the studies show that we laugh more frequently than we realise,' says Dr Shrimpton. 'Perhaps because it is such a basic part of human nature, we tend not to notice when we are laughing.'

**B** Infants typically give their first laugh around three to four months of age, long before they can talk. But according to biologists, this isn't because they find something amusing; it is rather a form of non-verbal communication. They laugh to form a closer connection to the people they are with, and adults are little different. 'There is a widespread belief outside the scientific community that we laugh because something is humorous,' says sociologist Jocelyn Barnes. 'While this is true, just as commonly the real purpose of laughter is to promote bonding with other individuals or groups.' This may be partly because it is almost impossible to imitate laughter; even trained actors struggle to mimic a laugh convincingly. So if someone is laughing, the chances are they are being genuine. There's even difference between a real and a fake smile. In the 19<sup>th</sup> century, the French neurologist Guillaume Duchenne found that a genuine smile activates the zygomaticus major and orbicularis muscles, and this in turn causes lines to develop called 'crow's feet' at the outside corners of the eyes. No crow's feet appear if the smile is put on.

**C** There is certainly nothing new about joking and laughter. Attempts to be humorous have been found from ancient Egypt, dating from 2600 BC. And a long and detailed joke book called *The Laughter Lover*, which was written in ancient Rome, still exists today. While of considerable historical value, it may not be all that amusing any more. A professor of classics, Heinrich Ahrends, has studied many such ancient sources and concluded that tastes in jokes have evolved markedly with the passing of the centuries and that the jokes of our forebears would not get much of a laugh today – and vice versa, no doubt. Nonetheless, studies show that almost

everyone can find amusement in some form or other. There is a rare neurological disorder named aphonogelia that prevents some people from laughing out loud. However, they may still be amused or entertained, but just express it in different ways.

**D** Much more common is contagious laughter: laughter that spreads uncontrollably between people, sometimes referred to as 'getting the giggles'. Many people will have experienced this themselves, particularly as children, though it also occurs in adults. On one infamous occasion, a group of BBC cricket commentators got the giggles while broadcasting live on radio. And in January 1962 in Tanzania contagious laughter spread through a group of students. Ninety-five pupils were affected and one girl laughed continuously for 16 days. Eventually the situation became so bad that the authorities at the school felt obliged to close it temporarily. In general, however, it is possible for most people to suppress laughter in circumstances where it would be inappropriate. Scientists believe this is possible because in the brain's cerebral cortex there appears to be a laughter switch over which humans have some conscious control.

**E** What is becoming clear to scientists is that laughter is highly complex. It appears, for example, that laughter has the power to override other emotions, at least temporarily. Neurologist Nikki Sokolov is studying the network of brain circuits and neurotransmitters that regulate laughter and other emotions. She hopes her work may provide further insights to explain the processes involved when laughter occurs simultaneously with other, seemingly contradicting emotions, such as crying, for example. Another aspect of humour's complexity is that it is so subjective. What makes one person laugh will be met with stony silence by another. Writer David Mackenzie recognized this from the reactions his own jokes received. Intrigued, Mackenzie conducted an international online survey to establish exactly what makes people laugh and what doesn't, and was surprised by the diverse and often contradictory variety of topics and scenarios that were listed in each category. Understanding humour is still as much an art as science, according to theatre critic Jake Gottlieb. 'Stand-up comedians are a remarkable type', says Gottlieb. 'Making jokes for a living is a serious business. You need to be a psychologist and social commentator, be empathetic, self-aware, observant, stubborn and have great timing. Not many of us are so multi-talented. ' Perhaps not, but we can still enjoy the instinctive humour of our family and friends, and perhaps sometimes buy a ticket for a show.

**Questions 14-18**

Reading Passage 2 has five paragraphs, A-E.

Which paragraph contains the following information?

Write the correct letter A-E in boxes 14-18 on your answer sheet.

NB You may use any letter more than once.

- 14 the claim that it is very hard for people to pretend to laugh
- 15 a reference to research showing that people do not know how often they laugh
- 16 the reason why people can sometimes stop themselves laughing
- 17 an outline of the health benefits experienced by people when laughing
- 18 a reference to a medical condition that stops some people making a noise when laughing

**Questions 19-22**

Look at the following statements (Questions 19-22) and the list of people A-E.

Match each statement with the correct person, A-E.

Write the correct letter, A-E, in boxes 19-22 on your answer sheet.

- 19 Research has confirmed personal experience by identifying the wide range of subjects and situations that people find funny.
- 20 Ideas about what is amusing have changed considerably over time.
- 21 To intentionally make other people laugh requires an unusual combination of skills and characteristics.
- 22 The reasons why we laugh are sometimes misunderstood by ordinary people.

List of People	
A	Dr Peter Shrimpton
B	Jocelyn Barnes
C	Heinrich Ahrends
D	David Mackenzie
E	Jake Gottlieb

**Questions 23-26**

Complete the sentences below.

Choose **ONE WORD ONLY** from the passage for each answer. Write your answers in boxes 23-26 on your answer sheet.

- 23 The French neurologist Guillaume Duchenne showed that if a smile is fake, the skin around a person's ..... does not change shape.
- 24 A ..... that was produced in ancient Rome contains early examples of attempts to be funny.
- 25 In January 1962, an outbreak of mass laughter caused problems in a ..... in Tanzania.
- 26 Neurologist Nikki Sokolov is investigating why ..... is possible even when a person finds something funny.

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

## Socially Responsible Businesses

*Increasingly, businesses are working to improve their communities, says analyst Pierre Drucker.*

Many economies today are witnessing the rise of socially responsible businesses, or SRBs. These are profit-making companies which have the additional goal of improving society in some way. Business commentators usually describe SRBs as a fundamentally 21<sup>st</sup>-century phenomenon. However, this common generalization overlooks the significant contribution of Muhammad Yunus, among a number of other entrepreneurs. Yunus established a highly successful bank in Bangladesh in the 1980s lending money to small village business projects that could not attract conventional loans.

There are also those such as CEO Dan Rathbourne who dismiss SRBs as a passing fad which have had little impact on the real world of business. This cynical view is disproved by the evidence: in the UK alone, there are an estimated 80,000 SRBs, turning over £25 billion a year. What is more, research by the Quorate Group based on interviews with over 5,000 respondents in twelve nations found that not only were consumers prepared to support SRBs but that employees preferred to work for them.

Ten years ago Christine Dubois used her experience in corporate finance to establish the Concern Consultancy, which coordinates advice and funding for SRB start-ups. As professional investors increasingly recognise the potential of SRBs, the number of niche firms such as Dubois's will almost inevitably multiply. Professor of business studies Joel Drew claims that this is partly a consequence of the digital revolution. In his persuasive analysis, digital networks have allowed consumers to identify socially responsible products and services in ways never possible before.

So what are some examples of SRBs? Many that have come to my attention recently are small-scale local companies, such as Renew, which searches demolition sites for old materials – wooden floorboards and other construction timber, for example. Rather than allow these resources to be wasted, the team at Renew have fashioned them into a range of tables, chairs and similar items that are sold at relatively low cost. Other SRBs have rather different goals. The first Indulge café was established by owner Derek Jardine in an area with few local amenities. The idea for the café was to provide a meeting place for local residents – community hub – not only by serving food and drink but also by running workshops, film evenings and art exhibitions. There are now six Indulge cafés around the country with more planned. Of course, large corporations may not be in a position to change their products or services quickly. But one international telecommunications corporation, for example, enables its employees to take part in the Green Scheme, whereby staff give short periods of their time unpaid plant trees in conservation areas, and numerous other large companies have similar initiatives.

Another small SRB that caught my eye is Bright Sparks, where engineer Johann Jensen is investigating the use of things such as bamboo and soya beans to

make coffee capsules and takeaway cups that will break down and decay naturally. In the longer term, Jensen hopes to work on other kinds of packaging for the food and hospitality industries. Meanwhile, Greener Good is now in its second decade of running a farm-to-table vegetable and fruit delivery box service to inner city residents. Recent years have seen a significant increase in demand for this type of direct service, bypassing traditional retailers.

The increase in the number of such SRBs is associated with the rise of 'conscious consumers', who want to know exactly how products they buy have been produced. What was the environmental impact? Were workers treated ethically? So the arguments is sometimes put forward that SRBs are a response to new consumer values. But equally, many SRBs that I have studied were established by entrepreneurs who wanted to make a difference and have taken consumers along with them. In reality, both sides of the relationship have contributed to the fresh approach.

Consumers, of course, are not always members of the public. Recently I spoke to Lucinda Mitchell, procurement officer for my local council here in London, who told me that her organisation frequently purchases from SRBs because of shared values. Local, state and national authorities huge purchasing power for both goods and services. And Mitchell's position is becoming commonplace internationally as these bodies are increasingly prepared to work with SRBs, provided they are competitive on price and quality.

In terms of goals, there are numerous types of social benefits that SRBs can hope to achieve. Many concern employment, whether creating opportunities in deprived areas, promoting gender equality in employment or providing jobs for disabled people. Others focus on fair and ethical treatment of employees and trading partners. Some SRBs add additional goals as they develop, which has worked well. Undoubtedly the most common goal, though, is environmental protection. While this is commendable and reflection of deep concern in contemporary society, it would be good to see greater diversity as the SRB concept evolves.

As with any business, of course, there are issues to be faced. SRBs are set up with considerable energy and dedication, but with little knowledge or experience of business, and find it difficult to compete. Some find it a challenge to promote their values successfully and so never gain support from consumers or investors. Others lack an internal organisational structure, which leads to inefficiencies. However, few of these problems relate specifically to SRBs but are witnessed in many start-ups. Greater professionalism and business school education can solve all of these issues, ensuring the sector has a bright future.

**Questions 27-31**

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

*In boxes 27-31 on your answer sheet, write*

- |                  |  |
|------------------|--|
| <b>YES</b>       | If the statement agrees with the claims of the writer        |
| <b>NO</b>        | If the statement contradicts the claims of the writer        |
| <b>NOT GIVEN</b> | If it is impossible to say what the writer thinks about this |

- 27 Many business commentators forget the examples of Muhammad Yunus.
- 28 Dan Rathbourne provides an accurate assessment of Socially Responsible Businesses (SRBs).
- 29 The Quorate Group is a good example of an influential SRB.
- 30 Few other businesses will wish to follow the example of the Concern Consultancy.
- 31 Professor Drew has correctly identified one reason for the emergence of SRBs.

**Questions 32-36**

*Complete the summary using the list of words, A-H, below.*

*Write the correct letter, A-H, in boxes 32-36 on your answer sheet.*

**Examples of SRBs**

Renew has made a successful business out of designing 32 ..... On the other hand, Indulge wishes to promote 33 ..... and is expanding to new sites. Large corporations cannot always make quick changes but many make provisions for 34 ....., such as the Green Scheme.

On a smaller scale, Johann Jensen is experimenting with types of 35 ..... and is planning other ventures. In contrast, an example of a well-established business is Greener Good, which provides 36 ..... to a growing market.

- |          |                         |
|----------|-------------------------|
| <b>A</b> | biodegradable materials |
| <b>B</b> | recycled clothing       |
| <b>C</b> | fresh produce           |
| <b>D</b> | closer neighbourhoods   |
| <b>E</b> | secure accommodation    |
| <b>F</b> | affordable furniture    |
| <b>G</b> | permanent employment    |
| <b>H</b> | volunteer work          |

**Questions 37-40**

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

*Write the correct letter in boxes 37-40 on your answer sheet.*

- 37 When discussing ‘conscious consumers’ the writer concludes that
  - A businesses are slow to respond to consumer demand.
  - B consumers and businesses have different interests.
  - C businesses and consumers are influencing each other.
  - D consumers should put more pressure on businesses.
- 38 The writer refers to Lucinda Mitchell in order to
  - A explain why SRBs lose out to other businesses.
  - B exemplify the way governments often support SRBs.
  - C contrast the approach of different governments to SRBs.
  - D compare the role of SRBs in different regions.
- 39 What does the writer suggest about the goals of SRBs?
  - A SRBs should have a wider range of goals
  - B It is a mistake for an SRB to change goal.
  - C Some goals may make an SRB unprofitable.
  - D An SRB should not have more than one goal.
- 40 Which of the following best summarises the writer’s argument in the final paragraph?
  - A A minority of businesses will inevitably fail.
  - B SRBs are more successful than other businesses
  - C Universities should do more research into SRBs.
  - D The problem faced by SRBs can be overcome.

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

## The Romans Reveal their Secrets

As Katherine Sheen rested on the banks of Hensham river on 3 August 2005, her gaze fell upon a small dirt-covered object amongst a tangle of tree roots. Cleaning away the soil, she realized it was a leather pouch. It fell apart as Katherine opened it, and the items inside fell to the ground. Although her university degree merely touched on the Roman occupation of ancient Britain, providing a very general overview of everyday activities, once she'd rubbed off some the dirt, Katherine immediately identified the coins in her hand as coming from that era. Despite their discolouration, Katherine had no doubt they were historically significant. As soon as she got home, she informed the police of her find.

That might have been the end of the story – except for the fact that the farmer who owned adjacent field then mentioned the lines of large stones his plough kept running into. By mid-August, with the farmer's permission, a team of archaeologists, led by Professor Kevin Durrand, were camped out in the field. Durrand had previously worked on other projects where pieces of ancient pottery and the discovery of an old sword had led archaeologists to unearth sizeable Roman settlements. He was keen to start excavations at Hensham, and had got funding for a three-month dig. What his team eventually discovered, three weeks into excavations, were the remains of the outer walls of a Roman villa. As many Romans in Britain simply lived in wooden houses with thatched roofs, the family that occupied the villa must have been very wealthy. As the team continued their work, they looked for evidence that might indicated whether the villa had been attacked and purposely demolished, or fallen into such a poor state that it eventually collapsed. Looking at the way a set of slate roof tiles had fallen to the ground, they decided on the latter. What caused the noble Roman family and their servants to abandon the villa remains open to speculation. Another find was six blue beads, crafted from glass, which the archaeologists speculated were part of a necklace. Durrand has previously found gold bracelets on other sites, but for him the beads are no less significant. 'Every find contributes to the story', he says.

On the outer western wall, the archaeologists uncovered number of foundation stones. On one is carved what the archaeologists made out to be a Latin inscription. But as the stone itself has endured centuries of erosion, the team has yet to work out what it says. Another find was a section of traditional Roman mosaic. Although incomplete, enough pieces remain to show a geometrical pattern and stylized fish. From this, Durrand assumes that a bath house would

have been a feature of the villa. While his team have so far not found any hard proof of this, Durrand is confident it will turn out to be the case.

Something that team particularly excited about is evidence of a heating system, which would have served the Roman family and their visitors well in winter months. Although much of the system has long since crumbled at Hensham, Durrand and his team believe it would have been based on a typical Roman hypocaust; they have created a model for visitors to see. The furnace that produced the hot air needed to be kept burning all the time, a task that would have fallen to the villa's slaves. As large branches would have taken too long to produce the heat required, it is more likely that twigs would have been gathered from surrounding woodland instead. Another fuel source used in some Roman hypocausts was charcoal, but evidence for this at Hensham ha not presented itself. The underfloor space was made by setting the floor on top of piles of square stones. Known as *pilae*, these stones stood approximately two feet high. The gap this created meant that the hot air coming out of the furnace was not trapped and restricted. Instead its distribution around the *pilae* and under the floor was free flowing. Floor tiles were not placed directly onto the *pilae* but separated by a layer of concrete, or at least a primitive version of it. This would have made the whole structure more solid, and helped reduce the risk of fire spreading to upper levels. The walls of the rooms above heating system were made of bricks, but the key point here is that they were hollow, in order to allow heat to rise around the rooms and provide insulation. Some have been recovered from the Hensham villa and are now undergoing preservation treatment.

Another feature of the heating system that archaeologists have identified at Hensham was its clay pipes. These were cleverly built into the wall so as not to take up space. The principal reason for including the pipes was to let out air through a vent in the roof once it had cooled down. What the Romans may not have realised, however, was that gas produced by the burning fuel was expelled in this way too. In high doses, it could have been lethal if it had leaked into the upper levels. Inside the rooms in the villa, a layer of plaster would have been applied to the walls and painted in rich colours. Sadly, none of the original plaster at Hensham still exists. However, some of the tiles that the family would have walked on have survived. They would certainly have felt warm underfoot and helped generate an indoor climate that the family could relax in. In its day, the Hensham hypocaust would have been a remarkable piece of engineering.

## Questions 1-6

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

*In boxes 1-7 on your answer sheet, write*

<b>TRUE</b>	If the statement agrees with the information
<b>FALSE</b>	If the statement contradicts the information
<b>NOT GIVEN</b>	If there is no information on this

- 1 Katherine Sheen's university course looked at Roman life in Britain only briefly.
- 2 It was clear to Sheen that the contents of the leather pouch were financially valuable.
- 3 Before excavations started, Kevin Durrand believed they would discover a Roman settlement.
- 4 Durrand's team eventually concluded that the villa had been deliberately destroyed.
- 5 The blue beads would once have been owned by a Roman woman of high status.
- 6 The archaeologists now understand the Roman writing on the foundation stone.
- 7 In Durrand's opinion, the mosaic strongly suggests that the villa contained a bath house.

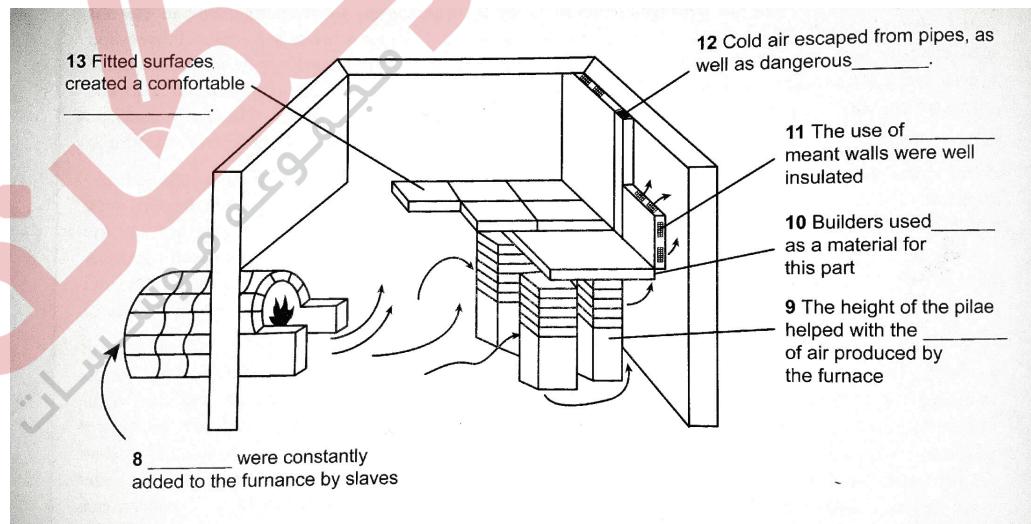
## Questions 8-13

*Label the diagram below.*

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

*Write your answers in boxes 8-13 on your answer sheet.*

**A model of the heating system used at Hensham villa**



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

## The Truth about Lying

**A** An area of scientific study that caught the public imagination during the 1970s involved a gorilla called Koko. Animal psychologist Francine Patterson claimed to have taught Koko a simplified form of American Sign Language, and through singing, Koko could apparently communicate basic ideas such as 'food' and 'more', as well as concepts such as 'good' and 'sorry'. But Koko also used signs to blame other people for damage she had caused herself. While today there is some dispute about whether Koko truly understood the meaning of all the signs she made, Professor Karen Goodger believes she was certainly capable of dishonesty. 'People use words to lie, but for animals with higher brain functions, there's also a higher probability that they'll demonstrate manipulative behaviours. We see this not just in gorillas, but in other creatures with a large neocortex.'

**B** Human societies may appear to disapprove of lying, but that doesn't mean we don't all do it. And it seems that the ability, or at least the desire to deceive, starts from an early age. In one study run by psychologist Kang Lee, children were individually brought into a laboratory and asked to face a wall. They were asked to guess what toy one of Lee's fellow researchers had placed on a table behind them – for example, a fluffy cat or dog. The researcher would then announce they had to leave the lab to take a phone call, reminding the child not to turn around. The research team were well aware that many children would be unable to resist peeking at the toy. Secret cameras showed that 30% of two-year-old children lied about not looking. This went up to 50% for three-year-olds and almost 80% of eight-year-olds. Interestingly, whereas the younger children simply named the toy and denied taking a peek, the older ones came up with some interesting reasons to explain how they had identified the toy correctly. Lee is reassured by this trend, seeing it as evidence in each case that the cognitive growth of a human child is progressing as it should. Parents, of course, may not be so pleased.

**C** Adults, however, can hardly criticise children. According to Professor Richard Wiseman, it appears that adults typically tell two major lies per day, and that one third of adult conversations contain an element of dishonesty. Other research indicates that spouses lie in one out of every 10 interactions. This probably comes as no surprise to Tali Sharot at University College London, who has run a series of experiments proving we become desensitised to lying over time. She has found that while we might initially experience a sense of shame about small lies, this feeling eventually wears off. The result, Sharot has found, is that we progress to more serious ones.

**D** Other researchers, including Tim Levine at the University of Alabama, have analysed our motives for lying. By far the most common is our desire to cover up our own wrongdoing. Second to this are lies we tell to gain economic advantage – we might lie during an interview to increase the chances of getting a job. Interestingly, 'white lies', the kind we tell to avoid hurting people's feelings, account only for a small percentage of our untruths. But if we recognise our own tendency to lie, why don't we recognise it in others? Professor Goodger thinks it has something to do with our strong desire for certain information we hear to be true, even when we might suspect it isn't. This is because we might be 'comforted by others' lies or excited by the promise of a good outcome', Goodger says.

**E** We might not expect ordinary people to be good at recognising lies, but what about people whose job it is to investigate the behavior of others? Paul Erkman is a psychologist from the University of California. As part of his research into deception, he has invited a range of experts to view videos of people telling lies and of others telling the truth. Among the experts have been judges, psychiatrists and people who operate polygraph machines for police investigations. None of these experts have shown they can detect dishonesty any better than people without their experience. Part of the problem is that so many myths still prevail about 'give-away signs' indicating that someone is lying.

**F** A common claim, for example, is that liars won't look people in the eye during their explanations or while being questioned. Another is that they are likely to gesture as they tell their story, but so frequently that it seems unnatural – as if they are trying to convince others of their sincerity. However, many researchers have come to reject these ideas, suggesting a more effective approach is to listen to their narration style. A difficulty that liars face is having to remember exactly what they said, which is why they don't provide as many details as a person giving an honest account would. It is also typical of liars to mentally rehearse their story, and this is why one stage follows another in apparently chronological fashion. Honest stories, however, feature revisions and repetition. Recent research has also disproved the widely believed notion that liars have a habit of fidgeting in their seats. Rather, it seems that they keep still, especially in the upper body, possibly hoping to give the impression of self-assurance. Liars also put some psychological distance between themselves and their lies. For that reason, they avoid the use of 'I' when narrating their stories. The reverse is true, however, when people write fake reviews, say, a hotel or restaurant. In these instances, 'I' features again and again as they attempt to convince us that their experience was real.

**Questions 14-18**

Reading Passage 2 has six paragraphs, **A-F**.

Which paragraph contains the following information?

Write the correct letter **A-F** in boxes 14-18 on your answer sheet.

- 14 details regarding the frequency at which the average person tends to lie
- 15 a reference to an experiment testing the lie-detecting skills of various professional groups
- 16 an explanation of why people might frequently refer to themselves when lying
- 17 examples of the reasons why some people might choose to lie to others
- 18 a description of an experiment that gave participants the opportunity to lie

**Questions 19-22**

Look at the following statements (Questions 19-22) and the list of researchers below.

Match each statement with the correct researcher, **A, B or C**.

Write the correct letter, **A, B or C**, in boxes 19-22 on your answer sheet. You may use any letter more than once.

- 19 Guilt often diminishes as people become used to telling lies.
- 20 People's need to feel reassured and hopeful makes them susceptible to lies.
- 21 More intelligent species are more likely to be deceptive.
- 22 The increasing sophistication of lying is part normal development.

**List of researchers**

- A** Karen Goodger
- B** Kang Lee
- C** Tali Sharot

**Questions 23-26**

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 23-26 on your answer sheet.

**Signs that someone is lying**

It is commonly claimed that people who are lying will avoid making eye contact with others and will 23 ..... a lot. Many researchers now disagree with these claims. Instead they analyse the way people tell their stories. For example, liars tend to offer fewer 24 ..... than people who are telling the truth. However, each 25 ..... of their story seems to be in order, because they have carefully planned what they want to say. And contrary to what many people believe, liars often remain 26 ..... as they lie, perhaps in the belief that they will come across as more confident than they really are.

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

## Review: *The Hidden Life of Trees* by Peter Wohlleben

That so many copies of Peter Wohlleben's book *The Hidden Life of Trees* have been sold is no surprise. Life in the urban jungle can be overwhelming, and many of us long to escape by seeing more natural environments. We hope an encounter with nature might make us feel more 'alive'. Would we use this same term to describe nature itself, though? Forests and the trees that form them are commonly perceived as objects lacking awareness, like rocks or stones. But here, Wohlleben would beg to differ. From his observations, he has concluded that they are conscious in a way we do not fully understand.

In recent decades, a number of writers have investigated our planet's flora. *The Cabaret of Plants* by Richard Mabey and *What a Planet Knows* by Daniel Chamovitz, for example, have done much to reformulate our views about the green world. Central to many of these books is a serious message about sustainability, and *The Hidden Life of Trees* is no exception. What sets it apart is its approach to description: at the start Wohlleben announces that 'When you know the trees ... have memories and that tree parents live together with their children, then you can no longer just chop them down.' Not everyone will be comfortable with this kind of anthropomorphism.

Nevertheless, Wohlleben's experience of working in a beech forest in the Eifel mountains of Germany may put him in a better position than many to write a book about trees. In the introduction, he explains that he started out as a state-employed forester, taking care of trees purely for industrial reasons. The straighter they were, the more high-quality logs could be sawn. But after a while he began to appreciate trees for more than just their commercial worth. He gives some of the credit for this realisation to the tourists that would come to the forest, who were more enchanted by bent, crooked, which did not conform to the straight ideal.

An anecdote that stands out is Wohlleben's encounter with 'the gnarled remains of an enormous tree stump' in the Eifel forest. More than anything else, it was this encounter that prompted him to look further into the hidden behaviour of trees. To his surprise, after scraping at the outside layer of bark covering the stump, he discovered a green layer underneath. This was chlorophyll, the pigment normally produced by living trees. Wohlleben realised that the only way the stump could still be alive was if the surrounding beeches were providing it with a sugar solution through their own roots.

Wohlleben is not the first person to claim that trees are cooperative. In the 1990s, Dr Suzanne Simard realised that fir and birch trees were supplying each other with carbon. Simard's findings made complete sense to Wohlleben, who believes that this kind of nutrient exchange between neighbours is typical of a healthy

forest. Wohlleben also had the opportunity to deepen his understanding of tree biology when researchers from Aachen University set up investigative programmes in his beech forest. Discussions with them reinforced his beliefs about the way trees thrived, and Wohlleben eventually found himself strongly opposed to some traditional forestry practices. He finally succeeded in persuading local villagers that the forest should be allowed to return to a natural state: this involved banning the use of machinery for logging, and giving up on pesticides for a start. Since then, Wohlleben has been noting how his beech forest has developed, and his observations formed the foundation for the book. Humour and straightforward narrative make it instantly appealing to readers without a science background – elements that have successfully been translated into over a dozen languages. Those that do have scientific training, however, will be more demanding. Critics of Wohlleben point out that proper academic studies need to be done to prove all his claims are factually accurate. This seems a fair point. What the book will certainly do is transform nature lovers' experiences of a forest walk. Once you know what is happening below ground, you can't help but marvel at the complex life of trees. Will it transform the way we produce timber for the manufacturing industry? As large corporations tend to focus on immediate profits, they are hardly likely to adopt the longer-term practices that Wohlleben recommends.

One of these is allowing trees to grow nearer to each other. This is the opposite of what happens in many state-owned forests, where foresters deliberately space out trees so they can get more sunlight and grow faster. But Wohlleben claims this spacing prevents vital root interaction, and so lowers resistance to drought. Older, established trees, he explains, draw up moisture through their deep roots and provide this to juvenile trees is also given attention. For instance, when pines require more nitrogen, the fungi growing at their base release a poison into the soil. This poison kills many minute organisms, which release nitrogen as they die, and this is absorbed by the trees' roots. In return, the fungi receive photosynthesised sugar from pines. Then Wohlleben explores the way trees employ scent, giving the example of acacia trees in sub-Saharan Africa. When giraffes begin feeding on an acacia's leaves, the tree emits ethylene gas as a warning to neighbouring acacias. These then pump tannins into their leaves – substances toxic to giraffes. More controversial is Wohlleben's suggestion that trees feel pain. Although scientific research has now established that if branches are broken off or the trunk is hit with an axe, a tree will emit electrical signals from the site of the wound, the application of the concept of 'pain' might be an instance where readers are unconvinced.

**Questions 27-30**

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

Write the correct letter in boxes 27-30 on your answer sheet.

- 27** What is the reviewer emphasising in the phrase 'Wohlleben would beg to differ'?
- A** the fact that trees might not live as passively as we think
  - B** the idea that a forest trip might increase people's vitality
  - C** the way that a forest is the key feature of many landscapes
  - D** the belief that trees exist only for the benefit of humans
- 28** According to the reviewer, a unique feature of *The Hidden Life of Trees* is
- A** its suggestion that ordinary people can act to protect forests.
  - B** its viewpoint that only certain kinds of tree are worth preserving.
  - C** its tendency to refer to trees as if they had human qualities.
  - D** its simplistic rather than academic approach to writing.
- 29** What are we told about Peter Wohlleben's time as a state-employed forester?
- A** He hoped he could make a good living from cutting down trees.
  - B** He changed his mind about the way in which trees were valuable.
  - C** He rejected the ideas that visitors to the beach forest put forward.
  - D** He introduced new techniques for improving the growth of trees.
- 30** The reviewer mentions the trees stump anecdote in order to
- A** question traditional thinking about the way trees grow.
  - B** explain the motivation behind Wohlleben's area of research
  - C** highlight Wohlleben's lack of formal scientific training.
  - D** suggest how personal stories have brought a dull topic to life.

**Questions 31-36**

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

In boxes 31-36 on your answer sheet, write

<b>YES</b>	If the statement agrees with the claims of the writer
<b>NO</b>	If the statement contradicts the claims of the writer
<b>NOT GIVEN</b>	If it is impossible to say what the writer thinks about this

- 31** Wohlleben was sceptical about the results of Dr Suzanne Simard's research .
- 32** Wohlleben's theories about trees were confirmed after talking to Aachen University scientists.
- 33** It was a good decision to get rid of machinery and pesticides from the beech forest.
- 34** The translators of *The Hidden Life of Trees* should be given more recognition for their contribution.
- 35** Some of Wohlleben's ideas about trees must be investigated further before they can be accepted as true.
- 36** *The Hidden Life of Trees* is likely to affect how forests are managed by the manufacturing industry

**Questions 37-40**

Complete the summary using the list of words, **A-G**, below.

Write the correct letter, **A-G**, in boxes 37-40 on your answer sheet.

- 37** The distance between trees in state-owned forests
- 38** The fungi growing at the base of trees
- 39** The scent sometimes given off by trees
- 40** The electrical signals sent out by trees

- |          |   |
|----------|---|
| <b>A</b> | may prevent harm occurring to the same tree species.          |
| <b>B</b> | can be the result of different forms of damage.               |
| <b>C</b> | might help the spread of trees in a new location.             |
| <b>D</b> | could be a sign that trees have reached maturity.             |
| <b>E</b> | may affect how vulnerable young trees are during dry periods. |
| <b>F</b> | can play a part in providing essential nutrients.             |
| <b>G</b> | might encourage disease in trees growing nearby.              |

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

## Wooden Buildings

Using wood as a construction material for large buildings is an ancient practice. The 67-metre-high Sakyamuni Pagoda in China was constructed in 1056, while Japan's Hōryū-ji Temple is even older, dating from the 7th or 8th century. That these magnificent structures have survived for over a thousand years is evidence of wood's strength and durability as a building material. Still today, 80% of houses in the USA are built of wood. In Australia the proportion is slightly smaller since stone is also a popular choice, particularly in the southern states, while in New Zealand the figure is more like 85%. Certainly, there are problems associated with wooden constructions: wood can rot when exposed to water and is said to be a fire risk. However, with modern technology these issues can be eliminated, which has led to a dramatic renewal of interest in wood as a building material in recent years.

Today, architects and engineers recognise the potential of wood not only for private homes but also for larger multi-storey offices and apartment blocks. In 2015, a 52.8-metre wooden tower block was constructed in Norway, then a world record for an apartment block, but this was soon surpassed by a 53-metre student dormitory at the University of British Columbia in Canada. Then came the 84-metre HoHo building in Vienna, home to a hotel, offices and apartments. Although the HoHo building has a concrete core, most of the structure as well as the floors are built of wood. Many of these advances have been made possible by research at the Technical Institute in Graz, Austria, where new engineering systems based on wood construction have been pioneered.

A good example of these techniques is found at the Wood Innovation and Design Centre at the University of Northern British Columbia, Canada. The first stage in the construction of the building saw large planks of Douglas fir being fastened to one another with glue, which these days can be stronger than nails or screws. This produced large heavy sheets of wooden material; these became the basic structural components for the building. These sheets then had to be precision cut to create the thousands of columns and beams necessary—the team employed lasers for this purpose. Once the cutting work was complete, all the wooden components were taken to the site for assembly. The building was constructed one storey at a time, layer upon layer, not unlike the system used to make a large cake. Once the eighth and final storey was completed, the building reached a height of 30 metres and became a notable landmark in its neighbourhood. And, of course, one of the great

advantages of wood comes at the end of a building's life, in around 100 years' time. When the Wood Innovation and Design Centre eventually has to be demolished, it will be possible for its principal building material to be recycled, which is not usually practical with steel or concrete.

Other significant wooden buildings are to be found in locations around the world. Perhaps not surprisingly, given that the Hōryū-ji Temple may be the oldest large wooden building in the world, Japanese engineers are at the forefront of this process. One thing that has been learned from maintaining the Hōryū-ji Temple over many centuries is that it is often simpler to make major repairs to wooden structures than to those made of concrete and steel. Until quite recently, regulations in Japan have made the construction of very large wooden structures difficult. However, in recognition of new technologies, these are being relaxed by the government, with the result that ever more ambitious projects are being announced. Perhaps the most radical example is the proposed Sumitomo Tower, a skyscraper of 70 storeys to be built largely of wood in central Tokyo; its completion date is 2041.

Because wood is more flexible than steel, it has great potential in countries prone to earthquakes, such as Japan and New Zealand. Engineers in New Zealand believe that wood construction can significantly improve building safety in the event of a natural disaster, as has been demonstrated at the new Wynn Williams House. The wood has been left exposed inside the house to showcase how this type of construction provides attractive interiors as well. Another advantage of wood is that it is so light, particularly when compared to steel and concrete. In Australia, the benefits of light weight have been taken advantage of in the city of Melbourne, where a large wooden library has been constructed directly beside water, on land so soft that a heavier building would have been impossible. Furthermore, wood is advantageous even in extreme climates. In Finland, where winter temperatures can fall to -30°C, wood provides all the load-bearing structures for the Puukokka Block, but also guarantees excellent heat insulation as well.

As wood construction technologies continue to develop, it seems probable that architects and engineers will dream up ever more uses for this practical, flexible and beautiful building material.

**Questions 1-4**

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

In boxes 1-4 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 More houses are built of wood in Australia than in the USA.
- 2 There are solutions to the problems of building with wood.
- 3 Several different species of tree were used to construct the HoHo building.
- 4 Research at the Technical Institute in Graz improved wooden building technology.

**Questions 5-8**

Complete the flow-chart below.

Write ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 5-8 on your answers sheet.

**Building the Wood Innovation and Design Centre**

Wooden planks were joined together using 5.....



6..... were then used to cut this material accurately.



The wood was taken to the site.



The building was constructed in the same way a 7..... is put together



In about 100 years' time, the wood can be 8.....

**Questions 9-13**

Complete the notes below.

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

Write your answers in boxes 9-13 on your answer sheet.

**Other Significant Wooden Buildings****Japan**

- Experience with the Hōryū-ji Temple proves that 9..... are easier with wood.
- New technologies and new 10..... make large buildings such as the Sumitomo Tower possible

**Other countries**

- Wynn Williams House in New Zealand is earthquake-proof and is an example of how wooden buildings can have 11.....
- Wood is so light that a new library in Australia was built right next to 12.....
- Finland's Puukko Block illustrates that wood provides good 13..... in addition to structural strength.

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

## Artificial Intelligence in Sport

**A** The first sports game was televised in the USA more than fifty years ago. Over the following decades television provided sports coaches with a wealth of information to analyse. By viewing recordings, they could study the number of passes received, tackles avoided, distances covered, speeds achieved and a host of other factors relating to the performance of their teams or athletes. Most of this data, though, consisted of bare statistics without any meaningful context. However, the use of artificial intelligence (AI) is now enabling an alternative approach to coaching. AI means the development of computer systems that can perform tasks usually associated with human intelligence, such as decision making. Increasingly, computers are being trained to understand the rules and objectives of sports so they can coach more directly. AI can analyse not only a player's actions, but also relate those actions to the wider context, including the directives of the coach and the actions of other players. Sports scientists believe that AI is revolutionising sports coaching by analysing patterns of behaviour in ways simply not possible before.

**B** There may be limitless ways in which AI technology can be developed, but certain practical applications are already apparent. Recently, a research experiment was conducted into the Spanish football league using an AI algorithm to analyse the passing strategies of 20 teams. The research revealed that two teams, Barcelona and Real Madrid, had more than 150 recurring passing patterns. However, the algorithm detected just 31 passing patterns used by Atlético Madrid. All of Atlético's other plays were one-offs that were never repeated, and the team won the league that season. One conclusion seems to be that teams with a less predictable style of play win more games. What's more, according to Dr Johann Muller, a sports scientist who has studied the Spanish research findings, the number of injuries a team suffers increases when they play in a style that prioritises offence.

**C** Since then, there has been a great deal of interest in the potential of AI. Professor of sports education Rebecca Graves believes that AI can provide coaches with invaluable insights. 'Tactics were once closely guarded secrets,' says Professor Graves, 'but now a coach with access to AI can identify how a rival team is likely to play a match based on historic form. Once this was largely guesswork but now it can be achieved with some confidence! The expense of AI technology means it will probably remain beyond the reach of all but elite teams, but among this group the implications are enormous. Professor Graves argues that AI allows preparations for a match to be tailored to individual players with much greater precision. She identifies fitness work, skills

development, diet and numerous other factors that can be minutely customised, based on an individual's particular strengths and weaknesses.

**D** Part of the appeal of AI lies in its versatility. Ice hockey coaches in Finland are using AI to analyse the success of different plays. An Indian company has employed wearable technology developed in other fields to analyse stride patterns. This analysis has allowed its technicians to develop sneakers in various styles aimed at both long- and short-distance runners. Coaching practices in professional basketball, American football and tennis are also being transformed by AI. In addition, the technology has applications in highly technical sports such as car racing. Coaches involved in the National Association for Stock Car Auto Racing (NASCAR) believe that AI algorithms not only help drivers go faster but also enhance the safety of the sport because of their ability to monitor and predict potential problems.

**E** AI doesn't get tired, has extraordinary powers of vision, particularly for objects moving at speed, and is capable of making complex calculations very quickly. For all these reasons AI is increasingly being used in the high-pressure world of judging gymnastics performances. Research has shown that, particularly over a whole day's worth of events, computers are just as reliable as human judges when it comes to giving gymnasts a score. However, computer scientist Henri Simeonson has been quick to warn about some potential difficulties. In particular, Simeonson is concerned that AI is vulnerable to hackers, who might be able to influence the outcome of a tournament.

**F** It should not be forgotten, either, that many sports stars and sports teams are commercially dependent on their fans. If sufficient supporters do not buy tickets to games or pay to view a recording, the teams might struggle to survive. But now teams and stars are making increasing use of chatbots and other 'virtual assistants' to provide fans with statistics, news and background information about their favourite players. Another innovation is seen in Minor League Baseball in the USA, which is promoting the sport and seeking new fans with the use of AI-enhanced journalism. In this way baseball is keeping supporters informed with all the up-to-the-minute developments in ways not possible with more traditional approaches. Analysts believe these sorts of initiatives are crucial to increasing a player or team's revenue stream. It's just one more way that sports stand to benefit from AI technologies, on and off the field.

**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 Al can improve the profitability of sporting businesses
- ii Responses to criticisms of AI in sports coaching
- iii A contrast between coaching today and in the past
- iv An academic outlines some of the advantages of AI in sport
- v The businesses responsible for creating AI software
- vi The use of AI to decide the results of a competition
- vii An academic study into a team sport in one country
- viii The uses of AI in coaching a range of different sports

- |           |             |       |
|-----------|-------------|-------|
| <b>14</b> | Paragraph A | _____ |
| <b>15</b> | Paragraph B | _____ |
| <b>16</b> | Paragraph C | _____ |
| <b>17</b> | Paragraph D | _____ |
| <b>18</b> | Paragraph E | _____ |
| <b>19</b> | Paragraph F | _____ |

**Questions 20 and 21**

The list below gives some ways coaches could use AI.

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

Write the correct letters in boxes 20 and 21 on your answer sheet.

Which **TWO** of these are proposed by Professor Rebecca Graves?

- A speeding up analysis of data
- B personalising training programmes
- C improving mental toughness
- D reducing cost of sports coaching
- E identifying opponents' game plans

**Questions 22-26**

Complete the sentences below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 22-26 on your answer sheet.

- |           |   |
|-----------|---|
| <b>22</b> | Analysis of AI data by Dr Johann Muller suggests that teams which play defensively have fewer ..... |
| <b>23</b> | An Indian company has designed new ..... using AI technology.                                       |
| <b>24</b> | The use of AI in NASCAR is believed to improve ..... as well as driver performance. using           |
| <b>25</b> | Henri Simeonson says that ..... might be able to disrupt AI and make competitions unfair.           |
| <b>26</b> | In Minor League Baseball, a type of ..... powered by AI is giving the sport greater publicity.      |

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

## The Influence of the Crime Writer Agatha Christie

Crime fiction books, in which detectives hunt for the perpetrators of crimes, have been popular with readers for many decades - so popular, in fact, that at a recent London Book Fair sales of the genre overtook general fiction for the first time ever, a development that had been widely anticipated. Commercial success, of course, does not impress everyone and there are those who believe crime fiction should not be held in such high regard. Prominent in this group is Sebastian Franklin, who has argued that most crime fiction books better resemble crossword puzzles than literature. His view is shared by other literary critics. However, increasingly this is a minority opinion as crime fiction becomes recognised around the world as a rich and dynamic literary genre in its own right.

Crime writing really came to prominence in the 1920s and 30s with the books of the British author Agatha Christie, and to a slightly lesser extent the American James M. Cain. Agatha Christie was a prolific writer, publishing more than 60 detective novels over a 50-year period, beginning in 1920. However, the majority of the general public have never picked up one of her books and are more familiar with Christie from the numerous adaptations of her work for films. The colourful locations around the world where Christie set many of her stories were not fictional depictions, but were informed by her extensive travels, on the Orient Express train, to Cairo and the River Nile, and elsewhere. Her memoir, *Come, Tell Me How You Live*, published in 1946, is a non-fiction account of these real-life travels, so is unique among Christie's publications. Success brought Christie considerable wealth and international fame, though she never lost her appetite for work, continuing writing and publishing until shortly before her death in 1976.

Without doubt there are certain elements that tend to be repeated in Christie's books. The stories generally revolve around a well-off if not aristocratic circle of people, whose privileged lives are thrown into chaos by an unexplained crime. What's more, the location is often a confined space of some sort: a train, an island, a boat, an isolated house or a village. This is quite different, for example, to the world of the fictional detective Sherlock Holmes, who often has as his hunting ground the entire city of London. But the influence of Christie's sheltered, secluded locations has been immense, for they have been used in countless television series ever since.

The writer Michael Utley argues that Christie's characters lack depth and are not convincing people we can believe in. This is a not infrequent complaint, but it is

quite untrue. Christie was a perceptive observer of human nature and psychology and she put the traits of people she knew into many of her fictional characters. Part of the reason her appeal has been so widespread is that she wrote about human relationships in a way so many of us can relate to. Her very first book, *The Mysterious Affair at Styles*, features the amateur detective Hercule Poirot. Poirot and Miss Marple are Christie's two best known and most frequently imitated characters precisely because they are so well drawn and believable. Further evidence of Christie's ability at characterisation was provided by a recent survey. The survey asked readers to identify the villain revealed in the final pages of Christie's sixteenth book, *Murder on the Orient Express*. Most readers could not recall, because for them the really important aspect of the book had been the interplay between the characters, not the outcome. The truth is that Christie's characters were one of her greatest achievements as a writer.

The books are also action-packed, no less so than today's most popular thrillers. Christie mastered the art of the page-turner: events unfold so quickly and unpredictably that we keep reading to find out what happens next. The most significant consequence is that it is so simple to overlook vital clues. It is worth reading a Christie book a second time just to notice how carefully she hides crucial information about the criminal's identity. It was there all along, but we just fail to see it because she has created such tension and so many exciting distractions.

Attempts to retell Christie's stories in contemporary times have largely been unsuccessful; they work best in their original early twentieth-century settings and cannot accommodate mobile phones, computers and DNA analysis. But that does not mean her influence has come to an end. Indeed, a new generation of global crime writers is emerging in nations as diverse as Brazil, Singapore, South Korea, India and Nigeria, to name but five. And though each new writer adds something of their own, they all employ conventions first established by Christie. If we take just one of her books, *The Murder of Roger Ackroyd*, we find near perfect examples of conventions that are still used today: tight plotting, clever sub-plots, unexpected twists, perceptive characterisation. Perhaps this is why Christie herself is believed to have ranked *The Murder of Roger Ackroyd* above all her other work. Certainly, the digital revolution has transformed crime writing. But a survey of contemporary crime writing shows that Agatha Christie's legacy is more important now than at any time previously, at the very point when crime writing has become the most popular of all book genres.

**Questions 27-32**

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

*In boxes 27-32 on your answer sheet, write*

- |                  |  |
|------------------|--|
| <b>YES</b>       | If the statement agrees with the claims of the writer        |
| <b>NO</b>        | If the statement contradicts the claims of the writer        |
| <b>NOT GIVEN</b> | If it is impossible to say what the writer thinks about this |

- 27 Sales of crime fiction were surprisingly high at a recent London Book Fair.
- 28 Literary critics such as Sebastian Franklin think that crime fiction is overrated.
- 29 Agatha Christie and James M. Cain admired each other's writing.
- 30 Most people know about Christie from films rather than books.
- 31 Christie's descriptions of international locations were based on her own experience.
- 32 Christie enjoyed the wealth and fame she achieved through writing.

**Questions 33-36**

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

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

- 33 What is the writer doing in the third paragraph?
  - A discussing one weakness of Christie's style
  - B identifying a writer who influenced Christie
  - C contrasting different techniques Christie used
  - D listing some features of a typical Christie story
- 34 The writer refers to Michael Utley in order to
  - A reject a common criticism of Christie's books.
  - B compare two of Christie's better-known books.
  - C explain the conclusion of one of Christie's books.
  - D suggest that each of Christie's books was different.

**35** What point does the writer make about Christie's writing style in the fifth paragraph?

- A Occasionally, the stories do not make sense.
- B Little happens compared to modern stories.
- C Important evidence is very easy to miss.
- D Some unnecessary details are included.

**36** What does the writer conclude about Christie in the final paragraph?

- A Her influence is slowly beginning to decrease.
- B She is more influential today than ever before.
- C One book was more influential than the others.
- D She has only influenced writers in certain countries.

**Questions 37-40**

*Complete each sentence with the correct ending, A-F, below.*

*Write the correct letter, A-F, in boxes 37-40 on your answer sheet.*

- 37 Christie's book *Come, Tell Me How You Live*,
- 38 Christie's first book, *The Mysterious Affair at Styles*
- 39 Christie's sixteenth book, *Murder on the Orient Express*
- 40 *The Murder of Roger Ackroyd*, published in 1926,

- |          |   |
|----------|---|
| <b>A</b> | is an example of a book disliked by many critics.                   |
| <b>B</b> | has sold more copies than her other books.                          |
| <b>C</b> | has illustrated the fact that readers cannot remember the ending.   |
| <b>D</b> | was Christie's own favourite from among her books for good reasons. |
| <b>E</b> | is different from all of her other books.                           |
| <b>F</b> | introduced one of her most famous and most often copied characters. |

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

## EARTH'S LAKES ARE UNDER THREAT

Lake Poopo used to be Bolivia's second largest lake. Situated in the Altiplano Mountains at an altitude of around 3,700m, the lake in winter would cover an area of some 2,700 square kilometres as it was fed by swollen rivers. With very little rainfall during summer, this reduced to around 1,000, still a remarkable size. This was the pattern in previous centuries, but in December 2015, satellites confirmed the reports of local people that the lake had gone. While scientists had suspected that Poopo would eventually run dry, they didn't expect that this would occur for at least another thousand years. The local mining industry had already contributed to the pollution of the lake, but scientists believe global warming, drought and irrigation projects are all responsible for its disappearance. Today the consequences of Lake Poopo's disappearance are dramatic; many people who lived in the villages around it have left, since there are no more fish to be caught. Environmentalists also point to the fact that the lake had been the stopover point for thousands of birds as they migrated to other regions. Their numbers will certainly fall now the lake has gone.

Lake Poopo is not the only vast area of water to have disappeared. The Aral Sea in Central Asia was once the world's fourth largest lake but then it began to shrink in the 1960s. As a shallow lake, it depended on rivers to keep its level up. But then water from these rivers was diverted for irrigation purposes. Rice is a crop that needs huge quantities of water to survive in desert areas. Fields planted with cotton also require a regular supply. Now the water level is so low that fishing has stopped altogether. And it is not just the immediate area that is affected. Because the floor of the lake is now exposed, the salt that lies there is often carried by the wind across a radius of 300 kilometres. This impacts on agriculture as it damages growing plants and is absorbed by the soil.

For some lakes, the biggest threat is from climate change. On average, the surface water of the world's lakes has gone up in temperature by  $0.34^{\circ}\text{C}$  every ten years since 1985. Lake Tanganyika in East Africa is a lake where this trend has been observed, although it is by

no means the most extreme example. This would be Lake Fracksjön in Sweden, where an increase of  $1.35^{\circ}\text{C}$  per decade has been observed – a figure which is estimated to rise. For Lake Tanganyika, however, the consequences have been severe. Warming has disrupted its ecosystem, and fish numbers have dropped sharply. In turn, this decline in fish stocks has impacted on families living in villages and towns around the lake, since they have no other source of protein. Furthermore, around 100,000 people depend on the fisheries established around the Lake Tanganyika. These companies provide them with regular employment, without which communities will not survive.

In Iran, Lake Urmia's waters have also been affected by unusually hot summers, but dams and irrigation projects have also played a part. In the past, people admired its beautiful green-blue colour. However, the water now has a red tint. The reason for this is that bacteria quickly multiply in the warm waters of a shallow lake. Now local communities are understandably concerned about the future. One of their concerns is that Lake Urmia is no longer seen as a place where people can bathe to improve their health. As a result, in the last decade, there has been a downturn in tourism in the area, an industry many people depended on.

In some cases, it can be a challenge for scientist to predict outcomes for a lake or to recognise the factors that threaten it. Take, for example, Lake Waiau in Hawaii, a lake that was used in healing rituals by native Hawaiians. It is a fairly small lake, approximately 100m across, with some variation as the water level rises and falls. However, in early 2010, the lake began to decrease in size. By September 2013, it could only be described as a pond. The cause of the lake's decline has not yet been established, but drought is among the suspects. Then there is Scott Lake in central Florida. In June 2006 a massive sinkhole opened up beneath the lake – acting like a plug hole in a bath. It only took two weeks for the water to drain away. Local residents called meetings to decide what action to take, but in the end, nature took care of the problem. Clay, sand and other fine material plugged the hole and the lake started to fill with water again. Nevertheless, as geologists point out, sinkholes can occur with some frequency in Florida so there is a chance that Scott Lake will drain away again.

**Questions 1 – 8.**

Complete the notes below.

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

**Disappearing and Damaged Lakes**

- Lake Poopo

It covered about 1 \_\_\_\_\_ square kilometres in the dry season.

It can no longer support people, fish or visiting 2 \_\_\_\_\_

- The Aral Sea

It has shrunk before water is used for crops such as 3 \_\_\_\_\_ and rice.

4 \_\_\_\_\_ from the bottom of the lake affects an area of 300 kilometres.

- Lake Tanganyika

Families need to eat fish for its 5 \_\_\_\_\_

Fisheries give 6 \_\_\_\_\_ to over 100,000 people.

- Lake Urmia

The colour has changed because 7 \_\_\_\_\_ are increasing  
8 \_\_\_\_\_ has declined in the last ten years.

**Questions 9-13**

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

In boxes 9 – 13 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

9 Scientists are surprised that Lake Poopo has disappeared so quickly.

10 Steps are being taken to reduce the impact of mining on lake Poopo.

11 Lake Frackson is the fastest warming lake in the world.

12 Researchers are certain about the reason for Lake Waiau's disappearance.

13 Lake Scott's rising water level has occurred as a result of rainfall.

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

## Biofuels: are they the fuels of the future?

*Many plants can be turned into biofuels –*

*but which ones should we use and what methods are best?*

**A** On paper, biofuels seem the ideal replacement for oil, coal and gas, the fossil fuels we depend upon, and which drive global warming and disrupt weather patterns by releasing carbon dioxide into the atmosphere. But the past decade has seen the biofuel industry face tough questions over whether it can truly claim to be ‘green’. One of the biggest criticisms of biofuel crops – at least those that produce the fuel ethanol – has been their impact on food markets and on traditional land use. Direct impacts – for example cutting forests to make way for a biofuel crop – are usually obvious, says Professor Bill Laurance, director of the Centre for Tropical Environmental and Sustainability Science at James Cook University. But, in his experience, indirect impacts can be no less devastation for the environment and are far more of a challenge to anticipate.

**B** Let’s take Brazil, for example. When farmers in the US opted out of soy in favour of corn as a biofuel crop, soy prices soared, suddenly making it an attractive crop for Brazilian farmers. In turn, this increased demand for freshly deforested cropland in Brazil. Similar situations are occurring all over the world. But while deforestation can certainly lead to economic benefits for farmers, it also puts biodiversity at risk. Then, once a biofuel crop has been planted on deforestation land, farmers need to ensure that it grows as well as it can. That means applying large quantities of fertilizer, and while this helps the plants to shoot up, there is also the possibility it will lead to the contamination of local rivers.

**C** Not all biofuels have been grown on land, but the once-popular idea of generating them from microscopic algae grown in ponds or tanks has largely been forgotten. Professor Rachel Burton, leader of the ARC Centre of Excellence for Plant Cell Walls at the University of Adelaide, thinks that there is a smarter way forward for biofuels and it starts with selecting the right crop for land not usually used for agriculture. Burton and others are looking to tough plants that grow on land too dry or salty for conventional crops. Australia, for example, could turn to crops such as agave, hemp or the native saltbush and wild-growing sorghum for the biofuels of the future, she says.

**D** Researchers must also consider economic factors, however. While plant oils can be extracted and turned into biodiesel for vehicles and machinery, currently the process is very expensive – much more so than the process for fossil fuels. Dr Allan Green is innovation leader for bio-based products at CSIRO Agriculture and Food. His solution is to make plants oilier by genetically altering them so that they produce oil in their leaves, not just in their fruit or seeds. With more oil being produced on a particular section of land by the same number of plants, it would become cheaper to harvest and extract the oil. The technology, which has so far only been tested in tobacco, shows that oil production can be boosted to a third or more of a tobacco leaf’s weight. If used in a different crop – one that already produces oil in its seeds or fruit – the hope is that oil output could be doubled, though that idea is yet to be put to the test.

**E** A technology which is becoming increasingly popular in the biofuel industry is hydrothermal liquefaction. This is a process which uses heat and pressure to break apart molecules in whole plants and remove oxygen, so that the raw material is turned to refine the crude oil is also refined. After this, it can then be turned into different kinds of fuel. One advantage of the hydrothermal liquefaction process is that many kinds of plant can be used. And if this process could run on energy from solar panels or wind farms, it would be much more environmentally sustainable.

**F** New processing technologies are giving biofuel producers hope that, in future, they won’t be limited to plants designed to be biofuel-only crops. Perhaps they will be able to choose species that deliver added benefits or sources of income. Hemp crops, for instance, could be used for their oil, but also for their fibre. Some car manufacturers have already used it as a soundproofing material in their vehicles, and others may do the same. And according to Kristen Heimann, associate professor at the College of Science and Engineering at James Cook University, it might be impossible, say, for algae not just to act as a biofuel, but to decontaminate water. Burton believes this kind of multi-purpose use for biofuel crops is the way forward. ‘It’s much more sophisticated thinking’, she says. ‘Biofuels maybe don’t need to be as cheap as we think they do, because you can make money out of the other things’. Eventually, the biofuel industry could well develop into a very diverse one, with no one crop or process domination the market, according to Green. ‘The amount of fuel we need to move away from petroleum is massive, so there’s plenty of space for all technologies’, he says.

**Questions 14-19**

Reading Passage 2 has six paragraphs, A-F.

Which paragraph contains the following information?

- 14** a theory about oil production which must still be proved
- 15** an overview of the stages in a particular biofuel manufacturing method
- 16** examples of the uses that biofuel crops might have apart from providing energy
- 17** an explanation of the way that fossil fuel use harms the environment
- 18** reference to a particular biofuel production method being abandoned
- 19** a comparison between the production costs for biofuels and for other kinds of fuel

**Questions 20-23**

Look at the following statements (**Questions 20-23**) and the list of researchers below.

Match each statement with the correct researcher, **A, B or C**.

**NB** You may use any letter more than once.

- 20** It would be more cost-effective if a biofuel was used for a range of products.
- 21** It is not always easy to predict what effects the use of biofuels crops may have.
- 22** A variety of biofuel crops and manufacturing processes will be required in future.
- 23** It would be best to use biofuel crops that can survive in difficult environmental conditions.

<b>List of Researchers</b>	
<b>A</b>	Professor Bill Laurance
<b>B</b>	Professor Rachel Burton
<b>C</b>	Dr Allan Green

**Questions 24-26**

Complete the sentences below.

Choose **ONE WORD ONLY** from the passage for each answer.

- 24** The decision by US farmers to grow ..... had an effect on land in Brazil.
- 25** ..... is threatened when trees are cut down so crops can be planted.
- 26** Rivers may be polluted by the ..... that farmers use on biofuel crops.

Q14-19  
Q20-23  
Q24-26

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

## Team Building

*If you thought ancient monuments were built in honour of gods and kings, think again, says Laura Spinney*

At Poverty Point in the US state of Louisiana, a remarkable monument overlooks the Mississippi river. Built around 3,500 years ago entirely from earth, it consists of six semi-circular ridges and five mounds. ‘Mound A’, as archaeologists refer to it, is the largest at 22 metres high. The earth mounds at Poverty Point are not just impressive, they are also intriguing. Ancient monuments have always been regarded as products of large, hierarchical societies, built as tributes to gods and kings. But the creators of the Poverty Point monument were hunter-gatherers, who functioned in more democratic way. They may have looked to elders for guidance, but these would not have exerted a commanding influence over their small groups. So who, or what, motivated building on such a grand scale?

Archaeologists have been excavating Poverty Point for more than a century. However, the truly remarkable nature of Mound A only emerged a few years ago. This was when a team led by Tristram Kidder of Washington University drilled into the mound. They saw for the first time that it consisted of neat layers of differently coloured earth. It rains a lot around Poverty Point, and we know that fluctuations in temperature and increased flooding eventually led to its abandonment. But Kidder could see no sign that the layers had combined as you might expect if it had rained during construction. Kidder reached a startling conclusion: Mound A must have been built in one short period, perhaps in as little as 30 days, and probably no more than 90.

Mound A contains nearly 240,000 cubic metres of earth; the equivalent of 32,000 truckloads. There were no trucks, of course, nor any other heavy machinery, animals like mule to carry the earth, or wheelbarrows. Assuming it did take 90 days, Kidder’s group calculated that around 3,000 bucket-carrying individuals would have been needed to get the job done. Given that people **probably** travelled in family groups, as many as 9,000 people may have assembled at Poverty Point during construction. ‘If that’s true, it was an extraordinarily large gathering,’ says Kidder. Why would they have chosen to do this?

Another archaeologist, Carl Lipo, thinks he has the answer: the same reason that the people of Easter Island built their famous stone heads. When Lipo first went to Easter Island, the prevailing idea was that the enormous statue had been rolled into place using logs, and the resulting deforestation contributed to the human population’s collapse. But Lipo and fellow archaeologist Terry Hunt showed the statues could have been ‘walked’ upright into place by cooperating bands of people using ropes, with no need for trees. They argue further that by making statues, people’s energy was directed into peaceful interactions and information-sharing.

They ceased crafting statues, Lipo claims, precisely because daily existence became less of a challenge, and it was no longer so important that they work together.

An ancient temple known as Gobekli Tepe in south-east Turkey is another site where a giant team-building project might have taken place. Since excavations started, archaeologists have uncovered nine enclosures formed of massive stone pillars. Given the vast size of these pillars, a considerable workforce would have been needed to move them. But what archaeologists have also discovered is that every so often the workers filled in the enclosures with broken rock and built new ones. The apparent disposability of these monuments makes sense if the main aim was building a team rather than a lasting structure. Indeed, the many bones from animals such as gazelle found in the filled-in enclosures suggest people held feasts to celebrate the end of collaborative effort.

A number of researchers share Lipo’s view that the need to cooperate is what drove monument makers. But as you might expect when a major shift in thinking is proposed, not everyone goes along with it. The sceptics include Tristram Kidder. For him, the interesting question is not ‘Did cooperative building promote group survival’ but ‘What did the builders think they were doing?’ All human behaviour comes down to a pursuit of food and self-preservation, he says. As for why people came to Poverty Point, he and his colleagues have suggested it was a pilgrimage site.

If Lipo is right, have we in any inherited our ancestor’s tendency to work together for the sake of social harmony? Evolutionary biologist David Sloan Wilson thinks we have. Wilson cites the Burning Man festival, promoted as an experiment in community and art, which draws thousands of people to Nevada’s Black Rock Desert each summer. Among the ten principles laid down by co-founder Larry Harvey ate ‘inclusion’ and ‘community effort’. Another is ‘leaving no trace’, meaning that whatever festival-goers create they destroy before departing. In this way, the desert landscape is only temporarily disturbed. Wilson says there is evidence that such cooperative ventures matter more today than ever because we are dependent on a wider range of people than our ancestors were. Food, education, security: all are provided by people beyond our family group. Recently, as part of his Neighbourhood Project in Binghamton, Wilson and his colleagues helped locals create their own parks. ‘This brought people together and enabled them to cooperate in numerous other contexts,’ he explains. This included helping with repair after a series of floods in 2011. Social psychologist Susan Fiske of Princeton University also sees value in community projects. Her research shows, for example, that they can help break down the ill-informed views that people hold towards others they have observed but do not usually interact with. So if modern projects really help build better communities, that will surely be a monumental achievement.

## Questions 27-32

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

*In boxes 27-32 on your answer sheet, write*

- |                  |  |
|------------------|--|
| <b>YES</b>       | If the statement agrees with the claims of the writer        |
| <b>NO</b>        | If the statement contradicts the claims of the writer        |
| <b>NOT GIVEN</b> | If it is impossible to say what the writer thinks about this |

- 27** The whole monument at Poverty Point was made out of earth.
- 28** The monument at Poverty Point was the first of its kind to be built in the US
- 29** The older members of the tribes at Poverty Point had great power over their people.
- 30** It is surprising that archaeologists took so long to discover the existence of Mound A.
- 31** Tristram Kidder's work at Mound A revealed something previously unknown to researchers.
- 32** A change in weather patterns forced people living around the Poverty Point monument to move away.

## Questions 33-36

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

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

- 33** The writers refers to trucks, mules and wheelbarrows in order to  
**A** highlight the technical ability of the Poverty Point inhabitants.  
**B** emphasise the number of workers required to build the mound.  
**C** question the logic of choosing Poverty Point as a place for construction.  
**D** challenge the idea that the mound could have been made so quickly.
- 34** Archaeologists Carl Lipo's research at Easter Island has led him to believe that  
**A** people had to cut down trees in order to transport larger statues.  
**B** remote communities faced greater environmental challenges than other societies.  
**C** islanders stopped making statues when their lives became easier.  
**D** methods of making the statues varied amongst different groups.

- 35** According to the writer, excavations at Gobekli Tepe suggest that  
**A** there was disagreement between groups over the temple's design.  
**B** human occupation drove certain animal populations into decline.  
**C** each of the enclosures that were built served a different purpose.  
**D** the builders had no intention of creating permanent structures.

- 36** In the sixth paragraph, what are we told about Tristram Kidder?  
**A** He feels the academic community should support Carl Lipo's theory.  
**B** He has changed his mind about the purpose of the Poverty Point monument.  
**C** He doubts that Carl Lipo has identified the key reason for monument making.  
**D** He believes that most people recognise the need to help each other to survive.

## Questions 37-40

*Complete the summary using the list of words, **A-I**, below.*

*Write the correct letter, **A-F**, in boxes 37-40 on your answer sheet.*

- |                                 |                                |                              |
|---------------------------------|--------------------------------|------------------------------|
| <b>A</b> basic needs            | <b>B</b> different generations | <b>C</b> new infrastructure  |
| <b>D</b> human activities       | <b>E</b> negative impressions  | <b>F</b> emergency situation |
| <b>G</b> commercial advertising |                                |                              |
| <b>H</b> economic growth        |                                |                              |

## Examples of cooperation in modern times

David Wilson believes that events such as the Burning Man festival encourage social harmony. For example, participants in the festival cooperate so **37** ..... won't permanently affect the desert environment. In Wilson's opinions, cooperation is especially important today because we now rely on many people for our **38** ..... Wilson points to how community projects such as park creation can lead to improved group efforts in **39** ..... Psychologist Susan Fiske has also shown how **40** ..... can change when community projects encourage interaction between strangers.

**LISTENING PART 1****Training****Useful language: spelling**

- 1 1 E 2 A 3 I 4 R 5 Y  
 6 U 7 P 8 J 9 S  
 10 N 11 X 12 D

- 2 1 PETERSON  
 2 YOSHIYUKI  
 3 AWANUI  
 4 FAIRVIEW  
 5 BARTHOLOMEW  
 6 DELANEY

**Useful language: numbers**

- 1 1 027 9901 3436  
 2 13  
 3 £237  
 4 114  
 5 310  
 6 AXJ0577120.

**Useful language: times and dates**

- 1 1 August 3<sup>rd</sup>/ 3<sup>rd</sup> August / 3 August/ August 3  
 2 5.15  
 3 May 18<sup>th</sup>  
 4 autumn  
 5 July 27<sup>th</sup> / 27<sup>th</sup> July/ 27 July/ July 27  
 6 February 8<sup>th</sup>/ 8<sup>th</sup> February / 8 February/ February 8

**Useful language: recognising when the answer is coming**

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

**Useful strategy: deciding what to write in the spaces**

Which space needs ....	What tells you this?
a date?	8 the verb 'starts' and 'Wednesday'
a price?	2 The word 'rate' and the \$ sign.
a phone number?	10 'contact details'
a person's name	7 the gap is followed by the surname 'Lindsay'.
a period of time?	9 the verb 'takes' and the phrase 'on average'.
a place?	5 'outside' indicates a place will follow
a piece of equipment or clothing – singular noun?	1 The heading 'things to bring' tells you that equipment or clothing (or another useful object) is needed. 'is' after the gap tells you that the answer is in the singular form
a piece of equipment or clothing– plural noun?	6 The heading 'things to bring' tells you that equipment or clothing (or another useful object) is needed. 'a pair of' tells you the noun is in the plural form
a verb/ action?	3 'will help you' – would be followed by a verb
a part of the body?	4 'pain' – this must occur somewhere in the body, e.g. your back, shoulders, neck

## Exam Practice

### Questions 1–10

Example The title of the first class is called ‘Movement and light’, so the answer is written as ‘light’.

**1 brushes** The question says ‘a set of’ and this is paraphrased in the recording as ‘a range of...in different sizes’.

**2 285/ two hundred and eighty-five**

*Distraction* The woman has seen on the website that the cost for one term is \$170, but the manager says that the cost for two terms would be cheaper. The question requires you to write the cost for two terms.

**3 Ramdhanie** (this can also be written in capitals)

**4 bowls** The question says ‘several’ and this is paraphrased in the recording as ‘two or three’.

*Distraction* The woman says she hopes she wouldn’t have to produce a vase or anything with a handle, and the manager confirms that this is true.

**5 shirt**

*Distraction* neither ‘clothes’ nor ‘sleeves’ will fit grammatically into the gap

**6 Thursday**

*Distraction* the manager admits that he was wrong when he said ‘Wednesday’

**7 library**

*Distraction* the woman mentions a post office, but this isn’t the kind of building the class will start drawing

**8 sandwich** The question requires you to identify something that the woman should take to the class and the manager recommends that she ‘make a sandwich’ and ‘bring that along’.

**9 Station** You should be familiar with this kind of word, so it was not spelt out

**10 021 785 6361**

## LISTENING PART 2

### Training

#### Useful language: plan / map labelling

**1/2**

- 1 To the right / in the centre    2 directly below / just above    3 right-hand corner / smaller of
- 4 at the top / nearest to    5 In between / square-shaped    6 the south / surrounded by

#### Useful strategy: paraphrasing in 5-option multiple-choice task

**1**

- 1D** So one thing the session will cover in this session is how to deal with the huge amount of paperwork we

receive. In other words, how we organize and store it all, in the right way, I mean.

**2C** I’ve been impressed by the way you’ve all managed to stand up and deliver a talk to the other people on your team. I don’t think we need any more training in that area for now.

**3A** When a dissatisfied customer rings you up to complain, you need to know how to handle the situation effectively. We dealt with this in the previous session.

**4E** As you know, we have a number of trainees starting work next week. We don’t have time to talk about this in the training session, but I’d like you to support and guide them during their first few months in the company.

**5B** From time to time you need to produce formal reports, and the aim of this training session is to show you how to express your ideas more effectively and clearly.

## Exam Practice

### Questions 11–14

**11/12 A/E** (in any order)

*Distraction* B: The question concerns what employees need to do when they return to their new office space, but the manager explains that there is no need for employees to ‘get their photo done and update their personal details’. He goes on to say that their current pass (=form of ID) will work; C: again, the manager explains that all the files and folders (=boxes of documents) have already been put on employees’ desks, so they won’t have to move them; D: the manager says he expects that next week might be ‘a challenge’, but he refers to this in a positive way and does not suggest it will be a problem. The phrase ‘to report back’ usually means to tell someone, in person, how well or badly an activity went.

**13/14 A/C** (in any order)

*Distraction* B: The manager says that insulation will make the office warmer, but this is not the same as a ‘heating system’; D: some rooms will be used by teams to work on projects together, but the manager does not say that any rooms or working spaces have been made larger; E: the windows in the office space have increased in size – so there is more light coming into the area. But ‘the old type of lights’ would be electrical, and there is no mention of whether these have been changed or replaced.

### Questions 15–20

**15** I

**16** B

**17** F

**18** C

**19 E**

**20 D**

## LISTENING PART 3

### Training

#### Useful strategy: identifying the locating words

- 1 Fleming penicillin 1928
- 2 pharmaceutical companies antibiotics chloramphenicol
- 3 jungles mountain areas
- 4 manufacturers US Europe
- 5 since the 1970s
- 6 700,000 cases annually

### Vocabulary

- 1 1 I 2 G 3 H 4 F 5 A 6 D 7 C 8 E 9 B  
2 1 D 2 I 3 F 4 A 5 E 6 H

#### Useful strategy: 3-option multiple-choice

- 1 Actually, you could be right. ✓
- 2 I doubt it. X
- 3 I hardly think so. X
- 4 Fair enough. ✓
- 5 I couldn't agree more. ✓
- 6 Precisely. ✓
- 7 I'm not sure I go along with that. X
- 8 That's one way of looking at it, but... X
- 9 You have a point there. ✓
- 10 Exactly. ✓
- 11 Come on. Surely that's not the case. X
- 12 Not necessarily. X

### Exam Practice

#### Questions 21–26

**21 G**

**22 E**

**23 H**

**24 I**

**25 D**

**26 B**

#### Questions 27–30

**27 A**

*Distraction B:* Lucy mentions that fitness-related articles *recommend* (similar to ‘advise’) vitamins – but a health authority is a government organisation. We are not told who the authors of the articles may be. *C:* Lucy certainly expresses the idea in *C* (the price has dropped...so many

manufacturers are making supplements) but Sam rejects this as the reason for the increase in Australian sales.

**28 C**

*Distraction A:* Lucy refers to the Food and Drug Administration agency, but she explains that they do not require proof that vitamins work. Therefore, the supplement industry has no guidelines to follow in this case. *B:* Lucy mentions that some vitamins are said to improve brain function, but this is the intended purpose of the vitamin, not a possible harmful side effect.

**29 B**

*Distraction A:* Lucy refers to ‘a simple cold’ but she says the Danish researchers found *no* evidence that vitamins could prevent or treat this. *C:* Sam mentions ‘high doses’ (large amounts) but neither he or Lucy suggest that high doses are harmful.

**30 C**

*Distraction A:* Sam puts forward the suggestion that people would stop buying vitamin supplements but Lucy rejects this idea (*Hardly!*) She goes on to explain why stricter regulations wouldn’t make a difference to consumer’s beliefs that vitamin supplements are worth taking. *B:* Lucy mentions ‘fish oil with vitamin D’ – but does not say that this product in particular should be regulated.

## LISTENING PART 4

### Training

#### Vocabulary: environmental issues and collocation

- 1 habitat
- 2 endangered
- 3 household
- 4 renewable
- 5 footprint
- 6 emissions
- 7 warming
- 8 fuels

#### Useful strategy: signposting

- 1 1 D 2 C 3 E 4 A 5 B

#### Useful language: cause and effect

- 1 1 effect 2 cause 3 effect 4 cause 5 cause  
6 effect

### Exam Practice

#### Questions 31–40

**31 gardens** The idea of ‘important plants are no longer found in’ is paraphrased in ‘...gardens ...don’t always contain the kind of plant that insects need.’

**32 climate change** In the recording, the ‘cause of’ butterfly and beetle loss is changed to ‘They

[=scientists] put this down to climate change'. [Both words are necessary]

*Distraction* 'fragmentation of habitat' is also mentioned, but scientists do not believe this is a cause. The phrase is also 3 words, and only two words can be written in each gap.

- 33 **memory** We are told that pesticide impacts on [=affects] a bee's memory. This is further explained as 'This means that they cannot remember how to get back to their hive.'
- 34 **food chain** 'An essential part of' becomes 'at the bottom of the food chain... They're [=insects are] absolutely vital' [Both words are necessary]
- 35 **medicine** In the recording, the idea of research based on plants is expressed as 'scientists are now studying plants to find out whether they might be a source of medicine'.
- 36 **meat** The answer can be found in 'If we cut down on [=reduced] how much meat we ate [=consumed]...'
- 37 **bricks** We are told that 'they [=builders/housing developers] removed tons and tons of the sand and turned it [=the sand] into bricks'.
- 38 **eggs** The speaker explains that that the metalmark butterfly lays its eggs on the buckwheat plant, and on no other.
- 39 **fire** In the recording 'wildlife' is explained as 'butterflies and plants' and we are told that fire has destroyed a significant number of them [= it has led to their loss].
- 40 **conservation** The speaker explains that while some projects involving conservation need a lot of land, others do not. In the case of the metalmark butterfly, it only needed the area of the dunes to survive.

## READING PASSAGE 1

### Training

#### Useful strategy: identifying key words and phrases

- 1 2 A newspaper report in the Sydney Daily Times contained factual errors.
- 3 Some academics have criticised the theory put forward by Dr Jonathan Purdie.
- 4 Whales off the coast of South Africa behave in the same way as whales in New Zealand waters.
- 5 The Rolls-Royce Merlin engine was modified and improved in its first years in production.
- 6 The British public held a wide variety of opinions on this topic, according to a survey completed by over 3,000 people.

2 Most of these might be used as locating words, but NOT

- an adverb or adjective
- prepositions and conjunctions

Therefore, the locating words are usually clear noun phrases and very often proper nouns.

#### Useful strategy: identifying words with a similar meaning

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

#### Useful strategy: identifying locating words and phrases

The locating words and phrases are all dates, time phrases and proper nouns, as follows:

### The Discovery of Antarctica

#### 18<sup>th</sup> and Early 19<sup>th</sup> Centuries

- 1773: James Cook saw several rocky 1..... from his ship near Antarctica
- 1820: Bellingshausen and Lazarev saw the coast of Antarctica
- 1821: while hunting 2..... at sea, John Davis landed in Antarctica
- 1829–31: the first 3..... was brought back from Antarctica

#### Late 19<sup>th</sup> Century

- 1895: The International Geographical Congress encouraged exploration and 4..... in Antarctica
- 1898: a Belgian expedition stayed in Antarctica over 5.....
- 1898: 6..... were used for transport for the first time

#### Useful strategy: anticipating possible answers

- 1 • 1821: on an expedition to hunt 2....., John Davis landed in Antarctica  
'hunt': so, this must be an animal or bird that humans hunted
- 1829–31: the first 3..... was brought back from Antarctica  
'first': so, this had not been done before  
'brought back': so, this must have been small enough to be transportable
- 1895: The International Geographical Congress encouraged exploration and 4..... in Antarctica  
'encouraged': so, this must be an activity that the International Geographical Congress would have been likely to encourage  
'exploration': so, this is likely to be a noun to complete the phrase 'exploration' and .....

- 1898: a Belgian expedition stayed in Antarctica over **5**  
 ‘stayed’: so, this must be something that will work with the verb ‘to stay’  
 ‘over’: so, this must be something that works with the adverb ‘over’
  - 1898: **6**..... were used for transport for the first time  
 ‘for transport’: so, this must be some form of transport  
 ‘for the first time’: so, this had not been done before
- 2 1 islands** ‘seals’ might be tempting but doesn’t work with ‘rocky’
- 2 seals** ‘dogs’ might be tempting but it isn’t possible to hunt them at sea
- 3 fossil** ‘seals’ might be tempting but doesn’t work with the grammar
- 4 science** ‘winter’ might be tempting but doesn’t work with the grammar
- 5 winter** ‘storms’ might be tempting but doesn’t work with ‘over’
- 6 dogs** ‘walking’ might be tempting but it wouldn’t be the ‘first time’ and doesn’t fit the grammar

## Exam Practice

### Questions 1–6

- 1 TRUE:** According to Dr Richter, ‘in the very first years of life, we form emotional connections with lifeless objects such as soft toys’ and these relationships ‘are the starting point for our fascination with collecting objects’.
- 2 TRUE:** The text states that, ‘Only by collecting sufficient food supplies ... could our ancestors stay alive...’
- 3 FALSE:** The text states that Woolley’s plan when he travelled to Ur was ‘only to excavate the site of a palace’. However, ‘to his astonishment’ he found an old museum instead.
- 4 TRUE:** The text states that accompanying some of the artefacts, Woolley found ‘descriptions like modern-day labels’. These are referred to as ‘texts’, i.e. ‘writing’.
- 5 NOT GIVEN:** The text states that ‘very little else is known about Princess Ennigaldi or what her motivations were for setting up her collection’. Her motivations are not known, hence Not given is correct.
- 6 FALSE:** The texts states that Cabinets of Curiosities ‘typically included fine paintings and drawings’. However, ‘equal importance was given to exhibits from the natural world’.

### Questions 7–13

- 7 banking** ‘politics’ and the idea of a ‘royal house’ might be tempting, but the source of the family’s wealth was ‘banking’.
- 8 windows** ‘walls’ might be tempting but doesn’t make sense in this context, but ‘windows’ makes sense in terms of making the valuable collection safe and secure.
- 9 illustration** ‘birds of paradise’ provides distraction here but the text about proving other researchers wrong does not make sense in this space because they were Worm’s contemporaries. Only the ‘illustration’ of the great auk was of value to later scientists.
- 10 pottery** She translated ‘books’ but did not collect them. Only her ‘pottery’ was left to a museum.
- 11 lectures** The text does not say what happened to Mayer’s collection after he died. But his legacy was the public ‘lectures’ that he funded.
- 12 fossils** She donated most of her other collections to a museum, but not her ‘fossils’.
- 13 stress** The phrase ‘model ships, coins and artworks’ provides distraction, but none of these objects were relevant to his job as president.

## READING PASSAGE 2

### Training

#### Useful strategy: identifying key words and phrases

- A survey investigating the reading preferences of a range of subjects
  - a survey: so, not an experiment or other form of research
  - reading preferences: so, how people like to read
  - a range of subjects: so, different types of people, perhaps of different ages
- Two research experiments that reached contrasting conclusions
  - Two: so, not one or three, etc.
  - experiments: so, not a survey or other form of research
  - contrasting: so, different or opposing
  - conclusions: so, not methodology or other aspect of research
- Viewpoints of companies that manufacture electronic screens
  - Viewpoints: so, more than one view or opinion
  - companies that manufacture: so, people working in industry, not academics
  - electronic screens: so, the makers of these items

- v One academic who is campaigning for screens to be redesigned
- one: so, not two or three, etc.
  - academic: so, not someone working in industry
  - campaigning: so, someone who is trying to change things
  - screens to be redesigned: so, a modification to the design of screens
- vi The way the eye gathers information and transmits it to the brain
- the way: so, how something happens
  - the eye gathers information: so, the process by which the eye collects information
  - transmits it to the brain: so, the process by which information goes from eye to brain

#### **Useful strategy: identifying words with a similar meaning**

- 1 1 **B** Our company = Here at Household Electronics spent large sums of money = invested heavily cannot find any evidence = shows no connection between our products = the screens we manufacture harmful to health = headaches, eye problems or other such issues
- A** is wrong because Olivia Downey works at a laboratory, not a company, and her research has found some evidence that screens may cause health problems.
- 2 **A** The results of the research = the findings not reliable = invalid sample = subjects the study = the experiment too small = so few
- B** is wrong because Professor Lannigan explains why a small sample size was used, but does not mention the results of the research.
- 3 **A** possible to change = be able to alter public opinion = the views of ordinary people but it will only happen = If facts and statistics = data widely available = broad range of different media
- B** is wrong because Mei Tan is talking about a past event, not a future possibility.
- 4 **B** The research done so far = the studies to date encouraging = some very positive results too early = until more work has been completed firm conclusions = know for sure

**A** is wrong because Marie Dubois talks about a 'variety of results', not 'encouraging' results, and she speculates that future research may require an 'alternative approach'.

#### **Useful strategy: identifying what type of information is missing**

- 1 2
- on the screen itself: so, not in the room around the screen
  - colour combination: so, this is a colour or shade
  - a strong contrast: so, this must be contrasting with white
- 3
- regular breaks: so, this must be something you do on a break
  - stretch: so, this must be a body part you can stretch
  - reduce fatigue: so, this activity must help reduce tiredness
- 4
- having: so, this is something you have or own
  - properly designed: so, this is something that can be designed well or badly
  - posture: so, this must relate to how you stand or sit
- 5
- glasses or contact lenses: so, this must relate to these items
  - correct: so, this must be something that can be incorrect
  - optometrist: so, this must relate to the work of an optometrist
- 2 1 light ('black' might be tempting but it would not distract the eye)
- 2 black ('yellow' might be tempting but it would not provide a contrast)
- 3 shoulders ('head' might be tempting but you cannot stretch it)
- 4 workstation ('glasses' might be tempting but doesn't fit the grammar)
- 5 prescription ('examination' might be tempting but doesn't fit the grammar)

#### **Exam Practice**

##### **Questions 14–19**

##### **14 Paragraph A iv**

- The headings refer to a 'number of criticisms'. Three criticisms are identified in paragraph A: Dr Fischer's; the fact that no-one could agree on a definition; and the ethics of filming without consent. These criticisms apply to all documentaries in the 20<sup>th</sup> century.

- Criticisms of documentaries are mentioned/implied in other paragraphs (e.g. C discusses the Direct Cinema movement, which rejected Grierson's approach) but this does not apply to all films, only one type.

### **15 Paragraph B vii**

- When the first documentary was produced is 'open to question' – hence there is a 'debate'. One idea is that *Nanook of the North* (1922) was first; however, a group represented by Anthony Berwick suggests documentaries can be traced back to 1895.
- Paragraph C also mentions a debate about documentaries, but this does not refer to their origins, but rather to how to make them.

### **16 Paragraph C i**

- Two approaches to filmmaking are contrasted in C. The group typified by John Grierson used tripods and sometimes staged scenes by asking subjects to repeat actions. On the other hand, the Direct Cinema movement rejected this approach and preferred more natural films. They used hand-held cameras and did not rehearse subjects.
- Both these approaches are 'historic' – in the past.
- As a distraction, the word 'however' appears in the middle of paragraph B. But the two types of film here are described as 'similar'; the approach to filmmaking is not being contrasted, only the dates when the films were made.

### **17 Paragraph D viii**

- Paragraph D outlines how new technologies have made it possible for 'anyone/amateurs' to become filmmakers.
- Paragraph F provides distraction, but F is talking about 'promoting' films, not 'creating' them.

### **18 Paragraph E v**

- The focus here is on 'one film' (*Catfish*). Films are named in many other paragraphs as distraction, but none of them are said to represent the 'fresh approach' that is outlined in the whole paragraph.
- The idea of a 'fresh approach' is common in E: 'new generation', 'new philosophy', 'new trend', 'new realisation', etc.

### **19 Paragraph F iii**

- A wide range of opportunities need to be mentioned; paragraph F names four festivals and refers to many others.
- Paragraph D provides distraction, but D is about making films, whereas F is about promoting them.

- ii provides distraction. Different approaches to filmmaking by groups is mentioned, but not two individuals.
- vi provides distraction. None of the paragraphs outline possible future trends.

### **Questions 20–23**

#### **20 D**

Compare with Maria Fiala quote in paragraph D:

The creation of some new technologies = these innovations change viewers' attitudes = transformed what the public expected to see did not = isn't entirely accurate

#### **21 C**

Compare with Paula Murphy's reported speech in paragraph C:

beliefs and techniques = principles and methods helped to make documentary films = brought documentaries to the attention of academically respectable = university and film historians; serious scholarly analysis

#### **22 A**

Compare with Dr Helmut Fischer quote in paragraph A:  
putting material on film = record an incident on camera changes the nature of the original material = altering its reality essentially = fundamental way

#### **23 E**

Compare with Josh Camberwell's quote and reported speech in paragraph E:

have an obligation = it is a requirement include their own opinions about and analysis of = express a particular viewpoint and give personal responses to the real events that they show = the material they are recording

### **Questions 24–26**

The title of the summary and the first sentence of the summary locate the information clearly in paragraph F of the passage.

- 24 three minutes / 3 minutes: the locator words = Hamburg Short Film Festival, and 'category' no more than three minutes long = may not exceed three minutes in duration
- 25 first timers / 1<sup>st</sup> timers: the locator words = Short and Sweet Film Festival especially good = this is the ideal venue to
- 26 animations: the locator words = Atlanta Shortsfest numerous forms of documentaries = established types of documentaries which are becoming more common = the growing popularity of

## READING PASSAGE 3

### Training

#### Useful strategy: recognising distraction

1 D is the correct answer.

The paragraph outlines three common mistakes: not delegating; not having a financial plan; and not studying the market.

Also, ‘mistakes’ in option D has several synonyms in the paragraph (problems, errors, etc.).

2

**Distraction for A:** The writer describes setting up a new business as ‘exciting’, which might be a motivation. But this is the only positive reference so cannot be what the writer is **doing** in the whole paragraph.

**Distraction for B:** The phrases ‘As a business analyst, I’ and ‘in my experience’ might suggest B is correct. However, the writer only talks about other people’s businesses, never her own.

**Distraction for C:** The word ‘secondly’ in the paragraph is a distractor for ‘two’ in C. However, the writer mentions problems among new businesses **generally**, not two businesses in particular.

#### Useful strategy: locating the relevant part of the passage

- 1 The key locators are: Norway; the Arctic
- 2 The key locators are: DNA sequencing; isotope analysis
- 3 The key locators are: ‘upside-down jellyfish’
- 4 The key locators are: Mediterranean Sea

Most of the locators contain a capitalised proper noun. The locators may also be specific terms such as ‘isotope analysis’, or may be terms that appear in the question and in the text in inverted commas, to help you find the term in the passage.

### Exam Practice

#### Questions 27–32

27 **NO:** Paragraph 1. The writer says that most people may only have seen a dead, shapeless jellyfish on the beach, or perhaps been stung by one, ‘so it is inevitable’ if people have negative views of jellyfish. inevitable = not surprising

28 **YES:** Paragraph 1. The writer says that ‘disappointingly little’ research was carried out into jellyfish and that marine biologists ‘took the easy option’ by focusing on other species. Therefore, they ‘should have conducted’ more research.

29 **NOT GIVEN:** Paragraph 2. There are clear locators here: ‘shallow’ and ‘deep’ water. But the writer

does not say whether jellyfish are **moving** from shallow to deep water, only that they live in both environments.

30 **NO:** Paragraph 2. Dr Hansen’s theory has been ‘conclusively proven by independent studies’.

31 **NOT GIVEN:** Paragraph 3. The point the writer is making is that climate change may, or may not, be responsible for increasing jellyfish populations – more research is necessary to find out. The writer makes no comment about whether the consequences of climate change can be reversed.

32 **YES:** Paragraph 3. Previously, some scientists thought jellyfish had no predators. Paul Dewar has shown that this is wrong. As a result, ‘the scientific community now recognises that’ various species eat jellyfish. Therefore, Dewar’s findings have been accepted.

#### Questions 33–36

33 **B**

In the 4<sup>th</sup> paragraph, the writer dismisses three common myths about jellyfish: they **do** have senses and are complex; they **can** sleep; and they **are** good swimmers. Therefore, B is correct.

**A** is wrong because only one type of jellyfish is named.

**C** is wrong because theories are not being **contrasted**; in fact, the theories mentioned about jellyfish are all similar in that they were false.

**D** is wrong because the myths about jellyfish have been corrected **because of** scientific research.

34 **A**

The writer lists several ways jellyfish cause **harm** to humans: their sting; blooms; breaking fishing nets; overwhelming fish farms, etc. The writer then outlines the ways jellyfish **help** humans: as a source of collagen; by providing a useful protein, etc. The writer **concludes** in the final sentence that there are ‘conflicting factors’ in the relationship between humans and jellyfish – some positive and some negative. Therefore, A is the correct answer.

**B** is wrong because in this paragraph the negative impact is the other way around: jellyfish harm humans.

**C** is wrong because these problems are in the **present**.

**D** is wrong as no **similarities** are listed.

35 **C**

The paragraph outlines various ways that jellyfish have managed to survive, despite difficult conditions, and research showing that one type of jellyfish can become

younger. In the final sentence the writer sums up by commenting that jellyfish are ‘resilient’ – able to cope or survive in difficult conditions. Therefore, C is the correct answer.

**A** is wrong because while the ‘planet’ is mentioned, there is no reference to ‘dry land’.

**B** is wrong because although jellyfish seem to do well in acidic water, they don’t ‘improve’ their environment.

**D** is wrong as there is no reference to jellyfish harming other species, just doing better than some in difficult conditions.

### 36 B

The writer outlines the lifecycle of the scyphozoa in this paragraph. The lifecycle is ‘biologically complex’ because the jellyfish goes through three quite different stages of life. The scyphozoa ‘illustrates’ something common to all jellyfish because they all go through similar life stages. This complexity is emphasised in the final sentence – ‘sophisticated and unusual’.

**A** is wrong as the paragraph is talking about ‘complexity’, not ‘size’.

**C** is wrong because complexity does not imply that jellyfish are threatened.

**D** is wrong because scientists **do** now understand the three life stages of the scyphozoa.

### Questions 37–40

#### 37 C

1<sup>st</sup> paragraph. We are told that during the 20<sup>th</sup> century, massive nets and mechanical winches often damaged jellyfish specimens. But now in Norway and the Arctic scientists have ‘discovered that sound bounces harmlessly off jellyfish’ and for this reason scientists ‘are using sonar to monitor jellyfish’.

#### 38 E

2<sup>nd</sup> paragraph. ‘numerous additional species of jellyfish unknown to science only a few years ago’ = there are more types of jellyfish than previously realised

#### 39 A

4<sup>th</sup> paragraph. ‘they shut down their bodies and rest in much the same way that humans do at night’ = it was wrong to assume that jellyfish do not sleep

#### 40 D

6<sup>th</sup> paragraph. ‘certain jellyfish are able to revert to an earlier physical state, leading to the assertion that they are immortal’ = it has been claimed that one particular type of jellyfish may be able to live forever

## WRITING TASK 1

### Training

#### Before you write

##### A Reading the question

- 1 There are two plans showing the same area in 2008 and today. They show the same place at two different times. You must select, report and make comparisons.
- 2 The purpose is to highlight the way the science park has developed since 2008. Paraphrase: Ways in which the park has changed.
- 3 Own work.

##### B Understanding the data

- 1 ✗ The number of roads has remained the same.
- 2 ✓
- 3 ✓
- 4 ✗ Reception is now called the University Hub.
- 5 ✓
- 6 ✗ Much of the grassland has been built on.
- 7 ✓
- 8 ✓

##### What to include in Task 1

- a Valid
- b Invalid – speculation
- c Invalid – evaluation
- d Valid
- e Invalid – inference
- f Invalid – evaluation

##### Orientation in Task 1

**b** is more suitable as it is focusing on the present and how the park has changed since 2008: the verb form (present perfect) orients the reader to the present.

##### Writing a clear summary

- 1 f
- 2 b
- 3 a
- 4 c
- 5 d
- 6 e

##### Underline the overview sentence

The overview sentence is the last one:

*Taken as a whole, the Science Park has undergone a number of major alterations since 2008.*

The changes have been highlighted by the following phrases:

Most striking changes  
Changes relating to transport  
Name changes  
Concluding remark

### Avoiding repetition: nouns and adjectives

- 1 striking
- 2 alteration
- 3 constructed
- 4 major
- 5 added
- 6 given new names

### After you write

#### Useful language: signalling order of importance

- a The most significantly change is in the size of the buildings.
- b Two buildings have been changed making them noticeably larger.
- c Another obvious thing is the reduction in grassland.
- d The clearest alteration in the transport is fewer cars.
- e There are more transport links than there were in the past.

#### Verb forms: present perfect and present perfect passive

The two plans show changes to a science park since 2008. The most striking alteration has been [present perfect passive] to the northern part of the area, where a Research and Development block has been constructed [present perfect passive] on the grassland, though it is noticeable that the area covered by trees has remained [present perfect] approximately the same. Two buildings have been expanded [present perfect passive], most obviously the Cyber Security unit, which has almost doubled [present perfect] in size. Another important change has been to the transport arrangements. The amount of space for cars has been significantly reduced [present perfect passive], with car parking cut [present perfect] by almost half. At the same time, public transport links have been increased: [present perfect passive] a train station has been added [present perfect passive] and there is now a bus stop opposite the entrance; a cycling lane has also been introduced [present perfect passive]. Two buildings have been given [present perfect passive] different names: the old Reception block is now called the University Hub and the IT Centre has been renamed [present perfect] the Innovation Centre. Taken as a whole, the Science Park has undergone [present perfect passive] a number of major alterations since 2008.

#### Verb forms: past simple vs present perfect

- 2 a Between 2015 and 2017; were
  - b has been; now
  - c Since 2010; have been
  - d In the last decade; has been
  - e After 1960; was
- 3 a has risen
  - b has been
  - c moved
  - d closed

#### 4/5 Verbs to describe change

Growing: double, increase, expand

Making: construct, build

Adding: introduce, increase, lengthen, widen

Converting: transfer, change, alter

Developing: improve, make better, grow

Making less: reduce, cut, decline, drop, decrease, shrink

Staying the same: remain

- a decline
- b expand, widen, shrink, lengthen
- c remain, increase, decrease

#### Exam Practice

#### Sample answer

The two plans show that there were a number of small but important changes to the ground floor of a museum between 1990 and 2010. The general design remained the same, with the entrance and stairs in the same place, although the entrance was widened and certain areas were used for different purposes. The most noticeable alteration was the removal of the Archaeology Gallery. This was replaced with two new areas: a poster display space and a children's interactive zone. The Natural History and Local History rooms stayed the same size and in the same location, but one wall of the latter was knocked down, making it more open. The museum office was unchanged but the reception counter was enlarged and moved closer to the entrance. The original gift shop was expanded to include a café. The statue which in 1990 was next to the staircase was moved to the centre of the floor. A lift was added in the space between the Gift Shop and the Natural History Room.

## WRITING TASK 2

### Training

#### Before you write

##### A Reading the question

- 1 40 minutes
- 2 In many parts of the world there are now more multi-generational households, e.g. where grandparents live with parents and children, than in the past.
- 3 Two
- 4 More multi-generation households.
- 5 No – when there is a plural in the task you must write about more than one.
- 6 ‘Do you think’ – i.e. your opinion about whether it is positive. You do not have to write about the reasons for the opposite view. The second question requires an opinion, whereas the first question requires a discussion of causes.
- 7 Reasons for your answer.
- 8 Relevant examples from your own knowledge and experience.
- 9 At least 250 words because you will need this number of words to cover all that is required in the task.

##### B Planning your answer

- a Stage 3
- b Stage 4
- c Stage 1
- d Stage 2

##### C Developing a clearly structured essay

- 1 d
- 2 c
- 3 e
- 4 b
- 5 a

#### Suggested answers

- 6 this
- 7 when
- 8 Furthermore
- 9 because
- 10 also
- 11 e, c, d, a, b, f, g

#### Paragraphing

There are approximately the same number of words for the ‘reasons’ section as for the ‘opinion’ section.

#### Useful language: academic vs colloquial language

##### 2 Suggested answers

- 1 kids
- 2 – I’d say they do it more and more...
- 3 it works out cheaper
- 4 more and more
- 5 it’s
- 6 it’s nice to have people about to help if they need it

##### 3 Suggested answers

- 1 Extended families
- 2 trend
- 3 may
- 4 many, generally
- 5 Generally, people are living longer and because of this they increasingly need more help from younger family members with practical matters such as cooking or health care.
- 6 ‘It is’ rather than ‘It’s’

#### Useful language: impersonal structures

##### 1 ‘It is generally accepted that...’

- a It is generally agreed that / Lots of people think aerobic exercise is beneficial.
- b People think that / One widely held opinion is that higher taxes lead to more equality.
- c Research suggests / I’ve heard that interactive learning is more effective.

#### Useful language: giving opinions

- 1 a I feel strongly that this is a positive trend. ✓  
b I am of the opinion that this is a positive trend.
- 2 a My feeling is that all theatres should be supported by the state. ✓  
b I believe that all theatres should be supported by the state.
- 3 a In my views it is crucial to pay females the same as males.  
b I assert it is crucial to pay females the same as males. ✓

#### Useful language: cause and effect

- 1 b ... rents are rising rapidly so it is more difficult to find anywhere cheap...
- 2 People are living longer and because of this they need more help...
- 3 .. there is often distrust between generations and I therefore feel that it is important for people of different ages to spend time together ...

A → B	B ← A
so	<i>is due to</i>
therefore	<i>are the result of</i>
result in	<i>owing to</i>
because of this	<i>was a consequence of</i>
	<i>since</i>

### Useful language: adverbs of degree- cautious, qualifying language

- 1 a tend to
- b In the main
- c usually

These expressions are used because all these assertions are contentious or very difficult to prove and so the language needs to be cautious.

- 2 Cruise holidays are popular, in the main, with older tourists. / Cruise holidays are popular with older tourists, in the main.

Usually, the economy is strongly influenced by consumer confidence.

- 3 a Usually children attend school... / Children usually attend school...
- b In the main non-fiction titles are... / Non-fiction titles are in the main...
- c The weather in summer tends to be drier
- d People usually like... / Usually people like...

### Exam Practice

#### Sample answer

It is clear that large numbers of people spend a considerable proportion of their leisure time looking at their smart phones or similar gadgets. In my view there are two major reasons for this. Firstly, so much of our lives is now managed through these devices and we are expected to be in touch at all times. It is no longer acceptable to say that we are on holiday and cut off from communication with the outside world. A related but separate point is that it is difficult to conduct our social lives without a mobile device. People travel much more and their friends often live far away. Therefore, they actually need to conduct relationships online rather than face to face and for this reason frequent use of a mobile device is considered essential.

There are some worrying aspects to this growth in the use of mobile devices, especially at times when people are supposed to be relaxing. Firstly, it is widely believed that phone use can become addictive and lead to an

unhealthy dependence. People can become anxious if they do not check their devices at all times of the day and night and this can cause insomnia and other kinds of mental health problems.

On the other hand, such devices can provide great sources of information and entertainment during our free time. It is, for example, valuable to have a mobile device when travelling in a new area, to look up routes or to find interesting places to visit. They also greatly facilitate activities such as making arrangements to meet up with friends.

On balance, I feel that rather than spoiling our health or reducing enjoyment of our free time these devices actually enhance our lives.

### SPEAKING PART 1

#### Training

#### Useful language: extending your answers

- 1 Answers will vary
- 2 Possible answers
  - 1 I use a computer every day because I need it for my work and I like to keep in touch with friends on social media.
  - 2 I learned to use a computer at school when I was six. We did some exercises on it as well as playing games.
  - 3 I like watching action films rather than romantic films, although some action films are too violent.
  - 4 I'd like to go to the cinema more often but I have a lot of homework.
  - 5 I don't like watching sport unless there is an international football match.
  - 6 I'd like to try ice-skating but I am scared of falling over.
- 3 Answers will vary

### SPEAKING PART 2

#### Training

#### Sample notes for Part 2

- jacket – sister's wedding
- bright colours – checked
- bought – department store with friend
- week before wedding
- feel good in it / nice memories

## **Useful language: clothes and fashion**

### **1 There are many possible combinations:**

striped, checked, patterned, plain and floral can go with dress, pullover, shirt, trousers, skirt, scarf, jacket, suit and cap

high-heeled and flat go with shoes

three-piece goes with suit

short-sleeved goes with shirt and pullover

full goes with skirt

tight goes with dress, pullover, shirt, skirt, trousers and jacket

V-necked and round-necked go with pullover

long goes with skirt

### **2 Possible answers**

- a** cool, excellent, fantastic, great, fine, super, lovely, convenient, suitable

- b** terrible, unpleasant, horrible, rubbish, poor quality
- c** smooth, silky, hard, stiff, uneven, bumpy
- d** modern, trendy, fashionable, traditional, retro
- e** content, at ease, relaxed, excited, depressed, fed up, disappointed, angry

## **SPEAKING PART 3**

### **Training**

#### **Useful language: justifying opinions**

- 1** I see what you **mean** ...
- 2** .... is largely a **question** of how supportive ...
- 3** The main **point** of the students' campaign is that ...
- 4** The **reason** I believe that ...
- 5** There is a lot of **evidence** now that ...

# Test 2

# KEY

## LISTENING PART 1

### Training

### Review

- 1 Two, usually one female and one male.
- 2 No, not necessarily. There may be one or two tasks, with 10 questions in total.
- 3 You listen for specific information, e.g. dates, prices, everyday objects, locations, names, etc.
- 4 Yes – do NOT change the part of speech, singular/plural, etc.
- 5 Yes – you must spell the answers correctly.

### Useful strategy: deciding what kind of information to write in the spaces

no kitchen but a kettle and 2 ..... for making drinks and snacks

So, there is not a full kitchen. But there are smaller appliances, such as a kettle. The missing information is used in the preparation of drinks and snacks.

Possible answers: microwave, toaster, cups, plates, cutlery, etc.

kitchen with a fridge and 3 .....

So, this item is found in a kitchen. The answer is likely to be a larger kitchen item similar to a fridge.

Possible answers: stove, dishwasher, sink, etc.

bring your own 4 .....

So, this is something that is sometimes provided at accommodation, but which guests may need to supply themselves in budget accommodation.

Possible answers: sheets, blankets, towels, pillows, etc.

a 5 ..... for guests under 12

This item is only for guests under 12, so not something necessarily suitable for adults.

Possible answers: playground, trampoline, pool, etc.

2

- 1 **mountains** ‘view’ in the question = ‘look out over’ and ‘directly facing’ in the conversation.

*Distraction* The woman asks whether the rooms look out over the lake, but the receptionist says the rooms look out in the other direction.

- 2 **microwave** ‘making’ drinks and snacks in the question = ‘prepare’ any snacks in the conversation.

*No distraction*

- 3 **dishwasher** The woman asks if there is a dishwasher and the receptionist confirms that there is one.

*No distraction*

- 4 **towels** ‘need to bring’ in the question = ‘required to supply’ in the conversation.

*Distraction* The receptionist mentions ‘electric blankets’, but these are provided.

- 5 **playground**

*Distraction* The receptionist says the trampoline is not available at the moment.

### Useful vocabulary: accommodation registration forms

- 1 Title
- 2 Surname
- 3 Departure Date
- 4 Room No.
- 5 Expiry Date
- 6 Home Address
- 7 Street
- 8 Post Code
- 9 Country
- 10 Date and Place of Birth
- 11 Nationality
- 12 Date of Issue

### Exam Practice

#### Action plan reminder

#### Table, note and form completion

- 1 The instructions tell you.
- 2 Yes, you are given time to study each task before you hear the recording.
- 3 What kind of information you are listening for, e.g., a kitchen appliance, something in the bedroom, etc. Or a time, date, telephone number, passport number, etc.
- 4 You will hear the general topic at the beginning of the conversation. It is also given in the heading to the notes/form/table.

#### Questions 1–5

- 1 **pets**

- 2 **fridge** Mary has ‘just replaced’ the fridge and it has ‘never been used’, so it must be ‘new’.

*Distraction* The dishwasher is old but still reliable, so it cannot be the ‘new’ item.

- 3 shelves** Mary says she has arranged for a builder to come in and ‘put up’ a set of shelves; put up = make or build in this context.

*Distraction* Andrew says he will bring a rug for the floor, but a rug isn’t ‘built’.

- 4 lamp** Andrew asks if he would need to provide his own lamp and Mary replies that he would.

*Distraction* Andrew comments that there is a wardrobe and a chest of drawers, so he would not need to ‘bring’ either of those himself.

- 5 gas** Andrew asks if the water is heated by gas and Mary replies that it is.

*Distraction* Electricity is mentioned, but Mary says it is too expensive.

### Questions 6–10

- 6 Connaught**  
**7 interglobe**  
**8 E 738 2991 TP**  
**9 7/7<sup>th</sup> April**

*Distraction* Mary mentions that a builder is coming on 4 April.

- 10 450**

*Distraction* Mary says that a typical bond is \$500, but she only asks for \$450.

## LISTENING PART 2

### Training

#### Review

- One main speaker; another speaker may introduce the main speaker.
- Usually two.
- No, not necessarily.
- The speaker’s purpose is to provide information that is useful in some way.

#### Useful vocabulary: entertainment

- C** Acrobats and clowns are associated with the circus.
- B** If he ‘appears in’ movies and has ‘minor parts’, he must be an actor.
- B** Clapping is done with the hands.
- A** If he ‘wrote’ music, he was a composer.
- C** If the exhibition is of fossils, it is most likely to be at a museum.
- A** The opposite of to stay at home is to go out – for example, go out and do something such as go to a movie or concert or meet friends.

### Task information: Matching Tasks

- It would match A, because ‘those aged under 10’ are children.
- Speaker 1: C a warm sunny day = fine weather  
Speaker 2: B admission is free = no cost is involved  
Speaker 3: C the forecast = weather forecast, and because it is an outdoor event the implication is that fine weather is necessary  
Speaker 4: A the kids will absolutely love = enjoyable for children  
Speaker 5: B There isn’t an entry fee = no cost is involved, because the event is funded by the council

### Exam Practice

#### Action plan reminder

#### 3-option multiple-choice

- Read the questions. They give you an idea of what you should listen for.
- Underline locating words in the questions, e.g. names, dates, distinct nouns, etc.
- No – the words in the options may be paraphrased in the recording.
- Write the answer quickly and then listen for the next one. There may not be a long gap between answers in the recording.

### Questions 11–15

- 11 C** Victoria Theatre wasn’t really big enough in the past, so this year there will be ‘a number of other venues as well’.

*Distraction* A, ‘just like last year the festival has attracted more than 250 writers from around the world’, so there’s been no increase in international guests. B, there’s ‘always’ time for audience members to ask questions, so no change here.

- 12 B** There is a 20% discount on all tickets, which means they have been reduced in price.

*Distraction* A, the speaker says he’s already bought his ticket, but says nothing about how many have sold so far. C, tickets can be bought ‘at the door’, so do not have to be booked in advance.

- 13 B** a chance for the whole family to learn about the science of the ocean = an educational event; for the whole family = for all ages

*Distraction* A, the speaker mentions swimming, but says it’s the wrong time of year. B, he also says it’s the wrong time of year to build sandcastles with the kids.

- 14** **A** I'd recommend you take a warm coat = should wear appropriate clothing  
*Distraction* B, visitors can wander wherever they want around the reserve; they don't have to keep to the path. C, visitors can go to the exhibition at any time over the weekend.
- 15** **A** these opportunities . . . aren't too frequent = do not happen often  
*Distraction* B, the speaker 'went last time', meaning 'last year', so it must have been held before. C, the event is only held once a year, which doesn't imply any change in timetable in future.

### Questions 16–20

- 16** **C** it's often really popular . . . to beat the rush = might be crowded  
*Distraction* B, it's just a short walk from Central Station, so transport is actually quite simple.
- 17** **A** The location has changed from King's Square to the waterfront.  
*Distraction* B, the speaker refers to the buskers coming from 'across the city'. In this context this means they come from all parts of the city, and does not refer to travelling across the city. C, there's more space on the waterfront, so crowding is unlikely to be an issue.
- 18** **B** The speaker warns that the roads around the college can be congested at that time on a Friday.  
*Distraction* C, the roads may be congested, but not the event itself. C, the speaker says the hall is huge so everyone will get a seat.
- 19** **B** It's hard to park in that part of the central city and the train service is suspended, therefore transport is a problem.  
*Distraction* The venue, the old post office, is mentioned several times, but there is no reference to the location having changed.
- 20** **C** The speaker says there'll be a huge turnout and to get your ticket without delay so as to avoid disappointment, i.e. all the tickets might sell out.  
*Distraction* A, the venue is the same as last year, the Ridgway Theatre.

## LISTENING PART 3

### Training

#### Review

- Two main speakers, but they may be introduced by a third speaker.
- An aspect of academic life, such as a presentation, a project, research, etc.

- There are usually two tasks.
- Identifying key facts and ideas and how they relate to each other. Also identifying a speaker's attitudes and opinions, and recognising agreement/disagreement.

#### Useful strategy: identifying opinions

- 1** **a** opinion  
    **b** fact
- 2** **a** fact  
    **b** opinion
- 3** **a** fact  
    **b** opinion
- 4** **a** opinion  
    **b** fact
- 5** **a** fact  
    **b** opinion

#### Useful strategy: identifying the speaker's attitude

- 1** **A** a good time telling jokes and having fun = amused by the behaviour  
*Distraction* The speaker says it was a 'challenge' but that her classmates kept her going.
- 2** **B** completely amazed = shocked; he also says that he hadn't expected to do well in the test.  
*Distraction* It actually took quite a long time for him to get the results because the teacher was sick.
- 3** **B** I can't understand why . . . It doesn't make any sense to me = confused; she also says that only 24% thought vocabulary was a 'high priority' and that more people should have recognised how significant vocabulary is for learners – therefore they should have considered vocabulary 'more important'.  
*Distraction* She was 'surprised' by the survey results, but surprised that vocabulary was a relatively low priority for these respondents.

### Exam Practice

#### Action plan reminder

#### 5-option multiple-choice

- Underline key words in the questions, e.g. words about opinions, attitudes and agreement/disagreement.
- Not necessarily. The words in the conversation may paraphrase the words in the questions.
- No, the options are in random order. And the two answers (A – E) can be written in either order on the answer sheet – it doesn't matter.

## Questions 21–26

### 21/22 B and E, (in any order)

B, Maia says that babies need to investigate their own environment. ‘They should examine the objects around them and experiment . . . discover information for themselves.’

E, Daniel says that babies learn by interacting with their parents and caregivers.

*Distraction A*, Maia says that babies will pay attention to the videos for long periods of time. C, Maia says babies don’t need to play in a group – it can be alone. D, Daniel says that babies don’t learn effectively from screens, but not that screens do them any harm.

### 23/24 B and C, (in any order)

B, Maia is amazed ‘the research has produced so much specific information’. She says she hadn’t expected the results to cover ‘so many different aspects of baby behaviour’. C, Daniel says it isn’t some, but that ‘pretty much every baby prefers the paper to the present’. Maia had thought there would be more exceptions.

*Distraction A*, Daniel says we should not stop wrapping up presents. D, Daniel says that both males and females behave the same way. E, there are several references to methodology, including brain scans, but no mention of criticism.

### 25/26 A and D, (in any order)

A, Maia says that ‘follow-up testing showed that the classes had a long-term benefit’. Both students agree that this is impressive.

D, Maia says that all the teachers had the same training that emphasised the importance of play, and they both agree that this was important for the experiment to be valid.

*Distraction B*, some details about the research subjects are given but no comment is made regarding the number. C, Daniel asks if the children enjoyed themselves, but Maia has no information on that. E, at present, the response of the schools is not known.

## Action plan reminder

### Matching tasks

- 1 It depends. Sometimes you write the letters once only, sometimes more than once. Read the instructions and study the task carefully.

- 2 Yes, if it is the first task, you are given time at the beginning of the recording. If it is the second task, there will be a pause in the recording so you can read the questions.
- 3 Not necessarily. Listen for synonyms and paraphrases.
- 4 Yes, this helps you follow the information in the recording and find the correct answer.

## Questions 27–30

- 27 C Maia mentions that parents and caregivers sometimes repeated the same movements, and concludes that babies were happiest when their behaviour was imitated.

*Distraction B*, there are references to movement. D, the babies were given toys to play with, but there is no reference to them being excited or surprised by this.

- 28 F Daniel says that the babies wanted to give assistance. If they thought someone had a problem, they wanted to help.

*Distraction D*, there is reference to a surprise such as a pen being dropped, but no reference to the babies being excited by this. C, Maia asks if the babies copied the researchers’ behaviour, but Daniel says no.

- 29 A Maia says the babies recognised the relationship between reason and result, because they knew the light would come on.

*Distraction B*, ‘pushing’ the buttons may suggest physical exercise but that is not the nature of this experiment. E, Daniel asks if he is a linguist, but is confusing him with someone else.

- 30 E The babies have some knowledge of how language is structured, and can recognise nouns and verbs, etc.

*Distraction D*, Maia expresses surprise at the research finding, but that doesn’t relate to the babies being surprised.

## LISTENING PART 4

### Training

### Review

- 1 One
- 2 A topic that is suitable for an academic lecture or presentation
- 3 10
- 4 One or two

## Useful strategy: following the speaker

1 A	6 B, C	11 B
2 C	7 C	12 A
3 B	8 A, C	13 A, B
4 C	9 A, B	14 C
5 A	10 A	15 A

## Useful strategy: editing your work

- 1 **geometry** (the candidate has spelt the word incorrectly)
- 2 **correct**
- 3 **tunnel** (the candidate has written two words by repeating the article 'a', which is already given on the question paper)
- 4 **safe** (the candidate has incorrectly changed the part of speech)
- 5 **stations** (the candidate has written the singular)
- 6 **correct**
- 7 **expensive** (the candidate has written too many words)
- 8 **towers** (the candidate has written the singular)
- 9 **correct**
- 10 **hospital** (the candidate has written the plural)

## Exam Practice

### Action plan reminder

#### Note completion

- 1 The instructions will tell you how many. If the instructions say NO MORE THAN TWO, you can write one word or two words.
- 2 The headings and subheadings in the notes will give you important information. The introduction to the recording will also give you some information.
- 3 Use the subheadings to help you and the locator words in each note (e.g. names, dates, nouns etc.).
- 4 Study the words around each gap and listen for synonyms and paraphrases.

### Questions 31–40

- 31 **academic** 'female' in the question = 'woman' in the recording
- 32 **doctors** the information in the question is in a different order in the recording to provide distraction
- 33 **floods** 'survive' in the question = 'withstand' in the recording
- 34 **models** 'built' in the question = 'constructed' in the recording

35 **investor** 'significant' in the question = 'important' in the recording

36 **ships** 'faster' in the question = 'increased the speed at which' in the recording

37 **erosion** 'erosion' is described as a 'problem' in the recording to highlight the issue. 'cuttings' provides distraction here, but cannot be the answer as an engineer would not wish to 'stop' them.

38 **breakfast** It's necessary to follow the development of the idea before the speaker gives the answer.

39 **gym** The locator word 'equipment' comes after the answer in the question, but before it in the recording. Then in the recording 'equipment' is paraphrased as 'machine'.

40 **graduated** The date provides a clear locator word here.

'graduated in engineering' in the question = 'graduated as an engineer' in the recording

'studied' provides distraction, but doesn't work with the preposition 'in'

## READING PASSAGE 1

### Training

#### Review

- 1 No, not necessarily.
- 2 Yes.
- 3 Even though you think you might know the answer to a question without reading the text, you must always check the information provided by the writer. You will only get a mark if you answer according to the information in the text.
- 4 You will always have to answer at least two, possibly three tasks. These include True/False/Not given, completing Notes, a Table, a Flow-Chart or a Diagram.

### Useful strategies: True / False / Not Given

- 1 **NOT GIVEN:** We are only told that babies and adults both laugh as a way to communicate. We aren't told anything about the things they are laughing at.
- 2 **TRUE:** The writer explains that it would make more sense to buy 'this processed kind' [= salt] because of the iodine it contains; something that is 'vital' [= extremely important] for our 'physical wellbeing' [= health].
- 3 **FALSE:** The writer clearly explains that, in 400 BC, the Romans and Greeks thought that blue dye came from a mineral, not a plant. The statement contradicts the information in the passage.

- 4 NOT GIVEN:** We are only told that Erica Wright has found evidence that snowfall has increased, and that she believes this is a result of global warming. There is no information about the causes of global warming itself.
- 5 NOT GIVEN:** We are only given some general information about the age group 4–15; we know that all of them have suffered from a tooth infection. However, we don't know if infection [= tooth decay] is worse in older or younger children.
- 6 NOT GIVEN:** We are only told that David Lemi doesn't approve of the way that shellfish are collected from their habitat. We don't know if he also wants to limit the places they are collected from.

### Exam Practice

#### Questions 1–6

- 1 TRUE:** The first paragraph says ‘the first groups of people to discover New Zealand came from Polynesia . . . today the general understanding is that it was during the 13<sup>th</sup> century that their canoes eventually landed on New Zealand’s shores.’ So, although the arrival date used to be a matter of debate, now the common belief is that the first humans got to New Zealand in the 13<sup>th</sup> century.
- 2 NOT GIVEN:** The first paragraph only explains when the Europeans first arrived, that they sought ‘opportunities’, and how the Maori viewed them – as ‘strange’. We are not provided with any information about the intentions of the Europeans and what kind of opportunities they were looking for.
- 3 NOT GIVEN:** The second paragraph says ‘Polynesians . . . were also skilled craftsmen. There is archaeological evidence that the tools they produced were of high quality . . . Craftsmen were also occupied with making weapons.’ We are told that both tools and weapons were made, but there is no information about any different groups of craftsmen that might have made them.
- 4 FALSE:** The second paragraph explains that ‘some crafts . . . were no longer done in New Zealand . . . Pottery is an example of this, despite the fact that the clay . . . could easily be found in the new country.’ So, although the Maori had the opportunity to do pottery in New Zealand, they did not pursue it.
- 5 TRUE:** The third paragraph says that the Maori word for ‘decorative work’ is *whakairo*, a term that can refer to bone, wood and greenstone carving. ‘The same term can also apply to weaving; the crafting of, for example, woven baskets and mats all required knowledge and skill.’ In other words, decorative work

includes both the carving of different materials and the weaving of different objects.

- 6 FALSE:** The third paragraph explains that because greenstone was rare, any object made of it was a ‘prized possession’. Such rare objects were owned only by ‘the few people of high status rather than low-ranking members of a tribe’.

**Task information: Table, Note, Flow-chart completion, diagram labelling**

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

#### Questions 7–13

- 7 feathers:** ‘In the case of superior cloaks [= better ones] made for chiefs or the more important members of a tribe, feathers from kiwi, pigeons or other native birds might be attached.’  
*Distraction ‘borders’ is wrong because ordinary cloaks had these, but only the better ones had feathers.*
- 8 hood:** ‘All flax cloaks were rectangular in shape, so had no sleeves, and neither was a hood a feature of this garment.’ So this kind of cloak didn’t have a hood.  
*Distraction ‘sleeves’ is wrong because the space requires a singular form.*
- 9 shoulder:** ‘short cloaks were fastened [= tied] around a person’s neck . . . Pins . . . allowed longer cloaks to be secured [= tied] at the shoulder.’  
*Distraction ‘waist’ is wrong because the cloaks reached the level of a person’s waist, but were not tied to that part of the body.*
- 10 insulation:** ‘A cloak made from fur or wool could provide insulation from the cold, but not so a cloak made of flax.’ In other words, a flax cloak doesn’t provide/offer any insulation.
- 11 water:** ‘. . . fibres were left to soak in water . . . in order to soften them [= make them less stiff] and make them easier to weave together.’
- 12 iron:** ‘To do this [= to dye a cloak black], Maori weavers covered it in a special kind of mud they had collected from riverbeds. This was rich in [= contained] iron.’
- 13 spear tips:** ‘The particular advantage of these cloaks was that the tough cabbage tree fibres they were woven from could reduce the impact of [= could not easily go through] spear tips during a fight with enemy tribes.’ (Both words are necessary here as ‘tips’ by itself does not provide enough information to make sense.)

## READING PASSAGE 2

### Training

### Review

- 1 Opinion and discussion.
- 2 No. It often contains the views of other experts, specialists, researchers, etc.
- 3 For Passage 2, there are three tasks. In Test 1, the tasks were Matching headings, Summary completion and Matching features.
- 4 20 minutes.

### Matching information

1 1 D 2 C 3 E 4 A 5 B

### Exam Practice

#### Questions 14–18

- 14 **E:** “During NREM sleep . . . your body settles into this lovely low state of energy,” Walker explains. “REM sleep, on the other hand is . . . an incredibly active brain state. Your heart and nervous system go through spurts of activity.”
- 15 **B:** ‘Walker believes, too, that . . . sleep is strongly associated with weakness. “We want to seem busy, and one way we express that is by proclaiming how little sleep we’re getting. When I give lectures, people . . . tell me quietly: ‘I seem to be one of those people who need eight or nine hours’ sleep.’ It’s embarrassing to say it in public.”
- 16 **E:** ‘For example, they should not be regularly working late into the night as this affects cognitive performance. Depending on sleeping pills is also not a good idea, as it can have a damaging effect on memory.’
- 17 **A:** “No one is doing anything about it but things have to change. But when did you ever see a national health service poster urging sleep on people? When did a doctor prescribe, not sleeping pills, but sleep itself? It needs to be prioritised.”
- 18 **B:** ‘In 1942, less than 8% of the population was trying to survive on six hours or less sleep a night; in 2017, almost one in two people is.’

### Task information: Sentence Completion

- 1 19 A (20 studies), 20 B (three factors),  
21 A (doctors), 22 B (young children)

#### Questions 19–22

- 2 19 blood pressure 20 obesity crisis  
21 flu vaccine 22 aggressive behaviour

### Task information: 5-option multiple-choice

- 1 1 A ii B iii C i  
2 A ii B i C iii

#### 2 Questions 23 and 24

D/E (in either order)

**D:** Paragraph F says, ‘We can also systematically measure [= record] our sleep by using personal tracking devices.’

**E:** Paragraph F says ‘Firstly, we could think about getting ready for sleep in the same way we prepare for the end of a workout – say, on a spin bike. “People use alarms to wake up,” Walker says. “So why don’t we have a bedtime alarm [= at a set time of day] to tell us we’ve got half an hour, that we should start cycling down? [= reducing activity].”’

**Distraction A** Although melatonin is a hormone that occurs naturally in the body, and is also sold by chemists to aid sleep, Walker does not specifically recommend buying and using it as a product; **B** The text says ‘While some researchers recommend banning digital devices [= bright screens] from the bedroom . . .’, but does not say if Walker agrees with this idea. We are only told that Walker believes that technology could in fact be useful in helping people to sleep better; **C** We are only told that companies [= employers] reward staff by giving them time off work if they can show they are sleeping properly. Walker doesn’t suggest that staff should ask to start work at a later time in the morning.

#### Questions 25 and 26

A/E (in any order)

**A:** Paragraph A says ‘Matthew Walker dreads [= feels anxious about] the question “What do you do?”’ This is because, once he tells people he is a sleep scientist, they expect him to talk about his research and give advice – when he would perhaps prefer to relax.

**E:** Paragraph D tells us that Walker gives himself ‘a non-negotiable eight-hour sleep opportunity [= the chance to sleep] every night’ and that he keeps ‘very regular hours’.

**Distraction B** Walker’s book is mentioned in paragraphs A and D, and the fact that he gives lectures is mentioned in paragraph B. However, we are not told that the book is based on the same information Walker presents when he gives lectures; **C** In paragraphs C and D, the effect of sleep deprivation on physical health is explained, but we are not given any information about Walker’s own physical state; **D** Walker has investigated the link

between dreams and the ability to deal with emotional experiences, but the text doesn't say that he is interested in interpreting the meaning of dreams.

## READING PASSAGE 3

### Training

#### Task information: Summary completion

1 1 C 2 G 3 D 4 H 5 A 6 F 7 B 8 E

### Exam Practice

#### Questions 27–31

27 E: The text says 'The World Health Organisation has produced a report [= recently published data] predicting that 9.8 billion of us [= the human population] will be living on this planet by 2050. Of that number, 72% will be living in urban areas [= cities] – a higher proportion than ever before.'

28 F: The text says 'At the top of the list [= the worst problem] of survey respondents' concerns is the fact that competition amongst tenants [= people who pay rent] for rental properties has driven the median price up – so much so that people need to hold down two or more jobs [= to have two or three jobs] to meet all their expenses [= to have enough money to pay rent or buy a house].'

29 H: The text says 'Another issue the survey highlighted is the difficulty commuters [= people who use public transport to get to work] face. Overcrowding means that seats [= on buses and trains] are often not available on long journeys, but more significant is that schedules are unreliable. Many studies have shown the effect that has on a country's productivity [= impact dramatically on the economy].'

30 A: In the text, we are told that 'respondents from increasingly crowded [= a distractor for 'population growth' but not the right information for this part of the summary] European cities . . . commented on how their quality of life was affected by loud machinery, other people's music and car alarms.'

31 C: The text tells us that 'Something the survey failed to ask about [= it omitted a section on this] was the value people placed on having access to nature . . . However, some countries are already moving forward [= making progress]. Singapore is a prime example; its rooftop gardens . . .'

#### Questions 32–35

32 A: The writer says that 'whenever I leave my room in search of an outlet providing fruit or anything with nutritional value [= healthy food], none can

be found [= cannot easily be obtained]. It seems ridiculous [= shows the writer is frustrated] that this should be the case.'

*Distraction B* The writer mentions travelling to the research centre, but is not frustrated by this as someone else collects him from the airport and drives him there. He tells us that he does not need to deal with the freeways and daily congestion [= daily traffic problems]; C the writer talks about walking around the blocks nearest to his hotel – he doesn't complain about not being able to walk any further; D the writer mentions places such as museums and arts centres, but seems positive about this development, rather than frustrated.

33 C: The writer explains that 'we do know they [= security features] make residents feel reluctant [= they are discouraged] to go outside and walk around their neighbourhood. Instead they are more likely to remain inactive [= they don't exercise] indoors.'

*Distraction A* The writer explains that developers add security features to housing developments because they believe it makes residents feel safer. However, the writer points out that there is no evidence that it does; B When the writer is talking about residents walking around 'their neighbourhood', he is referring to the area and local community beyond the fence. This is not a neighbourhood or community that the residents of the new housing developments are part of; D the feeling of being 'cut off' refers only to a sense of isolation from the community, not a sense of fear.

34 D: The writer explains that the local people who attend a consultation event with planners and developers are 'the same few voices with the same few wishes [= they rely on the opinions of a narrow range of people].'

*Distraction A* The writer only explains that planners and developers are not yet generally using the internet and social media to gather ideas – there is no suggestion that they distrust this form of communication; B the writer explains that planners and developers are traditional [= conventional] in their approach to gathering information, but does not explain what kind of buildings they create; C the writer only suggests that planners and developers can save money by not spending it on things not desired by residents. This may improve their profits, but the writer doesn't accuse them of deliberately ignoring the needs of residents.

35 B: The writer tells us that 'The containers have been turned into sunny work studios, and despite their

limited size [= small spaces], some come with a bed, shower and kitchen unit. Smart planning and skilful construction [= clever design] mean they take up very little room' [= don't need much space].'

**Distraction A** We are told that 'Furniture and fittings are made from recycled products'; but there is no information about what materials these products are made from; **C** We are told that students live in container dormitories in Amsterdam and Copenhagen, but the writer doesn't tell us why the students have chosen to live in them. We are told that young entrepreneurs can save money by living in them, but the motivations of the students and entrepreneurs are not compared; **D** The locations of Docklands, Copenhagen and Amsterdam are mentioned, but the writer does not say whether these places – or other locations – are good places or not for development.

#### Task information: Yes / No / Not given

- 1 Contradictory 2 Contradictory 3 Similar  
4 Similar 5 Similar

#### 2 Questions 36–40

- 36 YES:** The statement accurately reflects the writer's opinion because the writer says 'Successful development [= good models of development] is taking place in many urban areas around the world, and city planners have a duty [= should] to see for themselves the transforming effect this can have on residents' lives. There is no better way to do this than to visit these places in person [= to travel to them].'
- 37 NOT GIVEN:** The writer only says that 'These might be neighbourhoods constructed for the first time [= entirely new neighbourhoods], or developers might have transformed what was already there [= existing neighbourhoods].' There is no information about what kind of neighbourhood might be easier to develop.
- 38 NO:** The statement contradicts the writer's opinion as the writer states 'the idea of cars determining [= influencing] urban planning, and indeed the whole concept of private car ownership, is now outdated [= it is no longer useful] and must be abandoned [= we must stop doing this]. Instead, the layout of an area under development must make it easier for people to meet up in pedestrianised zones and community spaces.' In other words, the writer suggests the needs of pedestrians are more important than those of car drivers.
- 39 NO:** The statement contradicts the writer's opinion because the writer says 'At the heart of the development should be a cultural area,

providing venues for art, music and street theatre. Such activities bring communities together, and do far more for positive relations than a new mall or shopping precinct [= retail opportunities]. For this reason, these kinds of performance spaces [= venues for art, music, etc.] should be prioritised [= regarded as more important by planners].'

- 40 YES:** The statement accurately reflects the writer's opinion because the writer says 'planners and developers must be obliged to create, within the same neighbourhood, different types of homes [= new housing developments] for wealthy professionals, for families, for the elderly and for young people [= examples of social diversity] just starting out. This kind of mix is essential [= it is very important].'

## WRITING TASK 1

### Training

### Review

- 1 A graphic of some kind, e.g. a chart, table or diagram. It could also be a combination of two types.
- 2 At least 150.
- 3 No. You must describe what you see and definitely not give your own opinions.
- 4 No. You must use a formal or neutral style.
- 5 No. The text is short and the summary can be written in one paragraph.
- 6 Yes. Aim to show a wide range of both vocabulary and grammatical structure where appropriate. You will be given marks for this.
- 7 Yes. This is what is being tested in Task 1.
- 8 Yes. You must make sure you understand the purpose of the graphic and base your writing on this.
- 9 Yes. This is central to the most Task 1s. Note that comparisons aren't possible for Process diagrams.
- 10 After the introductory comments you should write about the most striking and noteworthy points, features or trends first. You must provide an 'overview' – this is usually best near the start or at the end of the text.

### Useful strategies: pie charts

Teaching and research – this is by far the largest area.

#### a Introduction

The charts show how one university spent its income in 2015 compared to 2005, giving the percentages spent on six different areas of its operation.

**b** Description of simple proportion

By far the most important outlay by the university in both years was on Teaching and research,

**c** Overview of general pattern

However, there were significant changes across the decade in the proportion of spending in all other areas.

**d** Striking comparison between 2005 and 2015

The most noteworthy difference was in the portion spent on Administration and management: this increased considerably, from 6% in 2005 to 16% in 2015. Other areas which saw a growth in percentage terms were Maintaining campuses (from 10% to 15%) and Financial support for students, which, though it started from the lowest base (5%) in 2005, outstripped spending on Libraries and accounted for 8% of total expenditure in 2015.

**e** A decrease in percentage

Two other areas saw a drop in spending in percentage terms: Libraries and Accommodation, which both saw a halving of their spending, to 5% and 8% respectively.

Simple past tense – both dates are in the past.

We do not know what the total amount of spending was in 2005 and 2015 so we do not know how much was spent, only what percentage of income was spent.

**f** No change or hardly any change

and this held steady at approximately half the overall expenditure (53% in 2005 and 48% in 2015).

**Useful language: The introduction**

- 1 This answer is largely copied from the question – you must use your own words.
  - 2 This doesn't present the purpose or essential points of the charts – it is too detailed for an introduction.
  - 3 This is a clear and straightforward overview of what the charts show.
  - 4 This includes too much detail and also an element of interpretation, which is marked down in Task 1s. It is inaccurate – the charts don't show that spending has changed, only that the proportion of spending has changed.
  - 5 This gives too much superficial detail – it is also inaccurate because it states that the charts show how much money was spent rather than the percentage of spending.
  - 6 This is too short and does not convey to the reader the purpose of the two charts.
- 2 The best introduction is option 3.

**Useful strategy: discussing change and similarity**

1 1 higher 2 same 3 lower 4 same 5 lower 6 higher

2 1 By far the biggest decline...

2 The percentage...increased

3 The most noteworthy change was...

4 Although starting from the lowest base...

5 The biggest increase was...

**3 Suggested answers**

1 By far the biggest decline was in the number of applicants for engineering jobs.

2 The percentage of elderly people using public transport declined significantly.

3 The most noteworthy figure is the growth in the consumption of calories in developed countries.

4 Although starting from a high base in 2002, CD sales halved by 2010.

5 The most remarkable increase was in spending on heating and IT provision, by 20% and 25% respectively.

**Useful language: 'accounted for' and 'made up'**

*Suggested answers*

a Plastics accounted for nearly half of all household waste in 2017.

b Cars accounted for more than 80% of the total number of vehicles in cities.

c Renewable energy sources accounted for just 14.9% of all electricity generation in the UK in 2013.

**Exam Practice**

**Action plan reminder**

- 1 a It tells you to spend 20 minutes answering the task.  
b It reminds you about the main topic of the data provided, what is needed for the task and that at least 150 words are required.
- 2 a The charts show the proportion of expenditure by students in two different years.  
b Select and report the main features and make comparisons.  
c 100  
d Time
- 3 a There is a ten-year gap between them.  
b What students spent their money on.
- 4 a what is written in the task  
b No. You must select what is most important.

- c No. You must not give your own views, only what is presented in the chart. If you do so, you will lose marks.
- d No
- 5 errors that you commonly make

### **Exam Practice**

#### **Sample answer**

The two charts show how, on average, students in one university divided their spending across seven areas, in 2010 compared with 2000. It is noticeable that the two biggest areas for expenditure – food and utilities – between them accounted for over half the total outlay in both years. However, it is also worth noting that the proportion of spending on food and drink remained the same, at 29%, while figures for utilities rose quite significantly, from 21% to 27%. One small but significant statistic was that while eating at home accounted for the same percentage in 2010 as in 2000, eating out made up a higher percentage, rising from 4% to 8%. Another striking change was the proportion of spending on clothing: this went down markedly, from 16% to just 5% in 2010. Three other areas saw no or hardly any alteration: the portion of spending on sports and cultural activities remained at 17% in both years, spending on transport rose by 1% to 9%, while the proportion on holidays remained exactly the same, at 5%.

## **WRITING TASK 2**

### **Training**

#### **Review**

- 1 Discussion/argument essay
- 2 At least 250 words
- 3 With well-argued reasons and any relevant examples from your own knowledge and experience.
- 4 Evaluating ideas; Stating your own opinion clearly; General knowledge; Appropriate style; Grammar – accuracy and range; Vocabulary – appropriacy and range; Spelling, punctuation; Paragraphing

#### **Useful language: avoiding repetition with reduced noun phrases**

- 1 the better off
- 2 critics
- 3 consumers
- 4 The less well off
- 5 proponents
- 6 the young
- 7 service users
- 8 car drivers
- 9 lorry drivers

- 10 Spending
- 11 House building

#### **Useful language: hypothetical outcomes: if/when/until**

- 1 1 b 2 d 3 c 4 a 5 e

#### **Useful language: concession with although / despite**

Suggested answers

- 1 Despite the fact that many people will have to pay more tax, most will benefit from improvements in services.
- 2 Although I believe in rewarding hard work, I feel the wealthy should help the less well off.
- 3 Despite feeling that buildings are less important than people, I think there should be limits to construction.
- 4 Although a widely held view is that crime does not pay, many criminals are never caught.

#### **Useful strategy: improving coherence with clear links between different parts of the essay**

- 1 b
- 2 e
- 3 d
- 4 a
- 5 f
- 6 c
- c, b, d, a

### **Exam Practice**

#### **Action plan reminder**

- 1 a It tells you to spend 40 minutes answering the task.
- b Discuss both views and give your own opinion
- c yes
- d Give reasons and any relevant examples.

#### **After you write**

- 2 1 Yes. Leave about five minutes for this.
- 2 No. This wastes time – you won't be marked down for having some crossing-out as long as your writing clear.
- 3 Overall structure; Paragraphing; Signposting; Verb forms; Formal or neutral style; Linking between ideas; Subject-verb agreement; Capital letters at the beginning of sentences and full stops at the end

#### **Sample answer**

It is widely agreed that governments of all countries need a stock of money to draw on to pay for infrastructure such as roads and services such

as education, defence or waste disposal. A more contentious issue is whether people should be taxed heavily to pay for these.

Many people feel that all these areas of public life are so vital that we must have high taxes to ensure that services are of the highest standard. If taxes are too low, the quality of the provision declines and eventually systems begin to break down and the only people able to manage are the wealthy. Proponents of high taxation also argue that in principle it is a good thing to make the wealthiest in society bear the biggest burden of paying for services for the good of everyone, including the poorest.

On the other hand, if too high a percentage of salaries is taken in tax, it is argued that people lose the incentive to work hard. Another drawback of high taxation is that it builds resentment and people start to look for strategies to avoid paying it.

I believe that taxation, managed sensibly, is a good way of redistributing wealth and I am in favour of the rich supporting the less well off. In the end, this equalising benefits everyone because if there is too great a gap between rich and poor, resentment develops. However, I feel hard work should be rewarded so the threshold above which people start to pay tax should be quite high.

## SPEAKING PART 1

### Training

#### Review

- 1 Everyday topics
- 2 Work or study (or where you live)
- 3 Two or three different topics
- 4 There are usually four questions for each topic. The introductory topics 'work/study' and 'where you live' usually have three questions.
- 5 Your passport or ID

#### Useful language: where you live

##### 1 and 2 Student's own answers

#### Useful language: tenses

##### 1 Possible answers

- 1 Where do you live?
- 2 How long have you lived there?
- 3 Why did you move to your house/apartment?
- 4 Would you like to live somewhere else?
- 5 Do you think you will move soon?

##### 2 Possible answers

- 1 I've been studying English for six years, since I started school.

- 2 I started learning English because I thought it would be a useful language.
- 3 I'd like to learn Spanish so I could talk to people when I go to Spain or South America on holiday.
- 4 I like learning new vocabulary best, but I find the grammar rather difficult.
- 5 I don't think I'll ever live in the UK, although it would be great to spend some time there.

#### Useful language: the weather

##### 2 Possible answers

My favourite kind of weather is when it's very sunny and warm.

I hate it when it rains heavily all day.

Cloudy weather really makes me feel fed up.

If I'm studying hard, I prefer the weather to be cool and not too sunny.

When I was little I loved playing outside in the rain.

I'd really like to live in a country where it gets very cold in the winter with deep snow.

## SPEAKING PART 2

### Training

#### Review

- 1 The examiner will give you a booklet open at the right task, some paper and a pencil.
- 2 You will have one minute.
- 3 You should write your notes on the paper the examiner gives you and not on the task.
- 4 You should talk for two minutes.
- 5 The examiner will ask questions after you finish your two-minute talk.

#### Ways to prepare for a talk

##### 1-4 Student's own answers

#### Useful strategies: problems and solutions for giving a talk

##### 1 Possible paraphrases

- 1 part of a cooker where you bake cakes or meat
- 2 money that is given to support a student at college
- 3 a document that promises to repair a machine if it goes wrong within a year or two
- 4 something that the winner of a competition gets
- 5 a sign, for example, that says it is dangerous to do something

## SPEAKING PART 3

### Training

#### Review

- 1 The questions will be connected to the Part 2 topic.
- 2 No, the questions will be about general issues.
- 3 You will have to answer up to six questions depending on the length of your answers.

#### Useful language: speaking generally

##### 1 Possible answers

- 1 Most people believe that computers will play a much larger role in education in future, but it seems to me that people will always prefer face-to-face teaching for some subjects.

- 2 It's often said that space tourism will be a popular option in the next few years, but in my view, it will take a lot longer than that for it to be affordable for ordinary people.
- 3 Generally speaking, international sporting events help to inform people about other cultures, but at the same time sports fans are encouraged by the media to support their own national team.
- 4 That depends on the circumstances. Of course, one person can do very little, but the evidence shows that lots of individuals working together can make a big difference and encourage governments to change laws and invest in environmentally friendly campaigns.

# Test 3

# KEY

## LISTENING PART 1

### Questions 1–10

- 1 15<sup>(th)</sup> May / May 15<sup>(th)</sup>** The woman explains that the film must be sent in by Wednesday, May 15<sup>th</sup>. She also refers to this date as the deadline.

*Distraction* The man mentions June 30<sup>th</sup>, but the woman explains this is not the submission date but the date when the judges decide on the winner.

- 2 actors** The woman explains that professional actors can't take part in the film; they all need to be 'new to acting'.

*Distraction* 'people' might be tempting, but it is only actors that need to be inexperienced. People working in audio production etc. are allowed to participate.

- 3 animal** The woman explains that the man has a choice of using either a child or an animal as one of his characters.

*Distraction* 'glasses' is wrong as this was something the filmmakers had to use in last year's competition.

- 4 music** The woman says that permission is required for any music the man wants to use.

*Distraction* 'band' might be tempting, but there is no suggestion that the man needs to get permission for this since he is asking a local band he hopes will help him.

- 5 subtitles** The woman explains that if the film is in a language other than English then accurate subtitles are necessary.

*Distraction* 'language' might be tempting but it does not fit grammatically in the space.

- 6 script** The woman suggests that this is what filmmakers must consider [= focus on] first.

- 7 comedy** The man makes the point that not everyone finds the same thing funny, and thinks he probably shouldn't make a comedy as a film. The woman agrees: 'Yes, stay away from [= avoid] that kind of film.'

*Distraction* 'Documentary' is wrong because the man thinks making this kind of film would be a good idea.

- 8 Hyslop**

- 9 Imagine** The woman says that the film is called *Imagine* – in other words, this is its title.

- 10 Bridge**

## LISTENING PART 2

### Questions 11–20

- 11/12 A/B** (in any order)

*Distraction C*: The speaker explains that the wood has been free of litter since the last time it was cleaned up, and therefore collecting litter is a job that the volunteers can 'forget about'; D: The speaker suggests that the volunteers have a look at some of the existing bird boxes, possibly to check that they are being used by birds. The volunteers are not asked to make any more boxes; E: The speaker mentions that some older trees lost branches in a recent storm, but he does not say that the whole tree needs to be cut down.

- 13/14 A/E** (in any order)

*Distraction B*: The speaker provides examples of tools required for the work in the wood, but says that these will all be provided. In other words, the volunteers do not need to bring any tools themselves; C: The speaker says he has received money [= funding] from the local residents committee, and will therefore buy and provide sandwiches for the volunteers; D: The speaker says there is no need for sunscreen since the volunteers will be working during a cloudy weekend.

- 15 C** 'New account' is a paraphrase of 'go online and find a website', 'register your details'.

- 16 D** 'Suitable location' can be understood when the speaker says 'consider exactly where you're going to count the birds' – 'in a single field' or 'a wider area'.

- 17 G** 'Good team' is expressed by 'get some other people to come along to help you' and 'a group that are also interested in birds'.

- 18 H** 'visual guide' is a paraphrase of 'a print-out showing pictures of the birds'. The speaker goes on to say that this should be detailed and clear enough so that the volunteers can clearly identify the birds they plan to count.

- 19 B** A 'rough estimate' means 'an approximate number' of birds. The speaker talks about 'totals' and 'the probable number'.

- 20 A** 'clear photograph' can be understood when the speaker says 'have a look at the pictures you've taken', 'a sharp image' and 'best shot'.

## **LISTENING PART 3**

### **Questions 21–30**

- 21 A** Oliver suggests the introduction includes something on why ‘restoration is necessary’, and gives examples: damage by water, insects and sunlight.

*Distraction C:* Chloe suggests starting with a definition, but Oliver says this isn’t necessary. Therefore, the students don’t agree; **B:** Oliver gives examples of why restoration work might be required, but doesn’t talk about situations when restorers have not done their work well.

- 22 B** Chloe assumes that the restorers would have a background in a subject such as art history, but discovers some of the restorers studied chemistry and archaeology. Oliver also expresses surprise that these kinds of skills were required.

*Distraction A:* Chloe does mention a painting requiring a year to clean, but neither student expresses surprise about this length of time; **C:** Oliver says the restorers have to experiment with cleaning methods, but this does not appear to surprise him. We also can’t assume that ‘methods’ and ‘materials’ are the same thing.

- 23 A** Oliver says he wouldn’t like the pressure of having to please the people who owned a painting he was restoring.

*Distraction B:* Oliver talks about working at heights [= ‘restoring the paintings high up on a church ceiling’] but says this might be interesting, not off-putting; **C:** Chloe makes a joke about Oliver not being able to draw, but this is not the reason for his choosing not to work in art restoration.

- 24 A** Chloe says that the person who bought the Dutch landscape probably thought a whale spoilt the picture. Oliver agrees [= ‘You must be right’] and says that ‘not everyone judges a painting in the same way’.

*Distraction B:* Chloe explains that people had viewed the landscape painting for a long time without realising what the artist had originally included. ‘Undervalued’ suggests that people viewing the picture in the gallery hadn’t appreciated the painting or understood its financial worth, but Chloe does not suggest this; **C:** We are told that the painting was cleaned, but there is no information about the cleaning technique being particularly good or new.

- 25 C** Oliver says digital reproduction techniques make it possible for many copies of a painting to be made,

and therefore more people can see the painting. He says he likes this development.

*Distraction B:* Oliver makes the point that people who make digital reproductions are not pretending that their paintings are originals – unlike dishonest people who sell fakes.

- 26 C**

- 27 A**

- 28 D**

- 29 B**

- 30 F**

## **LISTENING PART 4**

### **Questions 31–40**

- 31 chest**

*Distraction ‘feet’* might be tempting but we are told blood is pulled towards the feet on Earth, not in space.

- 32 calcium** This is the only mineral given as an example.

- 33 muscle** Another way of saying ‘muscle loss’ is ‘their muscle begins to waste’.

- 34 vision** We are told that microgravity can lead to astronauts not being able to see clearly, and that their vision can be permanently affected.

- 35 sweat** Because of the word ‘including’ in the question, we know that the key must be a form of water.

- 36 light**

*Distraction ‘expensive’* might be tempting but the speaker explains that engineers want to make light materials so that transport doesn’t have to cost so much.

- 37 paint**

- 38 windows** ‘Large windows’ is expressed as ‘to increase the size of the windows on the ISS. They’re very small.’

- 39 museum**

*Distraction ‘exhibits’* might be tempting, but they are objects, not places. Also, because the word begins with a vowel, it wouldn’t work with the article ‘a’ in the question.

- 40 qualification**

*Distraction ‘education’* might be tempting but this word doesn’t collocate with ‘get a new’.

## READING PASSAGE 1

### Questions 1–13

- 1 TRUE:** The texts states that dance historians have ‘remarkably similar views’ about ‘the evolution of modern American dance’. However, it’s necessary to comprehend the meaning of a reasonably long sentence in order to complete the task.
- 2 FALSE:** The texts states that dance ‘moved away from previous approaches’ and rejected both ballet and vaudeville. Hence dancers in the early 1900s did not tend to copy earlier dancers. In fact, they made ‘a fresh start’.
- 3 NOT GIVEN:** The text provides various details about Fuller’s style of dance, including the fact that she emphasised visual effects rather than storytelling. However, there is no information about whether she preferred to dance alone or as part of a large company.
- 4 FALSE:** Instead of ‘complicated clothing’, the text states that Duncan ‘refused to wear elaborate costumes, preferring to dance in plain dresses and bare feet’.
- 5 NOT GIVEN:** Duncan preferred music written by classical composers to contemporary music. The inference might be that this was unusual at the time, but there is no reference to criticisms from other dancers.
- 6 TRUE:** St Denis opened a dance training academy so she could pass on her dance style to the next generation.
- 7 walking** The question includes the word ‘breathing’ so it is necessary to find a grammatically compatible second word to complete the set. ‘Patterns’ might be tempting but doesn’t fit the grammar. ‘Observing’ might also be tempting, but isn’t what the text says.
- 8 book** The difficulty here comes from the fact that the answer, ‘book’, is obscured by the complexity of the sentence before it: ‘She explored the concept of gravity, allowing her body to fall, only to recover at the last moment.’
- 9 humour** The idea of the Broadway stage might be tempting here, but Holm did not ‘introduce’ these. Her ‘innovation’ was to bring humour to these performances, hence she ‘introduced’ humour.
- 10 documentary** The whole idea of the ‘interactions of ordinary people going about their everyday lives’ might be tempting here. However, no part of that sentence will fit the key in terms of grammar and meaning. Only a documentary can ‘outline’ Taylor’s working life.

**11 lecturing** ‘Travelled’ might be tempting here but doesn’t fit the grammar.

**12 comics** ‘Costumes’ and ‘stage design’ might be tempting here, but they cannot be ‘influences’ in this context. Rather they were influenced ‘by’ comics.

**13 mirrors** ‘Limbs’ and ‘backbones’ might be tempting here but do not make sense in the context.

## READING PASSAGE 2

### Questions 14–26

- 14** **B** very hard = almost impossible; to pretend to laugh = to imitate laughter
- 15** **A** a reference to research = all the studies show; people do not know how often they laugh = we laugh more frequently than we realise
- 16** **D** stop themselves laughing = suppress laughter; the reason why = this is possible because
- 17** **A** The health benefits include improving cardiovascular function, boosting the immune system and the release of beneficial hormones into the bloodstream.
- 18** **C** a medical condition = a rare neurological disorder named aphonogelia; stops some people making a noise when laughing = prevents some people from laughing out loud
- 19** **D** paragraph E: research = an international online survey; personal experience = the reactions his own jokes received; wide range of subjects and situations = diverse and often contradictory variety of topics and scenarios
- 20** **C** paragraph C: ideas about what is amusing = tastes in jokes; changed considerably over time = evolved markedly with the passing of the centuries
- 21** **E** paragraph E: to intentionally make other people laugh = making jokes for a living; an unusual combination of skills and characteristics = a psychologist and social commentator, be empathetic, self-aware, observant, stubborn and have great timing.
- 22** **B** paragraph B: Jocelyn Barnes explains that while we may laugh because something is funny, the real purpose of laughter is sometimes social bonding; ordinary people = outside the scientific community
- 23** **eyes** paragraph B: The sentence has a clear locator in the name of the French neurologist. Distraction is provided by the names of the two muscles and by ‘feet’, but these words do not make sense in this context.

- 24** **book** paragraph C: A clear locator is provided with the reference to ancient Rome. Note that the locator may come towards the end of the sentence. The name of the book provides distraction, but it is too long to be the correct answer.
- 25** **school** paragraph D: A clear locator is provided by the reference to Tanzania and the date. The question is made more difficult by the fact that the word ‘school’ does not appear until quite some time after this reference.
- 26** **crying** paragraph E: A clear locator reference is provided. Again, the question is made more challenging by the requirement to read and comprehend a long section of text after the reference to the neurologist.

### READING PASSAGE 3

#### Questions 27–40

- 27** **YES:** The writer criticises business commentators for their ‘common generalisation’ which ‘overlooks the significant contribution of Muhammad Yunus’.
- 28** **NO:** The writer describes Rathbourne’s view as ‘cynical’ and argues that it is ‘disproved by the evidence’.
- 29** **NOT GIVEN:** The writer gives a number of details about the research conducted by the Quorate Group, but there is no information about whether the Quorate Group itself is an SRB.
- 30** **NO:** The writer claims that the number of firms like Concern Consultancy ‘will almost inevitably multiply’.
- 31** **YES:** Professor Drew argues that the rise of SRBs is ‘partly a consequence of the digital revolution’ and the writer describes this as a ‘persuasive analysis’.
- 32** **F** affordable = low cost; furniture = tables, chairs and similar items

The references to ‘recycled’ in option B might be tempting but there is no mention of clothing connected to Renew. Likewise, the reference to ‘biodegradable’ in option A might be tempting because the furniture is made of wood. However, Renew design furniture; they have not designed any biodegradable materials, only collected them from demolition sites.

- 33** **D** closer neighbourhoods = community hub = meeting place for local residents . . . running workshops, film evenings and art exhibitions
- Option E might be tempting because this is a place for people to go, but it is not a type of accommodation. Option C might be tempting because the café serves food, but all cafés do this and it is not the primary purpose of Indulge.

- 34** **H** volunteer work = staff give short periods of their time unpaid to plant trees
- Option G might be tempting here because of the reference to staff, but this type of conservation work is short term. The reference to ‘conservation’ and the Green Scheme may make the green terms such as ‘recycling’ and ‘biodegradable’ tempting, but neither are relevant to this particular project, the Green Scheme.
- 35** **A** materials = bamboo and soya beans; biodegradable = break down and decay naturally. The green references here might make ‘recycling’ tempting, but these would be new products, not the recycled old coffee capsules. The reference to coffee might make option C tempting, but the focus here is on the capsule, not the coffee.
- 36** **C** fresh produce = vegetable and fruit
- Option E might be tempting because of the reference to ‘residents’. However, Greater Good provides food, not accommodation. The reference to vegetables and fruits might also make ‘biodegradable’ tempting, but the focus of this product is that the food is fresh to eat, not its biodegradability.
- 37** **C** The writer says that ‘both sides of the relationship’ – i.e. both businesses and consumers – have contributed to the rise of SRBs.
- A is wrong because some entrepreneurs ‘wanted to make a difference’.
- B is wrong because both consumers and entrepreneurs support the idea of SRBs.
- D is wrong because the writer concludes with C, that both sides are encouraging and influencing the other.
- 38** **B** governments = local council; local, state and national authorities; these bodies
- Mitchell is the example the writer uses to introduce the idea of governments supporting SRBs. He outlines how this works by referring to Mitchell’s role as a procurement officer. He then refers to how authorities have ‘purchasing power for both goods and services’.
- A is wrong because the writer implies that SRBs often do not lose out to other businesses when it comes to government support.
- C is wrong because there is no reference to different governments, only to different types of government. And the reference to Mitchell implies that many governments behave in the same way – there is no contrast.

D is wrong because there is no mention of different geographical regions, only different forms of government. Also, this is not his purpose in referring to Mitchell.

**39 A wider range = greater diversity**

The writer states that the most common goal is environmental protection. He then sets up a contrast with ‘while’ and adds that it would be ‘good to see greater diversity [of goals] as the SRB concept evolves [i.e. in future]’.

B is wrong because he says adding additional goals has ‘worked well’.

C is wrong because there is no reference to which goals impact most on profitability.

D is wrong because he refers positively to adding additional goals, not a single goal.

**40 D problems = issue; challenge; solve**

The writer outlines various problems: insufficient knowledge or experience; not promoting values successfully; lacking internal organisational structures. All of these, he argues, can be solved by greater professionalism and business school education.

A is wrong because, although there are many references to businesses facing difficulties, there is no reference to failing or going bankrupt.

B is wrong because the writer says that all new businesses, whether SRBs or not, tend to face the same issues.

C is wrong because the writer advocates business school education for business owners, not research.

## WRITING TASK 1

### **Sample answer**

The chart shows that there is considerable variation in the ways people accessed news in the country in question between 2013 and 2017. The most noticeable trend was the huge decline in the percentage of the population getting their news from printed newspapers. This saw a collapse from 42% in 2013 to just 22% over five years. By contrast, the proportion using the internet for news grew from 32% to 41% in 2015 and then saw a massive rise to 68% by 2017. Figures for radio news saw almost no change, holding steady at approximately one

third. TV news had a sizeable decline between 2013 and 2015 (79% to 67%) but this was followed by a small rise to 71% in 2017. It is noticeable that in 2013 TV was by far the most popular medium for news access with a 35% gap between this and the next most popular – newspapers, at 42%. In 2017, TV was still the most used medium but a close second was the internet and the difference had narrowed to just 3% – 71% compared to 68%.

## WRITING TASK 2

### **Sample answer**

It is often argued that with so much suffering in the human population these days, it is wrong to use up precious resources on animals. Taking the example of the tiger, proponents of this view say that to encourage tiger populations to increase in areas farmed by humans would be morally wrong because peoples’ livelihoods would be destroyed for the sake of an animal. The tigers will hunt livestock and, given the chance, humans as well. In other words, where there is competition between humans and animals in a given habitat, it is right that humans should win. The point is also made that, over millennia, certain species have disappeared while others have flourished, and that we should allow nature to take its course and let failing species die out. In fact, it is suggested that protecting vulnerable species damages the ecology of the earth because only the fittest should survive.

I agree that human life is always of greater value than animal life. However, I feel that trying to save any creature from extinction enhances human existence, because our lives would be diminished if fascinating and beautiful creatures such as tigers or elephants were lost forever. Furthermore, being the most powerful creature on the planet means that we have a moral and ethical duty to care for weaker species. Finally, even less-appealing animals such as insects and amphibians should be preserved, because maintaining different species promotes biodiversity. It is possible, for example, that scientists might be able to find products from these animals of benefit to humans, such as medicines or fertilisers.

On balance, I feel that every effort should be made to save as many species as possible, for practical and moral as well as aesthetic reasons.

# Test 4

# KEY

## LISTENING PART 1

### Questions 1–10

1 **49.99** per day = daily

*Distraction* The man says they are \$15.50 per hour, but the form requires the price per day.

2 **gloves**

*Distraction* The woman provides the word ‘helmets’. The man then makes a comment about sizes, which might be tempting but doesn’t make sense. The man then adds the comment about ‘gloves’.

3 **Battenburg**

4 **Green Bay**

5 **air conditioning** the Economy car = that model

*Distraction* The woman provides the words ‘air conditioning’ and the man says it’s not in that model.

6 **52.20**

*Distraction* The man mentions the ‘normal’ price of \$59, before quoting a discounted price.

7 **heavy**

*Distraction* The man says that on some E-Bikes the battery is very heavy, but on these bikes it’s light.

8 **brakes** good = high-quality

9 **lock**

*Distraction* The woman provides the word ‘lock’ and the man says that yes, those are provided.

10 **licence** no licence is needed = you don’t have to have

## LISTENING PART 2

### Questions 11–20

11 **B** discovered = found; tools = implements, like spades and forks, for digging

*Distraction A:* a few documents and records exist about this site, but they weren’t ‘recently discovered at this site’; C: photographs are mentioned, but not drawings.

12 **B** enough water = the stream . . . runs through the valley, so we can irrigate the gardens even through long dry summers

*Distraction A:* the gardens get ‘freezing frosts’; C: ‘storms blow very hard up here’

13 **A** built = was constructed; a medical centre = an infirmary [a simple hospital] ‘to take care of the health needs of the growing population’

*Distraction B:* this was a residential area from where people commuted to the city to work; C: a military base was talked about, but was never built.

14 **B** are given = they donate; certain local people = families in this neighbourhood who are struggling financially

*Distraction A:* businesses and restaurants want to buy the produce, but there isn’t enough; C: each plot is worked by a volunteer member, but there is no reference to members using the produce.

15 **C** students = undergraduates on the horticulture course; gardening skills = their subject

*Distraction A:* there is a reference to academics, but not their research; B: workshops are planned for the future, but the question includes the word ‘now’.

16 **F** D and E are distracting, but they are not ‘the first building you come to’ on that path.

17 **C** B is distracting, but it is not ‘actually located inside the orchard’.

18 **G** H is distracting, but it is inside the car park, not down ‘a little path heading out to the west’.

19 **E** D is distracting, but it is not shaped like the letter U.

20 **A** B is distracting, but it is not ‘right at the very end of that path – as far as you can go’.

## LISTENING PART 3

### Questions 21–30

21 **A** for a long time = since the 1990s, therapists have been experimenting with games . . . this has been going on for many years, it’s not a sudden breakthrough

*Distraction B:* Jason says that Dr Franklin ‘sees huge potential for games’; C: Alya says she’d been hoping Dr Franklin might give some idea about this issue, but, as Jason says, he ‘doesn’t really address that’.

22 **C** harder work rate = people are more prepared to spend hours on rehabilitation

*Distraction A:* some patients get so caught up in the games ‘they hurt themselves’; B: Jason says that the games are no cheaper than conventional exercises.

23 **B** The students disagree about whether the research subjects played games together in the same room or played online. Alya describes this as ‘how the experiment was conducted’, which means ‘methodology’.

*Distraction A:* Jason mentions the purpose of the research when he says, ‘They were investigating whether people actually made more friends by playing games’, and there is no disagreement about this issue; C, the finding that ‘players develop empathy for each other and bond over games’ is contrary to the common opinion that games are ‘solitary’, but this is not a source of disagreement between the students.

- 24** **C** patients and their families = better for the children, but also better for the parents. Alya says, ‘That’s what I like about this’ and Jason agrees, adding ‘it reduces the stress for everybody’.

*Distraction A:* Jason mentions that the games ‘were simple ones on handheld devices’, but doesn’t express an opinion about this; B: Jason suggests that the results need to be confirmed by further research.

- 25** **A** reliable evidence = supplied valid proof

*Distraction B:* Jason says that people ‘would probably like to know about that’, which implies no widespread publicity yet; C: Jason ‘the finding just reinforced what’s been shown in earlier studies,’ but doesn’t mention academic criticism of this study.

- 26** **F** not a surprise = games are obviously going to improve . . . I guess that’s predictable

*Distraction C:* the USA is mentioned, but this was only where the research was conducted.

- 27** **B** contradicts other research = there are also studies showing a link between electronic screens and eye damage

*Distraction D:* because Alya describes the finding as ‘controversial’, though she and Jason don’t personally challenge it.

- 28** **D** not believable = I doubt that’s really true . . . Seems highly unlikely to me

*Distraction A:* a ‘company’ is mentioned twice, but not any reason why it should be; the research finding would seem to be a good thing for this business, so ‘disappoint’ is not applicable here.

- 29** **G** will become increasingly important = going to be more and more significant as the population ages

*Distraction A:* because Jason mentions game manufacturers, but says this is ‘good news’ for them.

- 30** **E** supported by various studies = And there’s . . . previous research to back that up, too

*Distraction A:* ‘the workplace’ is mentioned, but only in a positive context.

## LISTENING PART 4

### Questions 31–40

- 31** **Asia** originally migrated from = began their journeys in

*Distraction* the ‘Americas’ are mentioned as a possible starting point but the speaker says that debate ‘has been settled’, and goes on to say what anthropologists recognise today.

- 32** **faster** *Distraction* European ships were ‘stronger’, which implies that Polynesian canoes were ‘weaker’, but Europeans wouldn’t have been ‘impressed’ by that.

- 33** **steering** *Distraction* the speaker says the paddles were not used for ‘propulsion’.

- 34** **bark** made from = used in the manufacture of *Distraction* ‘wool’ and ‘cotton’ are mentioned, but were ‘unknown to Polynesians’.

- 35** **songs** remembered = recall; detailed = long and complicated; making up = created

- 36** **waves** found direction = knew which way to sail

- 37** **birds** could identify certain = recognising those particular

- 38** **colour / color** changes = vary; read = something else that they were able to detect

*Distraction* the ‘temperature’ of the water is constant in that part of the Pacific.

- 39** **instruments** without = did not use

*Distraction* it is necessary to understand a long turn of spoken language between the reference to the canoe’s name and the answer.

- 40** **language(s)** created fresh interest = remarkable renaissance

## READING PASSAGE 1

### Questions 1–13

- 1 TRUE:** The writer explains that Sheen’s university degree ‘had merely touched on [= looked briefly at] the Roman occupation of ancient Britain, providing a very general overview [= a basic introduction] of everyday activities’.

- 2 NOT GIVEN:** We are only told that ‘Katherine had no doubt they [= the coins] were historically significant [= perhaps important for historical research]’. There is no information about Katherine’s views on what their financial value might be.

- 3 NOT GIVEN:** The text only says that ‘Durrand had previously worked on other projects where pieces of ancient pottery and the discovery of an old sword had led archaeologists to unearthing sizeable

Roman settlements [= he had investigated Roman settlements in other locations]. We are then told that ‘He was keen to start excavations at Hensham’ but there is not enough information to tell us about Durrand’s expectations of what they might dig up there.

- 4 **FALSE:** The writer tells us that the team ‘looked for evidence that might indicate whether the villa had been attacked and purposely demolished [= deliberately destroyed], or fallen into a such a poor state that it eventually collapsed [= fallen down because it was in bad condition]’. The writer then explains that the team ‘decided on the latter [= concluded it was the second option]’.
- 5 **NOT GIVEN:** Although the writer mentions that a ‘noble Roman family’ would once have lived at the villa, he does not provide any information or speculate about the likely owner of the beads. The only comment from Durrand is that they are a find which ‘contributes to the story’ – meaning that they might eventually help archaeologists understand more about the villa and its residents.
- 6 **FALSE:** The writer explains that ‘On one [= a foundation stone] is carved what the archaeologists have made out to be [= see with difficulty] a Latin inscription. But as the stone itself has endured centuries of erosion, the team has yet to work out [= have not yet understood] what it says.’
- 7 **TRUE:** We are told that ‘Although incomplete, enough pieces [= of the mosaic] remain to show a geometrical pattern and stylised fish. From this Durrand assumes [= believes] that a bath house would have been a feature of the villa. While his team have so far not found any hard proof [= evidence] of this, Durrand is confident it [= his belief that the villa contained a bath house] will turn out to be the case [= be proved correct].’
- 8 **twigs:** ‘it is more likely that twigs would have been gathered from surrounding woodland instead.’ The text also says, ‘Another fuel source used in some Roman hypocausts was charcoal, but evidence for this at Hensham has not presented itself.’  
*Distraction ‘branches’ is wrong because ‘these would have taken too long to produce the heat required’. ‘charcoal’ is wrong because archaeologists say this wasn’t used at Hensham. Note that the space also requires a plural form (because it is followed by ‘were’) – so ‘charcoal’ would not fit here.*
- 9 **distribution:** ‘Known as *pilae*, these stones stood approximately two feet high. The gap this created [= the height of the *pilae*] meant that the hot air

coming out of the furnace was not trapped and restricted. Instead its [= the hot air’s] distribution around the *pilae* and under the floor was free flowing.’

- 10 **concrete:** ‘Floor tiles were not placed directly onto the *pilae* but separated by a layer of concrete, or at least a primitive version of it.’
- 11 **hollow bricks:** ‘The walls of the rooms above the heating system were made of bricks, but the key point here is that they were hollow, in order to allow heat to rise around the rooms and provide insulation.’ (Both words are needed here as it is the hollow aspect of the bricks which made the walls well insulated.)
- 12 **gas:** ‘The principal reason for including the pipes was to let out [= allow to escape] air through a vent in the roof once it had cooled down [= become cold air]. What the Romans may not have realised . . . was that gas . . . was expelled [= allowed to escape] in this way too. In high doses, it [= the gas] could have been lethal [= dangerous enough to cause death] if it had leaked into the upper levels.’
- 13 **indoor climate:** ‘They [= the tiles] would certainly have felt warm underfoot and helped generate an indoor climate that the family could relax in [= would find comfortable].’ (Both words are necessary here as ‘climate’ by itself usually refers to the general weather conditions of a country.)

## READING PASSAGE 2

### Questions 14–26

- 14 **C:** ‘it appears that adults typically [= the average person] tell two major lies per day [= frequency of lies], and that one third [= frequency] of adult conversations contain an element of dishonesty. Other research indicates that spouses lie in one out of every 10 [= a further detail about frequency] interactions.’
- 15 **E:** ‘Paul Ekman . . . has invited a range of experts [= various professional groups] to view videos of people telling lies and of others telling the truth. Among the experts have been judges, psychiatrists and people who operate polygraph machines for police investigations.’
- 16 **F:** ‘when people write fake reviews of, say, a hotel or restaurant . . . I [= the writers are referring to themselves] features again and again [= happens frequently] as they attempt to convince us that their experience was real [= an explanation for this behaviour].’
- 17 **D:** ‘our motives for lying [= reasons why we choose to lie]. By far the most common is our desire to

- cover up our own wrongdoing [= first example of a reason]. Second to this are lies we tell to gain economic advantage [= second example] – we might lie during an interview to increase the chances of getting a job. Interestingly, 'white lies, the kind we tell to avoid hurting people's feelings [= third example] . . .'
- 18 B:** 'In one study [= an experiment] . . . children were individually brought into a laboratory and asked to face a wall. They were asked to guess what toy one of Lee's fellow researchers had placed on a table behind them.' The text goes on to describe the children's reactions during the experiment and how they attempted to deceive the researchers. The idea of possible encouragement comes from 'The research team were well aware that many children would be unable to resist peeking [= taking a quick look] at the toy.'
- 19 C:** We are told that Sharot's research has shown that 'while we might initially experience a sense of shame [= a feeling of guilt] about small lies, this [= the feeling] eventually wears off [= disappears]. The result, Sharot has found, is that we progress to more serious ones [= lies].'
- 20 A:** The text explains that 'Goodger thinks it [= the fact we are so susceptible to lies] has something to do with our strong desire [= people's need] for certain information we hear to be true, even when we might suspect it isn't . . . "we might be comforted [= feel reassured] by others' lies or excited by the promise of a good outcome" [= hopeful].'
- 21 A:** Karen Goodger says that 'for animals with higher brain functions [= intelligent species], there's also a higher probability [= it's more likely] that they'll demonstrate manipulative behaviours.'
- 22 B:** The idea of telling lies with 'increasing sophistication' is paraphrased in this part of the text: 'whereas the younger children simply named the toy and denied taking a peek, the older ones came up with some interesting reasons to explain how they had identified the toy correctly.' We are then told that 'Lee is reassured by this trend [= of increasing sophistication], seeing it as evidence in each case that the cognitive growth of a child is progressing as it should [= the child's cognitive ability is developing in a normal way].'
- 23 gesture:** 'A common claim . . . is that liars won't look people in the eye [= avoid making eye contact] . . . Another is that they are likely to gesture as they tell their story, but so frequently [= they gesture a lot] that it seems unnatural.'
- 24 details:** 'A difficulty that liars face is having to remember exactly what they said, which is why they don't provide [= offer] as many [= fewer] details as a person giving an honest account would [= people who are telling the truth].'
- 25 stage:** 'It is also typical of liars to mentally rehearse [= to carefully plan] their story, and this is why one stage follows another in apparently chronological fashion [= to be in logical order].'
- 26 still:** 'Recent research has also disproved the widely believed notion [= something that many people believe] that liars have a habit of fidgeting [= moving around a lot] in their seats. Rather, it seems that they keep [= remain] still, especially in the upper body, possibly hoping to give an impression of self-assurance [= come across as more confident].'

## READING PASSAGE 3

### Questions 27–40

- 27 A:** The reviewer says 'We hope an encounter with nature might make us feel more "alive". Would we use this same term [= the adjective 'alive'] to describe nature itself, though? Forests and the trees that form them are commonly perceived as objects lacking awareness [= they are thought to be passive], like rocks or stones.' The phrase 'beg to differ' means 'to disagree'. So Wohlleben does not agree that forests and trees live in a passive way.
- 28 C:** The phrase 'what sets it [= the book] apart' means 'what makes this a unique book'. The reviewer gives examples of how Wohlleben compares the behaviour of trees to the behaviour of human families. 'Anthropomorphism' means 'giving animals or objects human qualities and characteristics'.
- Distraction A* The reviewer mentions how various books 'have done much to reformulate our views about the green world' and contain a message about 'sustainability'. This might imply that ordinary people can help protect forests, but he explains that these are features of *all* of the books. They are not unique to *The Hidden Life of Trees*; B Wohlleben thinks we should think more carefully before cutting down trees: he says that once you know how they interact and depend on one another, you 'can no longer just chop them down'. However, he makes no distinction between which species of tree deserve to be preserved and which less so; D The quote does seem rather simplistic in its writing style, but the writer doesn't say how this style compares to the style of other books of the same genre.

- 29 B:** We are told that Wohlleben initially took care of trees ‘purely for industrial reasons’: he had to make sure they were growing properly so they could be sold and used for manufacturing: ‘The straighter they were, the more high-quality logs could be sawn.’ But later he came to ‘appreciate trees for more than just their commercial worth’. Like the tourists who visited the forest, he started to see how ‘bent, crooked’ trees might be more interesting than straight ones.
- Distraction A* We are told that Wohlleben was employed as a state forester, but we don’t know whether or not he thought this job would pay well; **C** The phrase ‘gives some of the credit’ tells us that Wohlleben listened to the visitors’ comments and appreciated them; **D** Wohlleben must have used certain techniques to keep the trees growing straight, but we aren’t told what these were or whether he introduced any *new* ones.
- 30 B:** ‘More than anything else, it was this encounter [= seeing/investigating the tree stump] that prompted him to look further into [= study/research] the hidden behaviour of trees.’
- Distraction A* The reviewer only provides an explanation about the way that trees and plants normally grow [= ‘This was chlorophyll . . .’]. Wohlleben discovers that the tree stump is still growing in the normal way – even though this isn’t clear on the surface of the stump; **C** the phrase ‘to highlight a lack of formal scientific training’ would suggest that the reviewer is critical of Wohlleben – but Wohlleben obviously knows enough to recognise the natural process occurring within the tree; **D** An anecdote is a short or interesting story about a real event or person – but the reviewer doesn’t suggest these are necessary to make the book interesting.
- 31 NO:** ‘Sceptical’ means ‘doubts that something is true’. But the reviewer explains that ‘Simard’s findings [= the results of her research] made complete sense to Wohlleben’ [= he understood and agreed with them].
- 32 YES:** ‘Discussions with them [= Aachen University researchers] reinforced his beliefs [= confirmed his theories] about the way trees thrived.’
- 33 NOT GIVEN:** We are told that Wohlleben managed to persuade local villagers that machinery should be banned and that pesticides should no longer be used. However, the reviewer does not comment on whether this was the right decision or not.
- 34 NOT GIVEN:** The reviewer states that Wohlleben’s use of humour and straightforward narrative have been successfully translated into different languages. However, he does not mention anything about whether the translators themselves should receive praise and attention for this.
- 35 YES:** ‘Critics of Wohlleben point out that proper academic studies [= serious/reliable research] need to be done to prove all his claims are factually accurate. This seems a fair point [= a good idea/a reasonable suggestion].’
- 36 NO:** ‘Will it [= the book] transform the way we produce timber for the manufacturing industry? As large corporations tend to focus on immediate profits, they are hardly likely to [= there is little chance they will] adopt the longer-term practices that Wohlleben recommends.’
- 37 E:** ‘But Wohlleben claims this spacing [= keeping trees apart from each other] prevents vital root interaction, and so lowers resistance to drought [= dry periods]. Older, established trees . . . draw up moisture through their deep roots and provide this to juvenile trees [= young trees] growing below them. Without this assistance, they could die.’
- 38 F:** ‘For instance, when pines [= a type of tree] require more nitrogen, the fungi growing at their base release a poison into the soil. This poison kills many minute organisms, which release nitrogen [= a gas that provides the nutrients the tree needs] as they die, and this is absorbed by the trees’ roots.’
- 39 A:** ‘When giraffes begin feeding on an acacia’s leaves, the tree emits ethylene gas [= sends out a gas that other acacias can detect] as a warning to neighbouring acacias. These [= the trees] then pump tannins into their leaves – substances toxic to giraffes [= by doing this, the acacia avoids harm].’
- 40 B:** ‘. . . if branches are broken off or the trunk is hit with an axe [= the tree is damaged], a tree will emit electrical signals from the site of the wound.’

## WRITING TASK 1

### Sample answer

The graph shows a clear difference in the pattern of public transport use in 2016 between people living in large cities and other citizens, in the country in question. The gap between the two is particularly noticeable for younger and middle-age groups, with the highest difference for 31–45 year olds: 66% of city dwellers used public transport compared with just 15% of people living outside large urban centres. For children the

difference was smaller but still significant, at 39% and 15% respectively. However, for the older ages the trend changed: there was actually a lower percentage of 61–75 year olds in large urban areas using public transport (9%) than others (18%), though for those in the oldest age bracket the figures reversed (15% and 6%). It is noteworthy that there is a more marked fluctuation across age groups for city dwellers: starting at 39% for the youngest, the figure rises to 66% before dropping sharply to a low of 9%. By contrast, figures for those living outside big cities hold fairly steady, with a high of 26% for 16–30 year olds and a low of 6% for the oldest group.

## WRITING TASK 2

### ***Sample answer***

In the last few decades there has been a significant increase in the number of opportunities for international travel, with more transport routes and cheaper fares.

There are undoubtedly benefits flowing from this growth in international tourism. People now have a greater awareness of other cultures than was the case even one generation ago. Travelling widely to enjoy such things as the art, customs and cuisine of different countries used to be the preserve of the wealthy classes. Now even the less well off have access to them.

There are, however, drawbacks associated with this level of mobility. Firstly, a number of resorts, even whole countries, have so many tourists that the culture and environment are severely damaged. For example, traditional crafts are replaced by the manufacturing of cheap trinkets and local singing and dancing are packaged for tourist consumption. Because tourists stay for only a short time they often don't care if they behave badly or litter the streets. Secondly, although the hospitality industry does bring employment, it tends to be precarious because much of it is seasonal, with long periods of the year offering no work. The income from tourism is unevenly distributed, with a small number of big businesses (e.g. property developers) making a lot of money but the majority of people working for low wages as waiters or guides. Related to this is the fact that money spent by tourists is seldom retained by the local economy: profits are frequently taken out by multinational corporations. Finally, international travel adds to greenhouse gases, leading to harmful climate change.

In my view, despite the advantages of travel to both tourists and host countries, these do not compensate for the damage inflicted on the environment, social structures and individuals by mass tourism.

# Test 5

# KEY

## LISTENING PART 1

### Questions 1–10

1 05443CHI771

2 Market

3 018 669 925

4 **storm** The man explains that the storm caused a big tree to fall over and hit the house.

*Distraction* Although the tree is the more immediate cause of the damage to the house, it's not possible to say 'during a tree'.

5 **glasses** The man explains that his child/eight-year-old daughter left her glasses on her desk, and these were scratched as a result of the tree coming through the window.

*Distraction* The man says that his daughter's headphones were also on the desk, but these were not damaged. Therefore, he is not claiming for these.

6 **carpet** The idea of 'new' can be understood when the man explains that 'just last month, we'd gone shopping' and 'We'd only had it for a couple of weeks.'

7 **curtain** The man explains that this was damaged by the tree.

*Distraction* We are told that the 'books' and 'computer' were not damaged – so the man has no need to claim for these items.

8 **garage** The man says that the tree also hit the door to the garage, and that they can't open it anymore.

*Distraction* The woman asks whether it's the door 'to the back of the house?', but the man explains that the house door is not damaged.

9 **Honeywell**

10 **fence** The man confirms he will take photographs of the damaged fence before the builder starts work on it.

## LISTENING PART 2

### Questions 11–20

#### 11/12 A/B (in any order)

*Distraction C:* The speaker refers to different activities such as trekking and kayaking, but does not suggest these are new skills; D: The speaker refers to different landscapes, e.g. mountains, forests and the coast, but does not say the participants will be studying issues connected to them.

#### 13/14 B/C (in any order)

*Distraction A:* The speaker mentions rivers and streams, but in the context that it might not be a good idea to put tents next to them; D: The speaker talks about not burning the food, but this is food the participants have brought with them – they don't have to look for food along the track.

15 C We can understand the idea of 'being closed to the public' from 'people aren't allowed to use [the track] at the moment'. The speaker explains that this is due to maintenance [= repair] work.

16 B We are told that it is easy for people to slip on the rocks as they cross Blue River, and that they may have to cross the river several times.

17 D The Pioneer Track is divided into two sections because it 'ends' at the town of Richmond, and then continues on the other side of town.

18 A We know that Edgewater is busy with walkers because of the paraphrase 'it's very popular' and 'other groups out walking on the way'.

19 B The Murray Track may be unsafe because part of it goes along a cliff where the track is narrow.

20 A Lakeside is 'a bit of a tourist attraction' and the participants will probably have to share 'the track with many other visitors'.

## LISTENING PART 3

### Questions 21–30

21 B Finn refers to articles which focus on 'the changing nature of jobs', and Kiara supports this by saying how the articles suggest we 'forget the way things used to happen'. She says that the tradition of starting out as an apprentice and then remaining in the same company for years is finished.

*Distraction A:* Although Kiara refers to people 'who've been in work for years' [= older employees], she says that the articles she's read were written for young employees, too.

22 A Kiara explains that many businesses [= companies] are no longer using the phrase 'job title'. This is because the work that they are offering is for a temporary period – they want to hire people to work on a particular project.

*Distraction B:* When Kiara talks about a person's social circle, she is describing their friends. Colleagues are people you interact with at work. Kiara explains that in the past, some people liked

to tell their friends how long they had been in a particular job; C: Although Kiara refers to managers and heads of department, she says that these are job titles that might have been more relevant in the past, not the future.

- 23 **B** Finn talks about how people who earn a good salary can enjoy their lives, and contrasts this with people earning the minimum wage – the least amount of money a company can legally pay. He says this is his biggest worry.

*Distraction A:* Finn says that having to leave a job and work in different places could be ‘interesting’. He doesn’t think a lack of job security is always a bad thing.

- 24 **C** Kiara thinks that the findings of the survey are not presented clearly enough. She is interested in knowing what the individual questions in the survey were.

*Distraction A:* The tutor asks whether Kiara is surprised by the statistic of 48% but she says, ‘It’s hard to say’. In other words, she feels she cannot comment on the statistic because it’s unclear what it represents; B: Kiara refers to the people ‘who took part’ [=the interviewees] but is only interested in their responses to the survey, not what kind of work they each do.

- 25 **A** Kiara makes the point that learning new skills would help an employee if they wanted to change companies. Finn admits he hasn’t thought about that advantage and agrees it’s a good idea.

*Distraction B:* Finn says that companies will want employees to study new skills at the weekends or in the evening [=their own time] but doesn’t say what he thinks about this. Kiara says that studying in your own time could be useful, as long as companies paid for the course.

- 26 **B** Kiara explains how her device helps her balance her studies and the things she has to do for her family.

*Distraction A:* Kiara says that the media is often negative about mobile technology, but she doesn’t go into detail about why or what the disadvantages might be.

- 27 **B**  
28 **F**  
29 **C**  
30 **D**

## LISTENING PART 4

### Questions 31–40

- 31 **mud** We are told that thick mud, like the rocks, made it difficult for the men and horses to make progress.

- 31 **steep**

*Distraction* ‘long’ might be tempting but the lecturer explains that the trail was ‘only about 35 miles’. In other words, it wasn’t the length of the trail that was the problem.

- 33 **failure** ‘fear’ is paraphrased as ‘came to the terrible realisation that’.

- 34 **tent** ‘stayed in a tent’ is paraphrased as ‘a tent was the only protection they had from the cold’.

- 35 **sailor** We are told that the gold-seekers had to hire a sailor to steer their boats through Miles Canyon and the rapids.

- 36 **police** The lecturer explains that the police gave the gold-seekers a list of items so that they might survive a year in the Klondike region.

- 37 **flour**

- 38 **buckets** ‘several’ is paraphrased as ‘two or three’.

- 39 **adventure** We are told that the writer Jack London’s vivid descriptions helped readers get a sense of adventure.

- 40 **newspapers** The lecturer explains that Hall and Kelly were employed by newspapers in the US and Canada to write stories about life in the Klondike region.

## READING PASSAGE 1

### Questions 1–13

- 1 **FALSE:** In the USA, the figure is 80%. In Australia, the proportion is ‘slightly smaller’.

- 2 **TRUE:** With modern technology the problems of rot and fire ‘can be eliminated’.

- 3 **NOT GIVEN:** The building has a concrete floor. But there is no information about the type of wood used or the species of tree it came from.

- 4 **TRUE:** New engineering systems based on wood construction ‘have been pioneered’ at the institute.

- 5 **glue** ‘nails’ and ‘screws’ provide distraction

- 6 **Lasers** ‘columns’ and ‘beams’ provide distraction, but these were not used to ‘cut’ the material.

- 7 **cake** in the same way = not unlike

- 8 **recycled** ‘demolished’ might be tempting, but it’s not the correct answer here; the point is that the timber isn’t thrown away.

- 9** **(major) repairs** proves = one thing that has been learned; easier = simpler; ‘maintaining’ might be tempting here but doesn’t fit the grammar.
- 10** **regulations** This question is made harder by the fact that the reference to ‘regulations’ comes well before the locator words (Sumitomo Tower) in the passage. It’s necessary to read and understand several lines of text to find the answer. Note that when the rubric states ‘No More Than Two Words’, a one-word answer might be correct.
- 11** **attractive interiors** To find the answer it’s necessary to find an advantage that is additional to the fact that the building is earthquake-proof.
- 12** **water** The complexity of the sentence structure here provides distraction.
- 13** **(heat) insulation** To find the answer it’s necessary to find an advantage that is additional to the fact that wood provides structural strength (load-bearing structures).

## READING PASSAGE 2

### Questions 14–26

- 14** **iii** Contrast = however

The paragraph contrasts two approaches to coaching. ‘In the past’, coaches analysed television pictures that provided bare statistics without any meaningful context. But ‘today’, AI is enabling an alternative approach to coaching, because it can relate a player’s actions to the wider context in ways not possible before.

Distraction comes from the word ‘historic’ in paragraph C, which might suggest the ‘past’. iv might be tempting but this is a contrast between two coaching styles in the present. viii might be tempting but there is no ‘range of sports’.

- 15** **vii** an academic study = a research experiment; a team sport = football; one country = Spain  
iv might be tempting but Muller only mentions one advantage.

- 16** **iv** An academic = Professor Rebecca Graves; some of the advantages = finding an opposing team’s tactics, and tailoring fitness, skills, diet, etc. to individual needs

Distraction is provided by the use of ‘academic’ as both an adjective and a noun in the options. That only elite teams can afford AI might suggest a criticism, hence ii, but there is no ‘response’. viii might be tempting, but there is no ‘range of sports’.

- 17** **viii** a range of different sports = ice hockey, basketball, running, car racing  
iv might be tempting, but there is no academic mentioned in this paragraph. The reference to the Indian company distracts for options i and v.
- 18** **vi** decide the results = judging; competition = gymnastics performances  
There is a contrast in this paragraph, so iii might be tempting. However, the contrast is between ways of judging, not time periods.
- 19** **i** profitability = revenue; businesses = commercially; buy tickets  
It is also implicit through the paragraph that many sports teams will go bankrupt without the support of their fans.  
v might be tempting, but these sporting businesses did not create the AI software – they are using it.
- 20/21** **B/E** (in any order)
- B = tailored to individual players; minutely customised  
E = tactics; identify how a rival team is likely to play a match  
A: ‘minutely’ provides distraction but means ‘in detail’ in this context  
C: there is a reference to ‘confidence’ but this doesn’t relate to mental toughness in this context  
D: AI is too expensive for all but elite teams
- 22** **injuries** Distraction comes from the fact that the question and passage have different structures. ‘fewer’ in the item contrasts with ‘increases’ in the text; ‘defensively’ in the item contrasts with ‘a style that prioritises offence’ in the text.
- 23** **sneakers** The idea of ‘wearable technology’ is distracting, but the company didn’t ‘design’ this, and it’s too many words.
- 24** **safety** improve = enhance; go faster = driver performance  
Distraction comes from the fact that the order is reversed in the question: safety comes before performance.
- 25** **hackers** disrupt AI = AI is vulnerable; make competitions unfair = influence the outcome of a tournament
- 26** **journalism** powered by AI = AI-enhanced; greater publicity = promoting the sport  
The idea of ‘up-to-the-minute developments’ is distracting but impossible to limit to one word.

## READING PASSAGE 3

### Questions 27–40

- 27 NO:** Not ‘surprising’ because it was ‘a development that had been widely anticipated’.
- 28 YES:** Franklin is cited as an example of those who think crime fiction ‘should not be held in such high regard’. He thinks crime novels ‘better resemble crossword puzzles than literature’, and other literary critics agree with him.
- 29 NOT GIVEN:** Christie is compared to Cain, but there is no information regarding their opinions of each other’s writing.
- 30 YES:** ‘the majority of the general public . . . are more familiar with Christie from the numerous adaptations of her work for films.’
- 31 YES:** ‘The colourful locations around the world where Christie set many of her stories were . . . informed by her extensive travels . . .’
- 32 NOT GIVEN:** She continued working despite her wealth and fame, but this might simply be because she had a strong work ethic. There is no information about whether she ‘enjoyed’ wealth and fame.
- 33 D** features = elements; typical = tend to be repeated  
The features include: an aristocratic circle of people; a confined location; an unexplained crime.  
A is wrong because, although the language used could appear negative (e.g. the claim that the books are repetitive), the writer is actually identifying a strength in Christie’s writing that has been influential.  
B is wrong because Sherlock Holmes was a character, not a writer, and there is no indication that Christie was influenced by him. In fact, the opposite is implied.  
C is wrong because Christie tended to use the same techniques.
- 34 A** common criticism = a not infrequent complaint; reject = it is quite untrue  
The criticism is that Christie’s characters lack depth. The writer argues that the opposite is the case: she was a ‘perceptive observer of human nature and psychology’ and ‘she wrote about human relationships in a way so many of us can relate to’. B is wrong because, although two books are cited as evidence, to ‘compare’ them is not the writer’s purpose in referring to Utley.  
C is wrong because, although the conclusion of *Murder on the Orient Express* is referred to, it is not explained.

D is wrong because the opposite is true: the writer is suggesting her books share a similarity – good characterisation.

- 35 C** important evidence = vital clues, crucial information; very easy to miss = so simple to overlook, fail to see it  
The writer is praising the fact that Christie’s books are so well constructed that it’s worth reading them twice to see how carefully she hides her clues. Thus, ‘easy to miss’, which might appear negative, is actually a compliment.  
A is wrong because although readers ‘fail to see’ the evidence at times, again this is complimentary in this context because it builds suspense.  
B is wrong because her books are ‘no less’ action-packed than ‘today’s most popular thrillers’.  
D is wrong because the details add to the tension and keep readers turning the pages.
- 36 B** The writer concludes that her ‘legacy is more important now than at any time previously’.  
A is wrong because of ‘at any time previously’.  
C is wrong because the writer implies that the same characteristics would be found in all Christie’s book, but that *The Murder of Roger Ackroyd* is just a good example.  
D is wrong because, although the writer lists five countries, he implies that there are many others and that her influence is ‘global’.
- 37 E** . . . so is unique among Christie’s publications’ Distraction is provided by the reference to the Orient Express train and other locations.  
B might be tempting because of the references to ‘fame and wealth’ but those resulted from all her writing and there is no suggestion that this book sold better than others by her.
- 38 F** The book ‘features the amateur detective Hercule Poirot’, who is one of Christie’s ‘best known and most frequently imitated characters’. It must ‘introduce’ Poirot since it is her first book.  
A might be tempting as the book is discussed soon after reference to Utley’s criticism. However, there is no connection made between Utley and this book in particular.  
B might be tempting because Poirot is so well known, but there is no information regarding sales of this book.
- 39 C** ‘The survey asked readers to identify the villain revealed in . . . *Murder on the Orient Express*. Most readers could not recall because . . .’

A is tempting because this might appear to be a criticism of the book. However, the writer's point is that readers are more interested in characterisation than outcome.

- 40 D 'Christie herself is believed to have ranked *The Murder of Roger Ackroyd* above all her other work.'

E might be tempting because this book is singled out. However, this is done to exemplify what is common to all her books.

## WRITING TASK 1

### Sample answer

The table shows that there are significant differences in patients' perceptions of quality of provision at the three health centres. By far the most highly rated is the Peveril Centre with an overall mean of 8.3 and the highest scores in all service areas. The weakest performing centre overall was Longston at just 5.8, with Marchbank between the two at 7.2. It is noticeable that one aspect – Doctors' service – received relatively strong evaluations in all three centres, with scores ranging from 8 to 8.7. Pharmacy received the poorest ratings of the services in all the centres: at 5.1, 6.3 and 5.8 at Longston, Peveril and Marchbank respectively. Regarding the other aspects of provision, there is considerable variation. Perhaps the most striking differential in ratings is in Response to concerns, which for Peveril is the highest scoring of all the aspects, at 9.6. This compares with 6.5 for this area at Marchbank and just 4.3 at Longston. Ratings for Care of children are moderate in all three centres, though they are significantly lower for Longston than for the other two: 6.3, compared to 7.5 at Peveril and 7.3 at Marchbank.

## WRITING TASK 2

### Sample answer

In recent decades there has been a number of high-profile innovations in farming based on scientific research, most notably the use of chemical insecticides and the genetic modification of crops.

Without doubt these have led to some very positive outcomes. For example, researchers have been able to identify which pests cause problems for a particular plant and to create a means of destroying them. In some areas of the world this has transformed farmers' ability to grow food for their own consumption as well as to sell it to generate income. Equally, in recent years the ability to manipulate the genetic make-up of plants has made it possible to create strains of crops naturally resistant to pests and diseases. In fact, some of these new scientific developments are reducing the need for the innovations of the previous generation.

However, there can be serious drawbacks to these scientific developments in agriculture. For instance, it is now becoming clear that pesticides may be damaging beneficial organisms as well as pests. For example, it is widely agreed that the world's bee population is being affected by chemicals; this means fewer plants are being pollinated, which affects food supplies. It is possible, also, that a range of human diseases which are becoming increasingly common, for example asthma, may be exacerbated by these chemicals.

My own view is that it would be wrong to deny the potential of science to improve agriculture – as it has done throughout history, from the development of the plough to the refinement of livestock breeding. However, we must be sure we understand as much as possible about the effects of innovations before it is too late to reverse any negative consequences.

# Test 6

# KEY

## LISTENING PART 1

### Questions 1–10

- 1 **train** go in a = travelling; small = little

*Distraction* They have to go to the other side of a lake and the woman asks if that's by boat, but the man says it's in a little train.

- 2 **5 / five** minimum age of = must be 5 or older

*Distraction* The woman says her children are 7 and 10, and the man says they 'will be fine'.

- 3 **coach / bus** travel by = go in a

*Distraction* The woman asks if they fly but the man replies that flying is more expensive and on this tour they go by coach.

- 4 **walk** go for a walk = take a walk

*Distraction* Here, the woman asks if they can take a 'walk', which is then confirmed by the man. A 'path' is also mentioned, but it doesn't fit the grammar.

- 5 **waterfall** large = huge

- 6 **whales** *Distraction* The woman asks if they will see dolphins but the man replies that they won't in 'that part of the country'.

- 7 **garden** *Distraction* The woman asks if lunch is inside the house, but the man says it's in the garden.

- 8 **farm** *Distraction* The man mentions the 'city' but is referring to visitors who are from the city.

- 9 **forest** old = ancient

*Distraction* The woman refers to the forest before the man confirms it.

- 10 **43** reach speeds of = how fast do you go

*Distraction* The first speed the man gives is in kilometres per hour. The woman says this doesn't mean much to her, perhaps because in some countries they use miles per hour. He then gives the speed in miles per hour.

## LISTENING PART 2

### Questions 11–20

- 11 **B** used for farming = a place where local people kept animals or grew crops

*Distraction* A: There were no large urban settlements here, just a few small villages; B: The forests had already been cut down.

- 12 **C** valuable substances = rich deposits of coal and other mineral; underground = mines were built so these deposits could be brought to the surface

*Distraction* A: Canal boats were used for transport, but there is no mention of ship building; B: Trains did not arrive until the 1850s.

- 13 **A** various metal objects = all sorts of tools, machinery and other items out of iron and steel

*Distraction* B: A few factories successfully produced fabrics, but this wasn't what Willford was 'best known for'; C: The attempt to set up a pottery industry here wasn't very successful.

- 14 **C** each = per

*Distraction*: A: 9 millionth distracts for 900; B: 1976 distracts for 7,600.

- 15 **A** location = set for historical scenes; filming = making movies and television shows

*Distraction* B: University research is mentioned, but not business conferences; C: Weddings and other private events may feature in the future.

- 16 **C** D is distracting, but it is not 'right next to the canal'.

- 17 **F** G is distracting, but you don't have to walk past the café to get there.

- 18 **A** B is distracting, but it is not 'right on the summit of Jack's Hill'.

- 19 **H** G is distracting, but you do not have to 'cross the bridge over the canal' to reach it.

- 20 **E** C and D are distracting as they are on Rigby Road, but they are not on the corner with Stafford Street.

## LISTENING PART 3

### Questions 21–30

- 21/22 **B/D** (in any order)

**B**: reducing risk = unpredictability ... Markets can change unexpectedly ... minimise the chances that something will go wrong

**D**: saving money = the sums you invest ... you'll see a return on that; long run = eventually

*Distraction* A: Stella mentions the most effective way of promoting a business, but Nathan rejects that idea; C: Nathan mentions 'those working in business' but not in the context of raising confidence; F: Stella rejects the idea that finding the next 'market to exploit' is a main benefit of market research.

## 23/24 D/E (in any order)

**D:** specialist language = jargon . . . the examples of ‘psychographics’, ‘coolhunting’ and ‘asynchronous research’ terms; too much use = put off by

**E:** findings = results; wrong = unreliable . . . The supposed developments . . . never occur.

*Distraction A:* Stella suggests some businesses people ‘think they already know everything they need to know’, but Nathan rejects this, saying it’s a criticism of those people, not market research; B: Nathan says it’s difficult for businesses to see a direct causal link between research and profits, but Stella says businesses should be able to see this; C: Nathan says the excuse sometimes used by managers that they don’t have time for research is ‘poor’.

## 25/26 A/C (in any order)

**A:** face-to-face communication = talking to customers directly; surprised – What I hadn’t expected . . . I was a bit taken aback

**C:** the media and social media = TV, radio and digital networking sites; surprised = I hadn’t thought it could be that simple . . . No, me neither

*Distraction B:* There is reference to ‘data put out by bodies like the national census and the civil service’ which may benefit some businesses, but neither student is ‘surprised’ by this; D: Stella says that people are ‘less likely to be honest in questionnaires’; E: The students agree that putting ‘cameras in stores tells us a lot about consumer behaviour’ but they are not ‘surprised’ by this – Nathan says ‘we all know that’ and Stella says it’s ‘well documented’.

27 **C** specific questions = their interactions with customers . . . What, precisely, should they ask customers; every day = on a daily basis

28 **A** written records = keep an account . . . the document; each week = every Friday

*Distraction B* might be tempting because of Nathan’s reference to ‘computer’, but Stella says the format doesn’t matter and there is no reference to ‘studies’.

29 **F** regular meetings = get your staff together round a table

*Distraction E* might be tempting because Stella asks about ‘looking ahead and deciding what to do next’ but Nathan says this is not the point made by *Business Guide*.

30 **D** individual responsibility = delegating . . . so that each staff member is accountable for market research in one area of the business

## LISTENING PART 4

### Questions 31–40

31 **elderly / old** except for the = the only group for whom

32 **meals / food / eating** before = and then had their meals

*Distraction* Both night time and waking up are mentioned, but both are dismissed as there is ‘no research to back this up’.

33 **digestion** speeds up = increases the rate at which *Distraction* ‘Stomach’ is mentioned but doesn’t fit the gap.

34 **temperature** cannot control = ability to regulate . . . was compromised

35 **skin / complexion** results in better = improves the condition of

36 **headaches** had fewer = were affected more frequently

37 **anxiety** suffered more = reported increased feelings of

38 **swallowing** have difficulty = found problematic

39 **athletes** particularly = for example

40 **salt / sodium** have high levels = contains such a high proportion

## READING PASSAGE 1

### Questions 1–13

1 **1,000:** ‘With very little rainfall during summer [= the dry season], this [= the area covered by water] reduced to around 1,000 [= square kilometres], still a remarkable size.’

*Distraction* 2,700 is wrong, because this is the area of square kilometres covered during periods of heavy rainfall.

2 **birds:** ‘Environmentalists also point to the fact that the lake had been the stopover point [= this is where the birds stopped to rest, feed, etc.] for thousands of birds as they migrated [= the birds are only visiting the lake] to other regions. Their numbers will certainly fall now the lake has gone.’

3 **cotton:** ‘Rice is a crop that needs huge quantities of water to survive in desert areas. Fields planted with cotton also require a regular supply [= of water].’ Note that ‘crop’ can apply to any plant grown by farmers.

4 **Salt:** ‘Because the floor of the lake [= the bottom of the lake] is now exposed, the salt that lies there is often carried by the wind across a radius of 300 kilometres. This impacts on agriculture [= the fields within the 300 kilometre radius] as it [= the salt] damages growing plants and is absorbed by the soil.’

- 5 protein:** ‘Warming has disrupted its [= Lake Tanganyika’s] ecosystem, and fish numbers have dropped sharply. In turn, this decline in fish stocks has impacted on families living in villages and towns around the lake, since they have no other source of protein.’
- 6 employment:** ‘These companies provide them [= 100,000 people] with regular employment, without which communities will not survive.’ ‘Communities’ might be tempting, but the word does not collocate with ‘fisheries give’.
- 7 bacteria:** ‘In the past, people admired its beautiful green-blue colour. However, the water now has a red tint [= the colour has changed]. The reason for this [= change] is that bacteria quickly multiply in the warm waters of a shallow lake.’
- 8 Tourism:** ‘As a result, in the last decade, there has been a downturn [= a decline] in tourism in the area, an industry many people depended on.’ *Distraction* ‘Industry’ cannot be used in the space because this would imply that all kinds of industry were affected.
- 9 TRUE:** ‘While scientists had suspected [= believed] that Poopó would eventually run dry [= finally disappear], they didn’t expect that this would occur for at least another thousand years.’
- 10 NOT GIVEN:** We are only told that ‘The local mining industry had already contributed to [= added to] the pollution of the lake,’ but there is no information about any steps or activities to reduce its impact.
- 11 TRUE:** The writer explains that ‘On average, the surface water of the world’s lakes has gone up in temperature by 0.34°C every ten years.’ The writer says that this trend is seen in Lake Tanganyika – but this lake is ‘by no means [= certainly not] the most extreme example’. He then says that ‘This [= the most extreme example] would be Lake Fräcksjön in Sweden, where an increase of 1.35°C per decade has been observed.’
- 12 FALSE:** ‘The cause of [= the reason for] the lake’s decline has not yet been established [= no-one is sure why it happened], but drought is among the suspects’ [= drought is a possible reason, but no-one is certain].
- 13 NOT GIVEN:** We are only told that ‘Clay, sand and other fine material plugged [= blocked/filled] the hole and the lake started to fill with water again.’ We don’t know whether it was rain that refilled the lake, or whether it was refilled by other means, e.g. pipes/hoses.

## READING PASSAGE 2

### Questions 14–26

- 14 D:** In Paragraph D, the writer explains that an experiment has been carried out on tobacco plants to see if they can be made to produce more oil. Although this experiment has been successful, Dr Alan Green hasn’t yet carried out the same experiment with other crops: ‘the hope is that oil output [= oil production] could be doubled, though that idea is yet to be put to the test [= this theory must still be proved].’
- 15 E:** ‘This is a process [= a manufacturing method] which uses heat and pressure to break apart molecules [= first stage] in whole plants and remove oxygen, so that the raw material is turned into “bio-crude oil”. Then, just as we need to refine the crude oil made from fossil fuels, the plant-based oil is also refined [= second stage]. After this, it can then be turned into different kinds of fuel [= third stage].’
- 16 F:** In Paragraph F we are told that hemp crops could be used for both oil and their fibre. The fibre could be used as soundproofing material, for example. Algae can be used as a fuel, but also to decontaminate [= purify] water.
- 17 A:** ‘the fossil fuels we depend upon, and which drive global warming and disrupt weather patterns by releasing carbon dioxide into the atmosphere.’
- 18 C:** ‘Not all biofuels have been grown on land, but the once popular idea of generating them from microscopic algae grown in ponds or tanks [= a method of production] has largely been forgotten [= abandoned].’
- 19 D:** ‘Researchers must also consider economic factors, however. While plant oils can be extracted and turned into biodiesel for vehicles and machinery, currently the process [= the production of biofuels] is expensive – much more so than the process for fossil fuels.’
- 20 B:** The writer explains that ‘Burton believes this kind of multi-purpose use for biofuel crops is the way forward [= it’s a good idea to think about using each kind of biofuel crop for different purposes].’ And Burton is quoted as saying: ‘Biofuels maybe don’t need to be as cheap as we think they do, because you can make money out of the other things [= uses other than fuel].’
- 21 A:** ‘But, in his [= Laurance’s] experience, indirect impacts [= the effects of planting biofuel crops] can be no less devastating for the environment and are far more of a challenge [= it’s not easy] to anticipate [= predict].’

- 22 **C:** ‘Eventually, the biofuel industry could well develop into a very diverse one [= the industry will develop in a variety of ways], with no one crop or process dominating the market, according to Green. “The amount of fuel we need to move away from petroleum is massive, so there’s plenty of space for all technologies [= we need lots of different technologies/processes],” he says.’
- 23 **B:** We are told that Burton thinks the smart way forward is to select ‘the right crop for land not usually used for agriculture'. She wants to experiment with ‘tough plants that grow on land too dry or salty [= tough environmental conditions] for conventional crops’.
- 24 **corn:** The writer says that ‘... farmers in the US opted out of soy [= they decided not to plant soy anymore] in favour of corn [= they decided to plant corn instead] as a biofuel crop’. She then explains that soy prices increased, so Brazilian farmers planted soy – which required land to be deforested.
- 25 **Biodiversity:** ‘But while deforestation [= when forests are cleared] can certainly lead to economic benefit for farmers, it also puts biodiversity at risk [= biodiversity is threatened].’
- 26 **fertiliser:** ‘Then, once a biofuel crop has been planted on deforested land, farmers need to ensure that it [= their crop] grows as well as it can. That means applying [= using] large quantities of fertiliser, and while this helps the plants to shoot up, there is also the possibility it will lead to the contamination [= the pollution] of local rivers.’

## READING PASSAGE 3

Questions 27–40

- 27 **YES:** We are told that ‘Built around 3,500 years ago entirely from earth, it [= the monument] consists of six semi-circular ridges and five mounds.’
- 28 **NOT GIVEN:** The first paragraph tells us that ‘a remarkable monument’ was built at Poverty Point in the US and describes its appearance: ‘six semi-circular ridges and five mounds’. However, no information is provided that tells us whether similar monuments were built elsewhere in the US, and so we cannot know whether the Poverty Point monument was the first of its kind.
- 29 **NO:** The writer says that ‘They [= the hunter-gatherer groups living at Poverty Point] may have looked to elders [= older members] for guidance, but these [= the elders] would not have exerted a commanding influence [= not had great power] over their small groups.’
- 30 **NOT GIVEN:** We are only told that ‘Archaeologists have been excavating Poverty Point for more than a century.’ This doesn’t contain any information about whether their excavations included Mound A or not. The sentence ‘However, the truly remarkable nature of Mound A only emerged a few years ago’ refers to Tristram Kidder’s discovery of the coloured earth inside the mound. Perhaps other archaeologists had done other kinds of excavation work on this mound – but from the information the writer provides, we can’t be sure.
- 31 **YES:** The writer explains that ‘They [= Kidder and his team] saw for the first time [= they revealed something that was previously unknown] that it consisted of neat layers of differently coloured earth.’
- 32 **YES:** The writer tells us that ‘It rains a lot around Poverty Point, and we know that fluctuations [= changes] in temperature and increased flooding eventually led to its abandonment [= people moving away from Poverty Point].’
- 33 **B:** In the third paragraph, the writer tells us that an enormous quantity of earth was needed to build Mound A – that it would take 32,000 truckloads if the same mound was built today. She mentions the lack of machinery to support the point that a huge number of people (approximately 3,000) would have been required to build a mound of this size.  
*Distraction A* We can assume that the builders had some knowledge of how to build a mound in layers, but we are only told that they used baskets to carry the earth. The writer doesn’t mention anything about technical or special engineering methods;  
**C** We can assume that moving earth from other locations to Poverty Point was a challenge, but the writer does not specifically say that they chose the wrong place to build their monument;  
**D** Kidder estimates that it would have taken 30–90 days to build the mound. While this is remarkable, the writer does not suggest she thinks it is impossible. Her only question is ‘Why would people choose to do this?’
- 34 **C:** In the fourth paragraph, we are told that through statue making, the groups living on Easter Island had ‘peaceful interactions’ and that they shared information. Because of this, ‘daily existence became less of a challenge’ and they no longer needed to work together.  
*Distraction A* The writer explains that the ‘prevailing idea’ [= the most common and accepted belief] was that the Easter Islanders had used logs [= trees which had been cut down] to transport their statues.

- But we are told that Lipo doesn't agree with this idea; B Although we are told that Easter Island was deforested and the human population collapsed [= environmental challenges], there is no comparison between remote communities like those on Easter Island and societies in other areas; D Lipo believes that people 'walked' the statues into place by using ropes and manpower. This is only one method.
- 35 D:** The writer says 'The apparent disposability of these monuments [= the way these monuments seem to have been built just to last for a short time] makes sense if the main aim was building a team rather than a lasting [= permanent] structure.'
- Distraction A* We are told that 'the workers filled in the enclosures with broken rock and built new ones' but the writer does not say this occurred as a result of disagreement. Instead the writer suggests this took place because people enjoyed working together, and did not want their cooperative construction work to come to an end; *B*: We are only told that 'many bones' were found in the enclosures – probably because the workers at Göbekli Tepe had eaten meat during a feast. We aren't told whether any animal species really declined in number; *C*: The writer refers to Göbekli Tepe as a temple and explains that this temple was made up of nine enclosures. There is no information about the enclosures being used for different functions, only that they were destroyed and rebuilt.
- 36 C:** 'The sceptics [= the people who doubt Lipo's theory] include Tristram Kidder. For him, the interesting question is not "Did cooperative building promote group survival" [= Lipo's theory, and in Kidder's opinion, a possible consequence of the building work] but what did the builders *think* they were doing? [= what was their *intention*?].'
- Distraction A* Kidder disagrees with Lipo's theory, as do a number of other researchers; *B*: We are told that in Kidder's opinion, the Poverty Point monument was built as a pilgrimage site – a place where people came to worship. There is no information about whether this was his original opinion or not; *D*: Kidder seems to have the opposite opinion: 'All human behaviour comes down to a pursuit of food and self-preservation, he says.'
- 37 D:** 'Another is "leaving no trace" [= no evidence in the desert], meaning that whatever festival-goers create [= human activities] they destroy before departing.'
- 38 A:** 'Wilson says there is evidence that such cooperative ventures matter more [= are more important] today than ever because we are dependent on [= rely on] a wider range of people than our ancestors were. Food, education, security [= our basic needs]: all are provided by people beyond our family group.'
- 39 F:** "'This [= building parks together] brought people together and enabled them to cooperate in numerous other contexts," he explains. This included helping with repairs after a series of floods [= emergency situations] in 2011.'
- 40 E:** 'Her [= Fiske's] research shows, for example, that they [= community projects] can help break down [= change/destroy] the ill-informed views that people hold towards others they have observed but do not usually interact with [= negative stereotypes/impressions].'

## WRITING TASK 1

### Sample answer

The diagram shows that there are two major phases to the commercial production of honey: by bees and by human intervention. The process starts when nectar is gathered by forager bees from flowers. This is carried back to the hive, where it is deposited in wax cells as honey, which at this stage is very runny. Worker bees then fan their wings to dry it, thereby making it thicker. Each cell is then sealed with wax to keep the substance clean; the cells form the honeycombs, which are gathered and taken to the factory. There they are pressed to release the honey, which is poured into the top container of three, the sump tank, where it is heated to 45–50°C. This makes it thin enough to flow by gravity to the next tank, where it is sieved to remove impurities. It then runs down to the last container, the settling tank, where it sits for two to four days before being drained out into jars. The jars are then labelled and transported to the place of sale.

## WRITING TASK 2

### Sample answer

In my country these days many young people hardly ever leave their homes, preferring to sit in front of a screen instead of being in the open air. This was not the case even as recently as 15 years ago, when I was a teenager.

There are a number of possible reasons for the change. Firstly, youngsters are under more pressure to study hard to ensure that they get the qualifications they need to secure employment. This means that they have less time for the outdoor leisure pursuits which were once

considered essential for the young – playing with friends and taking part in team sports. A related point is that access to study is now almost always done at home, whereas in the past it often involved going out to a library or lecture hall. These days, with the development of recording and relay technologies, even college study can be done from home. Finally, many public spaces, such as football fields, are being built on, so there are fewer places where children can play safely.

In my view spending so much time indoors is a serious issue because it leads to physical and mental ill health, and ways must be found to address it. One strategy

would be for governments to ban construction on playing fields and to give tax incentives to people wanting to create new play areas. However, the most effective measure would be to give higher status to outdoor activities in schools. School curricula should be changed to reduce the emphasis on academic subjects, thus freeing up time to make PE a major part of the school day and to encourage people from a young age to be outdoors: habits developed in youth stay with people their whole lives.



**LISTENING PART 1****Training****1**

1 E-A      2 A-I      3 I-E      4 R-A      5 Y-E      6 U-O  
 7 P-B      8 J-G      9 S-F      10 N-M      11 X-H      12 D-T

**02****2****1**

*Woman:* So, let me just give you the manager's name. It's Sarah Peterson. That's P-E-T-E-R-S-O-N. OK?

**2**

*Man:* You can contact me at my email address. I'll spell it out for you. It's Y-O-S-H-I-Y-U-K-I and that's at gmail.com

**3**

*Woman:* So, the meeting point for the race will be at the sports field at Awanui School. The spelling for that is A-W-A-N-U-I.

**4**

*Man:* But the hotel I'd recommend is called the Fairview; that's F-A-I-R-V-I-E-W. It's got great facilities.

**5**

*Woman:* The address for delivery is 112 Bartholomew Terrace. That's B-A-R-T-H-O-L-O-M-E-W. All right?

**6**

*Man:* The company's called Delaney Movers. Let me just spell that for you. It's D-E-L-A-N-E-Y.

**03****3****1**

*Man:* Let me give you my cell phone number. It's 027 9901 3436.

**2**

*Woman:* The race is a bit longer this year. It's now 13 miles, which is the distance for half a marathon.

**3**

*Man:* So if you choose just to buy a one-way ticket, the cost there would be £237.

**4**

*Woman:* Let me give you our home address. It's 114, Bayside Road.

**5**

*Man:* I've measured the window frame, and the width was 240 inches across. Oh hang on, that's the height. It should be 310 inches.

**6**

*Woman:* Your booking reference is actually a mix of letters and numbers. It's AXJ0577120.

**04****4****1**

*Man:* He'll be arriving on the third of August.

**2**

*Woman:* So the classes are in the evening, from 5.15 until 6.30.

**3**

*Man:* And the last time the building was inspected was May 18th, in 2018.

**4**

*Woman:* If you're planning to travel to Queenstown, I'd suggest you go in autumn. The countryside is so beautiful.

**5**

*Man:* The course starts on March the 18<sup>th</sup> and runs until July the 27<sup>th</sup>.

**6**

*Woman:* And the date for delivery, let me see, it would have to be on the 8<sup>th</sup> of February.

**LISTENING PART 1****Exam Practice****05**

You will hear a phone conversation between the manager of a community centre and a woman who is enquiring about art classes in the centre.

Listen carefully and answer questions 1 to 6.

*Manager:* Bramley Community Centre. How can I help?

*Woman:* Oh hi. I'm calling about the art classes that the centre offers. I had a quick look at your website. I think one of the classes is called something like 'Movement and Light'?

*Manager:* That's right. The focus is on painting in the style of the French Impressionists.

*Woman:* Yes, I saw that in the description. But I've got a few questions if you don't mind.

*Manager:* Sure, go ahead.

*Woman:* Well, do I need to bring anything to the class? Or is everything supplied?

*Manager:* Not quite. What you'd need to do is get yourself some brushes – I'd suggest a range of them, you know, in different sizes. Q1

*Woman:* All right. Yes, I guess it would make sense to bring your own. I'll make a note of that.

*Manager:* And you know what the fee for the class is?

*Woman:* For one term – it's \$170 isn't it?

*Manager:* That's right. But if you sign up for two terms, it actually works out cheaper.

Woman: How much would that be?

- Q2 Manager: \$285. And we do find that a lot of people sign up for a couple of terms – it's such a great class.

Woman: OK, I'll give it some thought. And that's on Monday evenings, isn't it?

Manager: Yes, from 6p.m. to 8p.m. In room 15.

Woman: And who's the tutor?

Manager: The tutor? He's a local artist. You might have heard of him. Steve Ramdhanie.

Woman: Oh possibly. How do you spell that surname?

- Q3 Manager: It's R-A-M-D-H-A-N-I-E. Got that?

Woman: Yes, thanks. Now, you've also got a class called 'Clay Basics'. It's a pottery class, right?

Manager: Yes, that's right.

Woman: Do we get to use a pottery wheel?

Manager: Yes you do.

Woman: Oh great. But we'd be making something simple, I hope. I can't imagine producing a vase or anything with a handle.

- Q4 Manager: No, in the first term, you'd just be producing two or three bowls. That means learning how to shape and glaze them.

Woman: Sounds great. I guess it would be a bit of a messy activity. You wouldn't want to wear your smart clothes, would you?

Manager: Best not to. I'd recommend wearing something old – that you didn't mind getting dirty.

- Q5 Woman: Well, I have a shirt like that that I could use. I'd just roll up the sleeves, I guess.

Manager: And the fee for that class is \$180 per term.

Woman: All right.

Manager: And the class runs on Wednesdays, 6.30 to 8.30p.m. Oh hang on, I've got that wrong.

- Q6 Woman: It's on a Thursday, isn't it?

Manager: Yes, my mistake. What else can I tell you? Oh yes, the tutor's name is Theresa Clark. Her works on display in reception here.

Woman: Oh great. I'll have a look.

Manager: Yeah, if you've got time.

Now listen and answer questions 7 to 10.

Woman: Um, now the other class I thought looked interesting was 'Sketching Architecture'.

Manager: Oh, yes. For that one everyone goes down to the local park, because it's surrounded by so many beautiful old buildings.

Woman: Oh, right. Like the old post office.

- Q7 Manager: Well, I think you begin by drawing the library. There's a good view of it from the park, I believe.

Woman: OK, nice. Actually, come to think of it, I think I've seen the sketching class down in the park when I've driven past. Don't they all take a fold-up chair with them?

Manager: I believe so.

Woman: Is there anything else I ought to know?

- Q8 Manager: Well, the people who do the class - they tend to make a sandwich for themselves, and bring that along. So, I'd recommend you do that too.

Woman: Good idea. I get grumpy when I'm hungry.

Manager: All right, that's \$160 per term for that class, and it's on Fridays, from 11 a.m. till 1.

Woman: So, if the classes are in the park – that's quite a big area. Where do we actually meet?

Manager: Good point. Everyone usually heads along just before 11a.m., and they meet each other at the top of Victoria Street, at the Station Road end.

Q9

Woman: So, on the corner? Great. And the tutor is ...?

Manager: Annie Li.

Woman: You know what, I'll have to think about the other two, but I'd definitely like to enrol for Annie's class. I'm happy to pay now.

Manager: In that case, you're going to need Annie's cell phone number in case you're running late or the class gets cancelled.

Woman: I see. OK, what's the number, please?

Manager: It's 021 785 6361. Just text her if there's a problem. Now, how would you like to pay? We can... Q10

## LISTENING PART 2



### Training

06

2

1

Woman: As you can see, Student Services is at the bottom of your plan. To the right of Student Services is a row of three lecture Halls. The Albert Lecture Hall is the one in the centre.

2

Woman: The Arts Block is directly below the Science Block, and just above the Student Services building.

3

Woman: See the two L-shaped buildings at the top of the plan, in the right-hand corner?

The Main Library is the smaller of those two buildings.

4

Woman: The Sports Complex is easy to find. See the circular running track at the top of the map? On the left of that are two long, rectangular buildings. The Sports Complex is the one nearest to the running track.

5

Woman: The café is well situated on the campus. In between the science block and the carpark – there's a square-shaped building complex where many seminars take place. And in the centre of that building complex, you can find the café.

6

Woman: The nursery is in a nice spot. It's that building to the south of the carpark. The one that's surrounded by trees.

## LISTENING PART 2



### Exam Practice

07

You will hear the manager of a factory talking to office staff about renovation work at the factory complex.

Now listen carefully and answer questions 11 to 14.

*Manager:* Good afternoon. First of all, I want to say thank you for your patience for the last six months. As you know, all the office staff had to move to temporary offices while the renovation work at the factory complex was taking place. But finally that work is finished, and everyone can return to the factory complex, and their new office space. We're hoping everything will go smoothly but – there's a couple of things we'll need you to do during your first week back.

You'll be pleased to know that your files and folders have been placed at your desk, so there's no need for you to go hunting around for any records. Um, a couple of people have asked whether their old pass will still work at the security gate – or will they need to get their photo done and update their personal details. I can assure you that the old pass will still get you through the gate. No problem. Once you've had

The café, just so you know, is in the same place as before. It's not ideally located for the factory workers, that's true, but it's not too far if you're heading down from Reception, or up from the warehouse. But what we've done is try to make the environment a bit more pleasant. So, whereas before you looked straight from the café onto the large car park, now there's a line of trees separating them. I think you'll agree that this was a good decision – putting in the trees, I mean. Q19

It was also necessary to relocate the IT department. Of course, for some of their work, they can do it remotely, but from time to time, the IT people do need to visit the different buildings around the factory complex. For that reason, we've given the IT department a more central location. It's that square building you see right in the centre of the plan – one of the closest buildings to the larger car park. Something I'd like to say about ... Q20

### LISTENING PART 3



#### Training

08

2

Complete the flow-chart *The History of Antibiotics* in Exercise 1 by choosing from options A-I.

1

*Woman:* So I think it was in 1928, wasn't it – that Alexander Fleming discovered penicillin. And whereas before – if people had a cut that went sceptic – say on their hand – or a sore throat - they knew it could potentially kill them – but penicillin changed all that. You could recover really quickly if you were treated with penicillin, so people weren't so frightened any more.

2

*Man:* And then chloramphenicol was discovered after penicillin, and these antibiotics were so successful that pharmaceutical companies really began to take notice. They thought that if they could go out and find new antibiotics, the financial gain would be enormous. And so...

3

*Woman:* And because of that, the companies hired hundreds of people and sent them out to places like jungles and mountains. And their job was to collect specimens from the soil - specimens that would hopefully contain the kind of microorganisms that could help the companies create new antibiotics.

4

*Man:* And so, because it was so expensive and so time-consuming, and they hadn't really achieved anything, manufacturers in the US and in Europe gave up on that approach. And instead they decided to make artificial kinds of antibiotic - try and reproduce them in the laboratory, I mean.

5

*Woman:* And since the 1970s, almost no new antibiotics have been made. And that's why doctors and surgeons are just prescribing the same ones again and again, even if they know they aren't really going to work.

6

*Man:* And according to the research I read, there's about 700,000 people a year now, who – well, when they get sick – and it could be a small thing or a major illness – they don't get better when they're given antibiotics. And this kind of drug resistance is becoming more common.

- Q11 a chance to settle in to the new offices, please take the time to view a training video for the operating system we're now using. We think it's going to manage all our programmes far more efficiently. Obviously, the sooner you can get this done, the better. Also for next week, because the renovations have meant a complete redesign of some of the company's buildings, you'll need to attend a session on things like – what to do if you hear the fire alarm go off, and where to meet if you have to evacuate the buildings. We'll let you know as soon as we have a definite time for that. It's going to be a busy week for everyone, but hopefully the kind of challenge that can help bring the team together. We'll make a time for you to report back to me on Friday.

All right, we've also taken some steps to improve the physical environment in your offices. Bigger windows mean that the offices are a lot brighter – and that's better for your eyes. Inside we've replaced some dividing walls with coloured glass panels. They look great. We've also invested in some adjustable chairs. You can lower or raise them to whatever height feels right for you. What else? We've now got some quality insulation in the ceilings and walls that'll make everything a lot warmer. Also – another thing – we've set aside several rooms for project work. That will allow a team to get together around the same table. We feel that more opportunities for face-to-face discussion will benefit the whole company. So, when you...

Now listen and answer questions 15 to 20.

- Q13 Manager: OK, so let's look at a plan of the factory complex, and see how it's changed. You can see that the main entrance is at the top of the map, Ellerslie Road is on the left-hand side, and the warehouse is at the bottom. OK, let's start with one of the new buildings – the conference centre, perhaps. If you look at the lower half of your plan, on the right, there are two long buildings that are parallel to each other. The conference centre is the one with a view of the river. Hopefully that's something visitors to the factory complex will appreciate – especially on a sunny day when it's clear outside.

Q16 Now, what about the new office space? As you know, the offices used to be in that large building right alongside Ellerslie Road, and that could get a bit noisy at times. So what we've done is move the office space further away from the road – into the building that directly joins on to Reception. This should mean employees can benefit from a quieter working environment, as well as the other improvements I mentioned earlier. We also decided to move the Stores building, so it could be a lot closer to the warehouse.

- Q17 Q18 So now, if you were going to enter the factory complex from the Ellerslie Road entrance, Stores would be the building immediately on your left. The warehouse staff have already commented that having the Stores here is much more convenient. Yes, I'm sure it's going to save a lot of time.

Finance was another building that had to be relocated. They just didn't have enough space before. So, you can see the main entrance on the plan. right? And below that is the roundabout. Then there's the road that goes from the roundabout directly to reception. Well, the Finance building is about halfway along that road. On the plan, the factory's just above it.

## LISTENING PART 3



### Exam Practice

09

You will hear two health studies students, Lucy and Sam, talking about the topic of vitamin supplements.

Now listen carefully and answer questions 21 to 26.

Lecturer: OK, we've looked at the history of vitamin supplements and thought about why people take them. We've also considered the reasons why some health professionals are critical of the vitamin supplement industry. Now work with a partner and discuss the key issues.

Lucy: Sam, shall we work together?

Sam: Sure. Let's go over the history.

Lucy: Well, before the 1900s, when someone became weak and tired, and it wasn't clear why, doctors assumed they were suffering from an infection – like a virus.

Q21 Sam: Or they'd been in contact with something poisonous or harmful. Something they'd handled or eaten. Doctors had no other explanation for it.

Q22 Lucy: But in the early 1900s, that changed. That researcher in the US -Joseph Goldberger, – he realised people who basically lived off corn – they were getting ill because they weren't eating anything else.

Sam: Exactly. And other researchers were realising the same thing. Like, in places where people only ate white rice – they were suffering from a disease called beriberi.

Lucy: So the researchers concluded that there must be something missing – that the stuff some people were eating had no nutritional value. And from there, researchers began to identify vitamins – like A and B – for the first time.

Sam: A huge scientific breakthrough.

Lucy: So doctors, the public, ...everyone got to hear about vitamins – first that they existed, and second, you needed them to be healthy.

Sam: But it was governments that were really worried about vitamin deficiency. Certainly in the US and in the UK, at least.

Lucy: What do you mean?

Q23 Sam: Well, in the 1930s those governments were worried about people's general health, because everyone was suddenly buying canned fruit, artificial butter, meat in tins...that kind of thing. It became very common. And so newspapers were featuring lots of government reports about how serious this was.

Lucy: I see.

Sam: And then, some people saw a business opportunity.

Lucy: Naturally.

Sam: In the 1940s, companies started making and selling vitamin supplements in bottles. And they decided the easiest way to market them was to target housewives.

Lucy: Why was that? Because housewives were responsible for keeping families healthy?

Q24 Sam: I'd say so. In the weekly magazines housewives read, the companies made exaggerated claims about what the supplements could do, and they showed pictures of rats in a laboratory before and after they were given vitamins. The 'before' pictures showed the rats looking very sick.

Lucy: So they scared the housewives into buying their product.

Sam: Apparently.

Lucy: But vitamins were still expensive, weren't they? It wasn't until the 1950s that more people could afford to buy them.

Sam: Why was that?

Lucy: Well manufacturers had discovered how to produce vitamins artificially and in enormous quantities in their factories.

Q25

Sam: I suppose that's what goes on with any product. It starts expensive until manufacturers adapt their technology. Were there any developments in the 1960s?

Lucy: Companies changed their promotional strategy to increase their sales. They used movie stars to say how effective the supplements were.

Q26

Sam: That's still true today. Celebrity endorsement really seems to work. Someone on the TV says vitamins have made them healthier and immediately more consumers go out and buy them.

Now listen and answer questions 27 to 30.

Lucy: So apparently the number of Australians taking vitamin supplements has doubled in the last decade.

Sam: Incredible. I suppose so many fitness-related articles recommend them.

Lucy: I wouldn't say that that's the reason. According to the research I read, many Australians are just taking a more active approach to staying well. They don't want to rely on their doctor for everything, so they're turning to vitamins. They can take those themselves and feel they're doing something positive.

Q27

So it doesn't have anything to do with the fact the price has dropped because so many companies are making supplements.

Sam: I doubt it. Even people in lower socio-economic groups are buying them, apparently.

Lucy: Most of my own research has been about the US vitamin supplement industry. Did you know the industry is under no obligation to prove that their supplements actually work. I don't think that's right.

Q28

Sam: How do you mean?

Lucy: Well, in the US, the Food and Drug Administration department regards vitamin supplements as a food. With medicine – manufacturers have to demonstrate that their products really can improve people's health, before they go on sale.

Sam: But you said vitamins are classed as a food.

Lucy: Yes, so the industry can sell whatever vitamin supplements they like, you know: 'This one will improve your brain function' - even if there's nothing to support their claims.

Sam: That Danish experiment – thousands of people took part in that.

Lucy: Yes, the scientists wanted to see if high doses of vitamins really could prevent medical problems like heart disease. Or just reduce the chances of people getting a simple cold.

Sam: But the 'high dose' people were just as likely to get sick as the people not taking any vitamins. That's not to say that scientists now know everything about vitamins.

Q29

Lucy: No. Like you say, investigations and long-term trials need to continue before they can be certain about what taking vitamin supplements can actually achieve.

Sam: But in the meantime, do we need stricter regulation of the supplement industry? Do you think people would stop buying and taking vitamins if they were told it's a waste of time?

Lucy: Hardly. No one likes being told what they can or can't buy... especially where health is concerned.

Q30

Sam: Fair enough. I guess if the government made it harder to get certain products, like say, fish oil with vitamin D, people would protest.

Lucy: They certainly would. What I think is that...

## **LISTENING PART 4**



### **Exam Practice**

10

You will hear a student giving a presentation about the way that different insect species are being threatened.

Now listen carefully and answer questions 31 to 40.

**Student:** So today I'm going to be talking about the way that different insect species are being threatened. In other words, the reasons why some insect populations are declining – and might even become extinct in the 21<sup>st</sup> century. I'll also talk about the consequences – if extinction occurs – and some possible ways to prevent that.

Let's start with the reasons. First of all, when we look at what's going on in Europe, we can see a huge decline in certain species of insect. This is partly because farmers no longer allow certain plants to grow in their fields. But farmers are not entirely to blame. The gardens that people have nowadays don't always contain the kind of plant that insects need. So perhaps we need to rethink what we're putting there. In more tropical regions of the world, for example, the Amazon rainforest, scientists have noticed that the number of beetle and butterfly species also appears to be diminishing. They put this down to climate change, rather than say, the fragmentation of habitat – but more research has to be done. And then, there's the use of pesticide, and of course, this happens everywhere in the world. Pesticide is designed to kill a range of insects that farmers don't like, but it also kills bees, which they need. Pesticide might not kill bees directly, but we know that it impacts on their spatial skills – meaning they cannot make sense of what they see around them – and also their memory. This means that they cannot remember how to get back to their hive.

So why worry about whether insects become extinct? Well, the consequences would obviously be terrible not just for them, but for us. Pretty much everywhere on the planet, with the exception of Antarctica, insects are at the bottom of the food chain. They're absolutely vital, because if there were no insects, there would also be no birds or lizards.

or mammals. Then there's the role that insects play in crop production. We use them to pollinate our fruit and vegetables, and it would be impossible to manage without them. It's also worth remembering that scientists are now studying plants to find out whether they might be a source of medicine in the future. If these plants disappear because of insect extinction, that would be another lost opportunity.

Q35

So, there's some possible ways we could prevent insect extinction, some more controversial than others. I think it's a given that governments have to do something about the sale of pesticides; in fact, some countries have already passed laws to ban certain products. That's a good move forward. But ordinary people can also make a difference. If we cut down on how much meat we ate, some of the land now used for grazing could be turned back into insect-friendly environments.

Q36

I'd like to finish with a positive story. There's a place in California called the Antioch Dunes. In the 1900s, people looked at the dunes and the sand that formed them and thought 'that sand is a great raw material'. And because they needed to build houses, they removed tons and tons of the sand and turned it into bricks. It wasn't really until the 1960s that biologists suddenly realised that the Antioch Dunes had actually been home to some unique species of plant and insect. But by this time, there was only one species of butterfly left. The metalmark butterfly. And a major problem for the metalmark was that it required a certain plant to survive – something called the naked-stem buckwheat. It was on this plant that it laid its eggs, so yes, you can see why the buckwheat was important. Well, in the end, the only way that the biologists could get the buckwheat to start growing properly was to replace the sand. That was a great first step, but the metalmark butterfly is still endangered.

Q37

In the last decade, a significant number of butterflies and plants have been destroyed in the Antioch Dunes by fire. So now, the biologists are limiting the number of visitors who can wander around the dunes. That's fair enough, I think. All right, the final point I want to make about the project to restore the Antioch Dunes area is to do with how much land is required: when we think about the concept of conservation we often assume we need to set aside a large amount of it. And that might be true for some large species. But in this case, relatively little land was required. But the important thing is to leave it undisturbed. OK...

Q38

Q39

Q40

# Test 2

## LISTENING PART 1



### Training

11

You will hear a woman asking for information about accommodation at the Sunnyside Holiday Park.

Receptionist: Good morning. Sunnyside Holiday Park, this is Michael speaking. How can I help you?

Rachel: Oh hello, this is Rachel Becks. Could I just ask a few questions about your accommodation options, please?

Receptionist: Yes of course. We've got a range of options, depending on what you're looking for.

Rachel: Well, I'm travelling with my husband and two children, so there are four of us.

Receptionist: So, we have our motel rooms, they're double rooms at \$205. They're very popular.

Rachel: Do they look out over the lake?

Q1 Receptionist: In fact they look out in the other direction, so they're directly facing the mountains out that way.

Rachel: Oh well that sounds just as good. But we'd need two rooms, so it'll be quite expensive. Do you have anything that's a bit cheaper?

Receptionist: Yes, we have studios. They're \$155 a night and have a double bed and a bunkbed.

Rachel: Any cooking facilities?

Q2 Receptionist: Well, there's no kitchen as such. But there's a kettle so you can make hot drinks and also a microwave which will obviously help if you want to prepare any snacks.

Rachel: And what about if we wanted to cook our own meals?

Receptionist: Then you'd need one of our Budget Units. They're \$222 a night and can sleep 4 people. They have a full kitchen with a fridge and everything.

Q3 Rachel: And a dishwasher?

Receptionist: Yes, absolutely.

Rachel: Mmm, well that sounds like it might be the one for us. Is bedding provided?

Q4 Receptionist: Yes, all the bedding and electric blankets are provided. But the towels, guests are required to supply their own.

Rachel: OK, that's not a problem. And what about other facilities at the park. Is there a laundry?

Receptionist: Yes, we have a laundry. And there's also a games room which is suitable for adults and children.

Rachel: Any outdoor activities for the younger ones?

Q5 Receptionist: The trampoline's being repaired I'm afraid at the moment, so that's not available, but there is a playground for children under 12.

Rachel: My kids will love that. Well look, I'll just need to discuss it with my husband and I'll...

## LISTENING PART 1



### Exam Practice

12

You will hear a man who is looking for a new apartment to rent, talking to a landlady who is showing him round an apartment.

Listen carefully and answer questions 1 to 5.

Mary: Hello, Andrew, isn't it?

Andrew: Hi, yes that's right. And you must be Mrs. Jones.

Mary: Yes I am, but please call me Mary. Come in and I'll show you the apartment.

Andrew: Great, thanks. I'll just make a few notes as we go around, if you don't mind?

Mary: That's fine. So first, a few general points, Andrew. You probably saw in the advert that the apartment is partly furnished.

Andrew: That's OK – I've got a bit of furniture myself.

Mary: And also, please, pets are not permitted in the apartment.

Q1

Andrew: No problem – I don't have any.

Mary: Well, shall we start in the kitchen, it's through here.

Andrew: Oh, it's nice and big, isn't it?

Mary: Yes, a good size for a one-bedroom apartment. It's got everything you'll need. The dishwasher is quite old now but it's very reliable. And I've just replaced the fridge, so that's never been used.

Q2

Andrew: Great. It all looks really good.

Mary: Well, follow me through into the lounge, Andrew. Here we are.

Andrew: I like the wooden floorboards. But I might want to put down a rug on the floor as well, if that's OK.

Mary: Oh yes, of course.

Andrew: I've also got lots of books.

Mary: Well, as a matter of fact, I've just arranged for a builder to come and put up a set of shelves on that wall there. So that'll be convenient for your books.

Q3

Andrew: That'll be great. Then, is that the bedroom through there?

Mary: Yes, that's right. Come through.

Andrew: There's a nice big wardrobe, and a chest of drawers.

Mary: Yes, plenty of storage.

Andrew: But if I wanted a lamp beside my bed, I guess I'd need to provide that myself?

Q4

Mary: Yes, you would.

Andrew: That's no problem, I've got one that'd do.

Mary: And then this is the bathroom. It's only a small space, so there's no bath, just a shower.

Andrew: And the water heating, that looks like it's gas, right?

Q5

Mary: Yes, electricity is more expensive in my view.

Andrew: You're probably right.

Now listen and answer questions 6 to 10.

Andrew: Well, I really like the apartment, Mary, and I'd like to take it if that's OK with you?

Mary: Yes, absolutely Andrew, I'd be delighted. So why don't we have a look at the tenancy form. We're supposed to fill that in together.

Andrew: Yeah, sure.

Mary: Now, I've got a form here. So first of all, I need some of your details. What's your full name Andrew?

Q6 Andrew: It's Andrew Connaught. That's spelt: C-O-N-N-A-U-G-H-T.

Mary: Great, got that. And what's the best way to contact you Andrew?

Andrew: Well, you've got my mobile number.

Mary: Yes, I know. But an email address would be good as well, in case I need to send you documents.

Andrew: Oh right, I see. Well my email is andrew171 at interglobe.com – Q7 spelt: I-N-T-E-R-G-L-O-B-E

Mary: Great, OK thanks. Then, I really need an identification number of some sort.

Andrew: Oh, dear. I haven't got my passport with me.

Mary: A driver's licence number will do

Q8 Andrew: Oh right, I've got that, hang on. It's: E 738 2991 TP

Mary: Right, good. So, now just a few tenancy details. When would you like to move in?

Andrew: Well, as soon as possible, really.

Mary: Right, well like I mentioned, there's a builder coming, that's on the 4<sup>th</sup> of April. So, really, any time after that's fine.

Q9 Andrew: The 4<sup>th</sup> is a Friday, isn't it? And that weekend I'm going away. So how about the 7<sup>th</sup> of April?

Mary: Yes, that works well. Now, you'll have seen from the advertisement that the rent is \$315 per week.

Andrew: Yes, that's OK.

Mary: And there's also a bond to pay before you move in. It's like a deposit – and you'll get it back at the end of your tenancy.

Andrew: How much is that?

Mary: Well, I try to be reasonable. A typical bond for a 1-bedroom in this part of the city is \$500. But I only ask for \$450.

Andrew: OK, that should be fine.

Mary: Now what I'll do Andrew is email you my bank account details and you can...

## LISTENING PART 2



### Training

13

2

1

Man: So let's hope it's a warm sunny day on Sunday or this event is likely to be postponed

2

Woman: And the great thing about this event is that admission's free, so that's a real bonus.

3

Man: It's an outdoor event so check the forecast carefully before you go.

4

Woman: The kids will absolutely love this event so make sure you book tickets without delay.

5

Man: This event is entirely funded by the local council so there isn't an entry fee.

## LISTENING PART 2



### Exam Practice

14

You will hear a radio announcer talking about entertainment events that are taking place this weekend.

Now listen carefully and answer questions 11 to 15.

Melanie: OK so, next up on this morning's show – Dan Johnson's going to tell us what's on in the city this weekend. Dan.

Dan: Well thanks Melanie and there's certainly a great program of entertainment this weekend – something for everyone. So first, it's the Writers' Festival again, and just like last year the Festival has attracted more than 250 writers from around the world. The writers will be talking about their latest books and there's always an opportunity for audience members to ask the writers about their work. In the past the Festival has been based at the Victoria Theatre, which wasn't really big enough. So this year they're going to be using a number of other venues as well. More information and tickets are available from the website.

Q11

Now something I'm really looking forward to is Wearable Art on Saturday evening. This fashion show's always been held in the capital, so it's very exciting that it's coming to our city for the first time and I've already got my ticket. And they've just announced a 20% discount on all tickets, to encourage a good turnout. Tickets can be bought online, or at the door.

Q12

Something slightly different is Ocean Times – that's on Sunday morning at Bright's Beach. Now you might be thinking it's the wrong time of year to go to the beach for a swim or build sandcastles with the kids, and you'd be right. But what's happening is, there's going to be a number of large tents put up on the beach, for workshops, displays and presentations. It's a chance for the whole family to learn about the science of the ocean and marine eco-systems and how to protect them. Sounds like a good way to spend your Sunday.

Q13

Now, you may already have seen the advertising for the Artscape Exhibition. This is an outdoor exhibition of sculptures and installation art that officially opens this evening and you can go along whenever suits you over the weekend. It's being held up at the Sanctuary Reserve and the idea is, you wander wherever you want around the Reserve, enjoying the artworks in a natural environment. I'd recommend you take a warm coat, though, because it can get quite windy up there.

Q14

Now, the Civil Theatre is open for tours this weekend, too. This is a great chance to go backstage at the city's largest theatre and see all its secrets. This event is only held once a year so these opportunities to tour the Civil aren't too frequent. I went last time and can tell you it's well worth it.

Q15

Now listen and answer questions 16 to 20.

Dan: OK, so what I'll do now is just run through a few more events that are on over the weekend. So every Friday night, of course, is the Night Market – a great place to eat delicious street food from around the world. If you haven't been before, it's in the old Smith Street warehouse, just a short walk from Central Station. This is often really popular so get there in good time to be sure you beat the rush.

Q16

There's also the local Buskers' Festival, on Saturday and Sunday afternoons. This is a chance for buskers and street performers from across the city to perform at an organised event. If you're interested in going along please note – it was going to be in King's Square, but actually it's now going to be held down on the waterfront, where there'll be plenty of space for everyone.

Q17

Now later this afternoon it's Stand Up For Kids. This is a stand-up comedy show aimed particularly at children aged from 5 to 10. This is being held Q18 in the hall at Swanson College at 4 p.m. today. Just bear in mind that the roads around the college can get pretty congested at that time on a Friday, so allow plenty of time to get there. But it's bound to be a great show and the hall at Swanson is huge so you shouldn't find it hard to get a seat.

Then it's Sunday Unplugged on Sunday afternoon, with a number of local bands playing at the old post office building in Morningside. There's a great range of acts this week – check online for details. Though it's Q19 the usual issue with the old post office venue – no parking at all in that part of the central city. And the train service is suspended on Sunday for repairs, so if you're taking the bus, leave early.

And on Saturday evening it's the Ignite Dance Finals. This is the final of the inter-school dance competition so I know there'll be a huge turnout. Q20 If you haven't already got your ticket I'd do so without delay to avoid disappointment. It's being held in the Ridgeway Theatre, same as last year, so there'll be a great atmosphere.

Now one other...

## **LISTENING PART 3**



### **Training**

15

1

*Woman:* I went to night classes to learn Mandarin Chinese once a week. It was certainly a challenge for me, but what kept me going was my class mates. Everyone had such a good time telling jokes and having fun that it really helped me learn.

2

*Man:* I hadn't expected to do particularly well in the test so I was completely amazed to get 82% - it was such a great feeling! Unfortunately though the teacher was sick for a few days so it was quite a long wait before we got the results.

3

*Woman:* I read the results of a survey about the best way to learn a second language. Only 24% of respondents answered that vocabulary was a high priority. I can't understand why more people didn't recognise how significant vocabulary is for learners. It doesn't make any sense to me.

## **LISTENING PART 3**



### **Exam Practice**

16

*You will hear two early education students called Maia and Daniel talking about research into how babies and children learn.*

*Now listen carefully and answer questions 21 to 26.*

*Maia:* So, Daniel, shall we compare a few ideas for our assignment on how babies and children learn?

*Daniel:* Good idea, I've started the reading. One thing I read about was these 'learning videos'.

*Maia:* Oh yeah, I read about learning videos. The baby watches a short film with some basic vocabulary, maths and science, and they learn as they watch – that's the idea. Certainly, babies will pay attention to videos for long periods of time.

*Daniel:* Yeah, but there's been research to show that babies don't learn effectively from screens. Actually, they learn by interacting with their parents and other caregivers – that's the best approach.

Q21

*Maia:* Mmm, it's interesting. Another issue with learning videos is that babies ought to have play time.

*Daniel:* You mean in a group?

*Maia:* Not necessarily, it can be alone, actually. But what's important is that they investigate their own environment. They should examine the objects around them and experiment. So they discover information for themselves. And they don't get that sitting in front of a film.

Q22

*Daniel:* That's a good point. Then, I also thought I'd write about the 'present research' in my assignment.

*Maia:* Oh yeah, I read a bit about the present research. And it's true, isn't it? When you give a baby a present or gift, some of them are more interested in the wrapping paper than the present itself.

Q23

*Daniel:* But it's not some of them. The research shows that pretty much every baby prefers the paper to the present, whether male or female – it's just a human characteristic.

*Maia:* Really? I'd thought there'd be more exceptions.

*Daniel:* Apparently not. It seems that playing with the paper, or ribbons, or box, stimulates the baby's senses. They touch everything, climb into the box, put the ribbon into their mouths. And brain scans have shown that sight, sound, touch, smell and taste are all stimulated in this way.

Q24

*Maia:* It's amazing the research has produced so much specific information, just from studying presents! I hadn't expected that. The results cover so many different aspects of baby behaviour.

*Daniel:* Yeah, exactly. But it shows us that babies learn by playing.

*Maia:* So we shouldn't stop wrapping up babies' presents.

*Daniel:* No, definitely not!

*Maia:* Then I also read about babies and second languages. There was a really interesting bilingual experiment in Spain. They tried teaching English to a group of 280 Spanish children in different preschools.

*Daniel:* So the research subjects were in different schools?

*Maia:* Yes, but the researchers deliberately selected teachers who all had the same education. They'd been trained to use a style that focused on play and social interaction. So because of that, the experiment was standardised across all the schools, that's really important.

Q25

*Daniel:* Yeah, I agree, that was a great idea.

*Maia:* The subjects were aged between 7 months and 3 years old. And the children were given a one-hour English lesson for 18 weeks.

*Daniel:* Did they seem to enjoy the lessons?

*Maia:* I don't have any information on that. But at the end of the experiment, each child could produce an average of 74 English words or phrases.

Q26

*Daniel:* But did they remember them?

*Maia:* Well, follow up testing showed that the classes had a long-term benefit, yes.

*Daniel:* Wow, that's remarkable, especially considering some of the children were so young.

*Maia:* I think so too. It really shows how babies and small children can learn through playing.

Q27

*Daniel:* Yeah, I wonder if other schools will try the same thing in future.

*Maia:* It'll be interesting to see what happens.

*Now listen and answer questions 27 to 30.*

*Daniel:* So, Maia, let's discuss some more ideas about how babies learn. What other research have you read about?

*Maia:* Well, I read about Dr Pritchard's study. In her experiment, babies were given toys to play with. And their caregivers sometimes repeated the same movements as the baby, and sometimes did something different. And Dr Pritchard monitored the baby's electrical brain

Q31

- Q27 activity. The results showed that babies were happiest when parents or caregivers imitated their behaviour.

*Daniel:* Maybe that could be used as a teaching tool?

*Maia:* Yeah, absolutely.

*Daniel:* Then I read about a study of 3-year-olds. This was interesting. The researchers experimented by doing things like dropping a pen or knocking something off a desk.

Q32

*Maia:* And did the children do the same thing?

- Q28 *Daniel:* No, what they often did though, was pick up the pen. They wanted to give someone assistance if they could, if they thought someone else had a problem. So I think that shows how babies are more likely to learn by working with caregivers and teachers, rather than in isolation.

Q33

*Maia:* Then have you heard of Professor Michelson?

*Daniel:* Is he a linguist?

*Maia:* You're thinking of someone else. Professor Michelson did a study where babies had to push buttons. Some buttons switched on a light and some didn't. And after a little experimentation, the babies nearly always pushed a button that switched on a light.

Q34

*Daniel:* You mean, they knew the light would come on?

- Q29 *Maia:* Professor Michelson thinks so. He believes they recognised that a certain thing would happen, as a result of a certain action. So maybe that has implications for learning.

Q35

- Q30 *Daniel:* Interesting. I also looked at a study in the United States. This showed that babies as young as 16 months have some knowledge of how language is structured. In a simple sense, they seemed to know the function of nouns and verbs. And the researchers believe this is linked to the way they learn the meaning of new words.

Q37

*Maia:* Oh, really? Amazing they start so young. I'd like to read about that...

## **LISTENING PART 4**



### **Exam Practice**

17

You will hear an engineering student giving a presentation about a female engineer called Sarah Guppy.

Q38

Now listen carefully and answer questions 31 to 40.

Q39

*Student:* Well, hi everyone. In my presentation today I'm going to be talking about Sarah Guppy, a female engineer in Britain in the 19<sup>th</sup> century.

Q40

So, first some background. Um, so in Britain at that time, there weren't many women engineers. But the 19<sup>th</sup> century was a time of great change in Britain and women were becoming increasingly active in many

aspects of society. So one example would be Jane Harrison, who was a linguist and an expert on ancient civilisations. Jane Harrison is credited with being the first woman to be employed as an academic at a British university. And slowly women were being employed in more fields during this period. Let me just give you a few statistics to illustrate. Um, so, by the end of the 19<sup>th</sup> century, there were thousands of female musicians and actors and more than half in each group were women. When it came to the professions, the numbers were much lower. So dentists – there were 140 women, and there were 212 women who were employed as doctors at the end of the century.

Q32

OK, so moving onto Sarah Guppy herself. Sarah was born in 1770 in the city of Birmingham into a family of merchants. Aged 25 she married Samuel Guppy and moved to the city of Bristol. Then in 1811, she patented her first invention. This was a method of building bridges that were so strong they could withstand even severe floods, which might otherwise have destroyed the bridge. Her idea was used by the engineer Isambard Kingdom Brunel when he built the famous Clifton Suspension bridge. Sarah was not directly involved in this project as an engineer. However, she is known to have constructed models representing the entire structure, and these were of great assistance to Brunel when he built the Clifton Suspension bridge. What's more, Sarah was involved in the project to build the Clifton Suspension bridge in another way, too. Together with her husband, Sarah was an important investor in the project, and did well out of it financially.

Q33

Now listen and answer questions 36 to 40.

*Student:* However, Sarah's talents as an engineer and designer went beyond bridges. One of her inventions was the so-called 'barnacle buster'. This was a device that increased the speed at which ships could sail, by preventing tiny creatures like barnacles growing on them. Sarah also had an interest in railways. Now, the 19<sup>th</sup> century was a time when a huge number of railway lines were being built across Britain. Frequently, this involved digging 'cuttings', where the railway line was cut into a hill. And Sarah encouraged trees and vegetation to be planted in cuttings to reduce the problem of erosion – a technique that is still commonly used today.

Q36

I'd also like to mention that some of Sarah Guppy's machines are quite amusing when we look back at them today. One that stood out for me was a machine that made tea, kept toast warm and boiled an egg all at the same time, so you could sit down for a typical British breakfast without waiting for anything. It's quite strange to look at but I guess it might have been convenient! Then there was one area where Sarah was really ahead of her time because she designed an early type of equipment that's very common today. This was a sort of gym machine that you could keep at home. And in the last 150 years or so that's an industry that has really taken off.

Q38

OK, so in conclusion, what can we say about the career of Sarah Guppy? She certainly wasn't the only woman engineer in 19<sup>th</sup> century Britain. I mean, for example there was Ada Lovelace, who is sometimes described as the first computer programmer and Hertha Marks Ayrton, a mathematician and electrical engineer. But still, Sarah's contribution was highly unusual. Just by way of illustration, it's worth noting that it wasn't until 1906 – 54 years after Sarah's death – that a woman studied engineering at university and graduated as an engineer for the first time. Now one other thing...

# Test 3



## LISTENING PART 1

18

You will hear a conversation between the organiser of a short film competition and a man who is interested in taking part in this event.

Listen carefully and answer questions 1 to 5.

**Man:** Oh hello, is this the right number to call for the short film competition?

**Woman:** Yes. How can I help?

**Man:** I know the competition's been running for ten years, but I've never taken part before. I want to be clear on the rules. Is 20 minutes the maximum length of the film?

**Woman:** That's correct. So, shall I run through some of the other rules for entry?

**Man:** That'd be great. I'll make some notes.

**Woman:** All right, so the deadline for getting the whole film made and sending it in to us is on Wednesday May the 15<sup>th</sup>.

**Man:** Oh really? I thought the submission date was some time at the end of June. The 30<sup>th</sup>.

**Woman:** That's when the judges announce the winners.

**Man:** Right, I guess I don't have as much time to make this film as I thought.

**Woman:** Now, just so it's clear, one of the rules is about the team of people you have working with you. Will you be doing most of the filming yourself?

**Man:** Probably yes.

**Woman:** OK, but perhaps you'll be needing some technical support with editing, and the audio?

**Man:** I imagine so.

**Q2 Woman:** That's fine, but you can't employ any professional actors, I'm afraid. They all need to be new to acting – having a go for the first time.

**Man:** I see. Not a problem. Now I know that one of the rules is about the things you need to include in your film.

**Woman:** That's right. Last year all films had to include a scene with a broken pair of glasses.

**Man:** What about this year?

**Q3 Woman:** Well, it's been decided that one of your main characters has to be a child. Or, if you prefer, it could be an animal instead – but we have to see them in a number of scenes, OK?

**Man:** All right. I'll have a think about that. I'm not sure which one would be easier to work with.

**Woman:** It can certainly be a challenge – but that's what the competition is all about. Now, it's not just our rules you need to think about. You

**Q4** might also need to get permission – say, for example – if you decided you wanted to add some music to the film.

**Man:** That sounds complicated. I suppose I could use a local band – people I know that would help out. I wouldn't need permission in that case.

**Woman:** Good idea. Then you don't need to worry about the legal side of things.

**Man:** All right. That's clearer. Actually, is that right that the film doesn't need to be in English?

**Woman:** Yes. Because if a film wins the competition in this country, it could end up being part of an international competition. But if you're going to use another language, you've got to provide subtitles. And those do have to be in English, and 100% accurate. If they're not, your film won't be accepted in the competition.

**Man:** Seems fair.

Now listen and answer questions 6 to 10.

**Man:** I don't suppose you could give me any advice – about making the film, I mean.

**Woman:** Of course. Um, in my opinion, it's the script that you should concentrate on. That comes first. Work out what everyone's going to say, and go from there.

**Man:** OK, thanks for that. And I read somewhere that you shouldn't have too many characters or locations.

**Woman:** Yeah, I'd agree with that.

**Man:** I also read that – with short films, the judges have their preferences. I mean, they seem to like films with a serious message, like a documentary. I guess I shouldn't do a comedy because not everyone laughs at the same thing.

**Woman:** Yes, stay away from that kind of film. A story with a clear beginning, middle and end – that's what the judges look for.

**Man:** I was thinking I could look at some of the films from last year's competition – you know – to give me a better idea of what to do.

**Woman:** Yes, you could certainly do that. If you go to our website, have a look at last year's winner. His name was Greg Hyslop.

**Man:** How do you spell that last name?

**Woman:** Sure. It's H-Y-S-L-O-P. His film was actually one of the shorter ones, but the judges really liked it.

**Man:** Actually, I'm wondering if I've seen that one already. Isn't it about an artist – someone who no one appreciates but then she ends up selling lots of her paintings?

**Woman:** That's right. If you want to have another look, the film is called Imagine. It really holds your attention.

**Man:** Thanks. I'll have another look after this call.

**Woman:** So, you know what the prizes are? It's \$500 for third place, up to \$2000 for the overall winner. And of course, the winning films are shown in a theatre, so the public can see them too.

**Man:** That would be an amazing thing to happen. So that would be the Bridge Theatre, would it, in the city centre?

**Woman:** Yes. That's my favourite theatre, actually. Lovely view of the river. So, do you have any more....



## LISTENING PART 2

19

You will hear a man talking to a group of volunteers who are involved in conservation work in an area called Eskdale Wood.

Now listen carefully and answer questions 11 to 14.

**Organiser:** Hello everyone. Thanks for volunteering to help with our conservation work in Eskdale Wood next weekend. A big group like this means we can really achieve a lot.



## LISTENING PART 3

20

You will hear two art history students, Chloe and Oliver, talking about the research they have done on the restoration and reproduction of old paintings.

Now listen carefully and answer questions 21 to 25.

**Oliver:** Ok Chloe, let's put the presentation together. What do you want to include in the introduction?

**Chloe:** Well, we're looking at the restoration of old paintings, and the reproduction. So we should begin with a definition – to show how those two things are different.

**Oliver:** Is that necessary? Let's start in a visual way. Show some paintings that have been restored, and talk about why it was necessary. So, for instance a painting that was damaged by water, and another one by insects – or by sunlight.

**Chloe:** OK, let's go with that. It'll get everyone's attention.

**Oliver:** After the introduction, we should tell everyone about our museum visit.

**Chloe:** Yes, it was great to see people restoring paintings in front of us. Did you know that most of the restorers we met didn't have a degree in art history? They'd done things like chemistry and archaeology. I never would have imagined that.

**Oliver:** Me neither. I had no idea those kind of skills would be useful.

**Chloe:** Apparently, a painting can take a year to clean.

**Oliver:** I guess it would. And one guy I spoke to told me they're always experimenting. Reading up on different ways to clean the paintings.

**Chloe:** So, would you be interested in a career in art restoration? You know you don't actually need to be able to draw – so it might suit you!

**Oliver:** Very funny. Look, I think it would be a great job but I wouldn't choose to do it. You get to work in interesting places – that's true. I mean, sometimes you'd be working in a public place – like restoring the paintings high up on a church ceiling.

**Chloe:** With the public watching.

**Oliver:** I wouldn't mind that. But the thing is, when someone owns the painting you're working on, you've got to get it right. What if they didn't like the colours you'd used? Too much pressure.

**Chloe:** True. Since we visited the museum, I've been researching other restored paintings. One was a Dutch landscape. It'd been hanging in a museum for over 100 years – and everyone just thought it was a nice scene of people on the beach. And then a restorer started cleaning it, and discovered someone had painted over a whale.

**Oliver:** A whale?

**Chloe:** Yes. The original artist had painted a whale on the beach, and later I suppose the painting was bought by someone who thought the whale ruined a pretty scene, and they paid another artist to cover it up.

**Oliver:** You must be right. Not everyone judges a painting in the same way, obviously. Anyway, we'll have plenty to say about restoration. What about digital reproduction?

**Chloe:** Yeah, digital technology is having quite an impact on the art world. We can now reproduce famous paintings – and you can see something that looks just like the original.

- Q11** Let's start with the tasks we need to get done. I'm happy to say that since the last clean-up of the wood, the litter hasn't returned. So that's one job we can forget about. But - because of the recent storm, there's been damage to some older trees. A few big branches have come down and they're blocking the paths. We need volunteers to pull them off and pile them up somewhere else, so they're not in the way. While you're working, have a look at the bird boxes we placed in the wood last summer. We're sure that most of them have been used, so that was a job worth doing. The storm has also blown down the fences on the north side of the wood – so we'll need you to give a hand with repairs. There'll be someone there to supervise – so you'll get that job done quite quickly.
- Q12** What do you need to bring with you? Gloves are essential. You don't want to end up with cuts and dirt all over your hands. If you don't have a good pair already, I'd suggest popping into town and buying a pair from the garden centre. They seem to have a good range. Now, the forecast is for cloud – but at least it'll be a dry weekend. You can leave your sunscreen at home. As usual, we'll be handing out any tools you need at the start of the day. Spades, saws, hammers – it'll all be supplied. There are parts of Eskdale Wood which are still muddy after the storm, so I'd recommend boots. You'll need to supply your own, and I'd put them on in the car park, if I were you, before you enter the woods. And um, thanks to some funding from the local residents committee, we've got a bit of money for snacks, so I'll be bringing some sandwiches with me for everyone.

Now listen and answer questions 15 to 20.

**Organiser:** Right, some of you have expressed an interest in taking part in this year's bird count. The bird count is really useful ... it tells us which native birds are doing well, or if their numbers are declining – and we can also find out if there are any new species of birds – birds that don't normally inhabit the woods. So, if you decide to take part in the bird count, there are a few things you need to do.

- Q15** Nowadays, people don't tend to record what they see on paper. It's all done through a mobile app. To get one of those, you'll need to go online and find a website like e-Bird or NestWatch. If you've never signed up with them before, register your details, and they'll send a mobile app to your phone. Once you've got that sorted, you need to consider exactly where you're going to count the birds. You might decide to spend the day, say, just in a single field – or you might want to cover a wider area. It's up to you. Stay away from privately owned land – because you'd need to get authorisation for that. Um, the next thing to do is get some other people to come along and help you – a group that are also interested in birds ...and er, that are capable of using the technology. Yes, because, by yourself, it's easy to miss the birds that might be in the trees behind you. Then, on the day of the bird count, you need to give all your helpers a print out – showing pictures of the birds you're hoping to see. The pictures should be clear enough so people can really distinguish between similar looking species – so yes, the document should be in colour, really. Also remind people that the bird count is not a race to find the most birds possible. It's supposed to be a group effort, with everyone staying in the same place. What else? OK, at the end of the day, once all the counting's been finished, get together with the rest of the group. How many birds of one species has everyone seen? Compare notes. It doesn't really matter if your totals are slightly different. Just get everyone to work out and decide – more or less – what the probable number was. Finally, when you're ready to submit all the data you've collected, have a look at the pictures you've taken. Choose the best one – you want a sharp image of a single bird, rather than an image of a whole lot of birds in the distance. Upload it with your data – and you never know – you might get a prize if yours is the best shot. All right, let's...

Q21

Q22

Q23

Q24

Q25 Oliver: I guess the difference between a digital reproduction and a fake painting is no-one's pretending it was painted by the original artist. And what I like about digital reproduction is you could potentially make lots of copies – so a wider audience can see them.

Chloe: Maybe. I'd rather look at the real painting.

Now listen and answer questions 26 to 30.

Chloe: OK, so if we're talking about digital reproduction of art, we have to mention the company Factum Arte, and how they reproduced famous paintings that had been lost or damaged – so they can go on public display.

Oliver: Good idea.

Chloe: Let's note down the challenges the team faced. What about Vincent van Gogh's *Six Sunflowers*? The original painting was destroyed. The team had a photo of it, but it wasn't very clear.

Q26 Oliver: Right. They couldn't see how Van Gogh had used his brush. They knew the National Gallery had a nearly identical sunflower painting by Van Gogh – and so they had to ask the gallery whether the team would be allowed to study and scan it – so they could reproduce the brushstrokes in the right way.

Chloe: They got approval in the end.

Oliver: What about *The Concert*? The original was stolen, right?

Q27 Chloe: The team had a photo they could use, but the problem was – it was a photo of *The Concert* after someone had tried to touch it up with fresh paint.

Oliver: And they'd done a terrible job, hadn't they?

Chloe: Yes. But the team were happy with the reproduction in the end. We should mention the *Portrait of Sir Winston Churchill*.

Oliver: Churchill hated that portrait. So his wife burnt it, and nothing was left.

Q28 Chloe: So, the Factum Arte team had to search for the pencil sketches the artist had also made of Churchill as part of his preparation.

Oliver: Right. For me, I was most interested in *The Water Lilies*.

Chloe: By Claude Monet. In that case, the painting wasn't lost, but the top layer of paint had turned completely black because of smoke from a fire.

Q29 The team had to work out what the colours beneath that layer had been.

Oliver: And then there was *Myrto* – a painting by Tamara de Lempicka. No-one knows for sure what happened to the original. At least the team had a black and white photo they could work from.

Q30 Chloe: But they needed to know what colours Lempicka would have used. And most of her other paintings are held in private collections. Because of that, they couldn't go and see them. That's a shame because...



## LISTENING PART 4

21

You will hear a student giving a presentation about the challenges of living in space.

Now listen carefully and answer questions 31 to 40.

Student: Hello everyone. So I'd like to tell you about some of the challenges of living in space. We'll start with the International Space

Station – or ISS, as it's often called. The ISS has been in space – in orbit around the Earth – since 1998. Over 200 astronauts have lived on board – and one of the biggest challenges for them is living in microgravity. So what happens when you're living in microgravity 24 hours a day for months? For a start, it affects your blood circulation. On Earth, your blood would naturally be pulled towards your feet, but in space, it goes to your head. And we'll talk a bit more about the consequences of that later. But it also goes to your chest – and that's why astronauts have to be careful about their blood pressure. Microgravity also affects the minerals stored inside your body. Over time, for example the amount of calcium inside your bones begins to decrease, so the bones become weaker. Yes, it's not much fun living in space. The astronauts have to maintain a very strict exercise programme – they do 2.5 hours of exercise six days a week. If they don't, what happens is that their muscle begins to waste. Some of it also turns into fat. And one final problem that some astronauts experience – they find that when they get back to Earth, they can't see clearly. Scientists aren't exactly sure why this happens, but it seems that the astronauts' vision can be permanently affected.

Another challenge with living in the ISS is – you have to take everything you need with you. So space agencies like NASA are constantly improving the way they recycle things. Water, of course, is a vital resource, and every little bit counts. That means that even the sweat that the astronauts produce is recycled. I know that doesn't sound very nice – but NASA says their water is purer than anything you'd drink on Earth.

Now listen and answer questions 36 to 40.

Student: So what's next? Humans are already living in space – in the space station – but now the goal is to live on the moon or Mars. For this, we need to make buildings, and the challenges for engineers and architects are even harder. It's incredibly expensive to transport materials into space, so they need to be as light as possible. The alternative is to use materials which already exist on the moon or Mars – and this does seem to be the sensible way forward. So to make buildings on the moon, for example, we could use rock, and the moon also has plenty of useful minerals. These can be made into metal, into brick... and some engineers are also suggesting they could produce paint. So it seems everything we need for a basic building might already be on the moon. Actually there's one thing that NASA hasn't managed yet, and that's to increase the size of the windows on the ISS. They're very small – and if people were going to live in buildings on the moon, this is something NASA still has to work on.

So, even if we manage to create a network of buildings for people to live in on the moon or Mars – and grow food, and be self-sufficient – they would still need mental stimulation, and opportunities to relax and stay in touch with what was happening back on Earth. Virtual reality could be the answer. Imagine you're living on the moon but you could use virtual reality to walk around a museum and see all the exhibits. That would be incredible. And by using virtual reality, you could continue your education, by say, studying for a qualification that might be useful in your current environment, or once you're back on Earth. Now Mars is a different...

Q31

Q32

Q33

Q34

Q35

Q36

Q37

Q38

Q39

Q40

# Test 4



## LISTENING PART 1

22

You will hear a man who runs a transport hire company talking to a woman who wants to hire a vehicle.

Listen carefully and answer questions 1 to 5.

Brian: Good morning. Island Transport company, this is Brian speaking.

Jenny: Morning. This is Jenny Cartwright here. I'm visiting the island next week and I want to hire some form of transport.

Brian: No problem, Jenny. Island Transport can offer a range of different vehicles to hire. So, um, the first option is a motor scooter – they're very popular.

Jenny: Oh right. And how much do they cost to hire?

Brian: Well, you can hire them by the hour or by the day. Per hour, it's \$15.50.

Jenny: And what about for a day?

Q1 Brian: Daily, it's \$49.99. That includes a full tank of petrol, but you need to fill it up before you bring it back.

Jenny: Is a scooter a good way to get around the island?

Brian: Oh yes, it's a lot of fun. Visitors really enjoy it.

Jenny: Do you provide helmets?

Q2 Brian: Yes of course, all sizes. We can also let you have gloves as well – it's not a bad idea.

Jenny: Oh yes, I hadn't thought of that.

Brian: The only thing is with the scooters, you have to keep to sealed roads. That means you can't ride on Battenburg Road – so you can't visit the far end of the island.

Jenny: Sorry, I didn't catch the name of the road. Could you spell it?

Q3 Brian: Sure, it's spelt: B-A-T-T-E-N-B-U-R-G. But there are still plenty of other places you can explore on a scooter.

Jenny: OK. And what about a car?

Brian: Yes, we've got a range of cars.

Jenny: Well, there's four of us. But if we do go for the car option, we'd be happy with a very small, basic one.

Brian: An 'economy car' would be \$87.80 per day. That's for a four-door car, it can take five passengers.

Jenny: Right, OK.

Q4 Brian: And a car is the best way to see the whole island. You can drive on all the roads. And if you'd like to go for a swim, you can drive right down to Green Bay, which visitors love.

Jenny: Well, a car is definitely something to consider. It's certainly a good price, if we split it between the four of us.

Brian: Exactly.

Jenny: Only thing is, it's pretty hot at this time of year. Does the car have air conditioning?

Q5 Brian: Not that model, no. You'd need one of our bigger cars if you want that.

Jenny: Well, maybe it doesn't matter.

Now listen and answer questions 6 to 10.

Brian: The other option to consider is an E-Bike. These are very popular – like a normal bicycle, but with electric power to help you along.

Jenny: How much are they?

Brian: Normally they're \$59 per day, but I can offer you a discounted rate at the moment of \$52.20.

Q6

Jenny: Oh, OK.

Brian: To be honest, a lot of our customers these days prefer E-Bikes to motor scooters, because they're so quiet and peaceful. On some E-Bikes, the battery is really heavy, but on these bikes it's nice and light.

Q7

Jenny: I've never ridden an E-Bike before. How difficult is it?

Brian: Not difficult at all. You'll find they are very easy to handle. Like I say, just like a normal pedal bike really, but you don't have to do too much work. Which is a good thing because the island is quite hilly. These are good quality bikes too. Well made with high quality brakes both front and back, so you won't have any problems.

Q8

Jenny: Well, that does sound like a lot of fun. Do they come with GPS?

Brian: No, but we can provide you with a map.

Jenny: What about a lock?

Q9

Brian: Yup, one of those as well, with each bike, so you can leave it securely if you want to.

Jenny: I think my friends will like the idea of an E-Bike. A good compromise.

Brian: Like I say, they're very popular these days. And another big advantage is that you don't have to have a licence for this type of vehicle.

Q10

Jenny: Well, let me discuss it with my friends and I'll get back to you.

Brian: No problem. Thanks for your...



## LISTENING PART 2

23

You will hear a man talking to a group of people who are looking around a community garden.

Now listen carefully and answer questions 11 to 15.

Man: Well, good morning everyone and welcome to this open day at the community garden. Our garden belongs to the local community and, as you'll see, what we grow here is mostly fruit, and different kinds of vegetables. First, I'll tell you some background information.

Well, recently we made an interesting discovery at the garden. Before, we didn't know much about the history of this site. We only had a few documents and records. Then we found some ancient implements, like spades and forks, for digging. They were buried in the earth. Experts say these are at least 1000 years old. So people have been using this land for growing produce for a long time. There are some photographs of these implements in the club house, as well as a diagram of what we think the garden might have looked like, if you want to look later.

Q11

So, why was this location so good for gardening? As you can see, we're in a slight valley. And storms blow very hard up this valley, which can be a problem. But being in a valley, we get good freezing frosts here in winter, which gardeners like because it kills the bugs. The great thing, though, is the stream that runs through the valley, so we can irrigate the gardens even through long, dry summers.

Q12

Now what we do know is that in 1860, gardening stopped here. This was a time of rapid development in this area. And on that date, the Q13 City Infirmary was constructed on this site, so this is where doctors and surgeons worked to take care of the health needs of the growing population. Also, many new houses were put up for people who commuted into the city each day to work. There was even talk of a new military camp, although that never happened in the end.

Then in the 1980s, the old buildings here were removed. And this land again became a productive garden. Today, these gardens produce large quantities of fruit and vegetables. Each plot of land is worked Q14 by a volunteer member of the garden, and they donate what they grow to families in this neighbourhood who are struggling financially. Occasionally we're approached by local businesses and restaurants wanting to buy our organic produce, but we just don't have enough.

We also have a good relationship with the local college. In fact, several of the Q15 academics there are members of the garden. Each week, undergraduates enrolled on the college's horticulture course have a class here, to learn about their subject first hand. And in future the college hopes to hold workshops here, to help local people establish vegetable gardens at home.

*Now listen and answer questions 16 to 20.*

*Man:* OK, now I'll just point out a few places of interest around the gardens. So, can you all look at your maps please? OK, so we're now standing at the main entrance to the gardens, outside the club house.

Q16 So, you might be interested in our worm farms. This is where we make fertiliser. To get there, from the main entrance, head north. You'll pass gardens on either side of the path. Just before the path curves round to the right, there's a turning on the left. Go down there and the worm farms are inside the first building you come to.

It's also worth visiting our seed store. Again, head north and follow the path as it curves round to the right through the gardens. You'll come to the orchard. Follow the path around the edge of the orchard – but don't Q17 go too far. The seed store is actually located inside the orchard – a very pretty spot.

Now the machinery shed might interest some of you. From the main Q18 entrance, just go into the car park and walk right to the end. You'll see a little path heading out to the west – it's down there.

Our compost heaps are also pretty impressive. So, head north from the main entrance, go past the first gardens and take the first turning on the Q19 left. Go to the end of that path. The compost heaps are built in the shape of a letter 'U'.

The drying room is also interesting. This is where we dry fruit, to preserve it. To see how it's done, walk up through the gardens till you come to the orchard. Keep heading north and the drying room is right at the very end of that path – as far as you can go.

Now one other thing I'll mention...



### LISTENING PART 3

24

You will hear two technology students called Alya and Jason talking about their joint presentation on the benefits of playing video games.

*Now listen carefully and answer questions 21 to 25.*

*Alya:* Well, Jason, shall we do some planning for our joint presentation?

*Jason:* Yeah, let's compare the reading we've been doing. Did you read that article by Dr Franklin?

*Alya:* Yes, the use of games in therapy.

*Jason:* So, we'll need to explain what kind of 'therapy' he's talking about.

*Alya:* OK, so it's treating people after accidents or illnesses – rebuilding their body strength.

*Jason:* Exactly. And Dr Franklin sees huge potential for games.

*Alya:* But he made the point that this isn't new. Really, since the 1990s, therapists have been experimenting with games. Q21

*Jason:* Yeah, I agree, Dr Franklin illustrated that this has been going on for many years, it's not a sudden breakthrough.

*Alya:* I was hoping he'd give some idea about how many health professionals now employ games in therapy.

*Jason:* He doesn't really address that, does he?

*Alya:* OK, so, what's the biggest advantage of games in therapy?

*Jason:* Well, most games are played in virtual reality. So the patient is moving their arms and legs, exercising their body.

*Alya:* So I guess it's quite cheap, then?

*Jason:* Yeah, but so are conventional exercises. I don't think that's an issue.

*Alya:* No, OK. But I read that the games are really motivating. People are much more prepared to spend hours on rehabilitation, when a game's involved. Q22

*Jason:* I think you're right. That's the most important benefit. In fact, I read some people actually get so caught up in the game they hurt themselves, and the therapists have to slow them down.

*Alya:* Then, did you read about the Singapore study?

*Jason:* Yeah, I started. They were investigating whether people actually made more friends by playing games, right?

*Alya:* That's right. They got a group of teenagers and over-60s together for 30 minutes a day playing video games.

*Jason:* But the subjects weren't all in the same place. They were playing online.

*Alya:* No, they were all together in a room. That's how the experiment was conducted. Q23

*Jason:* We should check, I'm sure it was online.

*Alya:* You'll find I'm right. But anyway, the study found a real social benefit to game playing.

*Jason:* Mmm, interesting. So many people say that games are solitary.

*Alya:* Well, the Singapore study showed that players develop empathy for each other and bond over games.

*Jason:* A good point to make in the presentation. Then, I also had a look at the 'anxiety study'.

*Alya:* I haven't seen that one.

*Jason:* Well, they experimented with children waiting to see a doctor. Some were allowed to play games and some weren't.

*Alya:* Was there a particular type of game?

*Jason:* Well, just simple ones on hand held devices. And they found that the children who played games experienced considerably less stress and anxiety. Games distract the mind – that's the theory.

*Alya:* Better for the children, but also better for the parents. That's what I like about this. Q24

*Jason:* Yeah good point – it reduces the stress for everybody. There just needs to be some additional research to support the finding.

*Alya:* We should also mention the Rhode Island research.

*Jason:* Maybe. But the finding just reinforced what's been shown in earlier studies – that people can be distracted from their bad habits, like eating junk food, or drinking fizzy drinks, by playing games.

Alya: But no-one had used MRI scans before. And the brain scans showed that games activate the same reward centres in the brain as the drinks or junk food. This study has supplied valid proof as to why games work this way.

Q25 Jason: Actually, that's a good point. And many people would probably like to know about that.

Now listen and answer questions 26 to 30.

Alya: So, then in the presentation, we need some more research findings.

Jason: Well, I read an interesting study about surgeons. It was in the USA. And it found that surgeons perform better when they play video games in their free time.

Q26 Alya: That makes sense. I mean, games are obviously going to improve hand to eye coordination.

Jason: Yeah, I guess it's predictable. Still interesting, though.

Alya: Absolutely. Challenges the idea that games are just a waste of time. Then there was a study about vision and eyesight. Apparently, games may actually improve vision. Game players in the study could see differences in grey colours more effectively.

Q27 Jason: That's odd, though, isn't it, because there are also studies showing a link between electronic screens and eye damage.

Alya: Yeah, it's certainly controversial.

Jason: I also read a study about sports. There's a company that makes video games which are supposed to encourage physical exercise. The idea is, you play the sport first in the game, and then you're more likely to do it for real. And the study, apparently, confirmed it.

Q28 Alya: Well, I doubt that's really true.

Jason: I know. Seems highly unlikely to me. Maybe just a marketing tactic by the company.

Alya: The study about ageing was a good one. Scientists in Germany found that games have a positive influence on older people by keeping their brains active.

Q29 Jason: And that's going to be more and more significant as the population ages. Good news for game manufacturers!

Alya: I also read that games can actually help your career. The problem-solving, decision-making and leadership that are developed in some games can actually make you more effective in the workplace.

Q30 Jason: And there's been quite a lot of previous research to back that up, too. Interesting.

Alya: Then another...



## LISTENING PART 4

25

You will hear an anthropology student give a talk about traditional Polynesian navigation.

Now listen carefully and answer questions 31 to 40.

Student: Hi everyone. Today I'm going to be talking about traditional Polynesian navigation and voyaging. Now, in case you don't know, the islands of Polynesia are in the Pacific Ocean and include Hawaii, Tahiti and Samoa.

All of these islands were originally uninhabited by humans. And for many years there was a debate about where the Polynesian people had migrated from. It was once suggested that they came from the Americas. However, that debate has been settled. Today, anthropologists Q31 recognise that the Polynesians began their journeys in Asia and from there migrated eastwards to the Pacific islands. It's believed all the

Polynesian islands had been settled by the 13<sup>th</sup> century. When European explorers arrived in the Pacific in the 17<sup>th</sup> and 18<sup>th</sup> centuries, they were impressed by the local canoes. European ships were much stronger, but the indigenous vessels were considerably faster when under sail.

Q32

What we now know is that Polynesians sailed across open ocean – out of sight of land – long before this occurred elsewhere. And to make these voyages possible, they built remarkable ocean-going canoes. The canoes had two hulls – so are sometimes called 'catamarans'. They were equipped with large paddles, but these were not a form of propulsion. Instead the paddles were positioned at the back of the canoe to make steering the vessel possible.

Q33

All these ocean-going canoes had sails. Polynesian sails were triangular in shape and made from the 'pandanus' plant, which grows on nearly all Pacific islands. It was also necessary to make warm clothing, as even in tropical waters people could get cold on long voyages. Materials like wool and cotton were unknown to Polynesians. However, the paper mulberry tree grows on most Pacific islands and its bark was remarkably flexible and was used in the manufacture of clothing.

Q34

Next we come to the issue of navigation at sea. How did Polynesians find their way, once they were out of sight of land? We know that they did not have the magnetic compass, which told other navigators which direction was north. But the Polynesian navigators understood where numerous stars rose and set on the horizon. And using this, they could identify 32 different directions. However, this information about the stars was extremely complex and therefore remembering it all was a challenge. So the navigators had created long and complicated songs to help them recall all the information they needed.

Q35

Using the stars to navigate was effective – so long as the sky was clear. But when it was cloudy, the navigators couldn't see the stars. How did they find direction then? Well, they still knew which way to sail the canoe by studying the waves, which usually came from predictable directions in the Pacific at different times of the year.

Q36

Sometimes they were sailing between islands they had visited before. But very often they were trying to find new islands. How did they know that land was nearby, just over the horizon? Well, there were various techniques. The navigators were experts at recognising those particular birds whose habitat was the open ocean, and those that lived close to islands. So this was one way they knew that land wasn't far away. They were also skilled at noticing changes to the sea itself. The temperature of the water is constant in that part of the Pacific but its colour could vary in the proximity of land, and that was something else that they were able to detect.

Q37

Well, as technology developed, traditional voyaging all but died out. The Polynesian peoples travelled by steam ship and later aeroplane, like everyone else. However, in recent history, there has been renewed interest in traditional voyaging. It began in 1976 when a new canoe named Hokule'a was built as a replica of traditional Polynesian vessels. This canoe was sailed from Hawai'i to Tahiti, a distance of more than 4000 kilometres across open ocean. And all the navigation was done using the techniques I've outlined today – the crew did not use modern instruments on the voyage. Since then there has been a remarkable renaissance of traditional voyaging. Numerous canoes have been built in different Polynesian countries, which have sailed to almost every part of the Pacific. And the Hokule'a has now completed a 3-year circumnavigation of the world. As well as sailing, these voyages have sparked renewed interest among Polynesians in learning about their traditional cultures. The canoes themselves operate as floating classrooms teaching young people about, for example, the music their ancestors once enjoyed. Another aspect of this has been the teaching of Polynesian languages, some of which were in danger of dying out.

Q39

Now one thing I'd like to add is...

Q40

# Test 5



## LISTENING PART 1

26

You will hear a conversation between a man who wants to make an insurance claim and a woman who works for an insurance company

Listen carefully and answer questions 1 to 4.

Woman: Good morning. Star Insurance. How can I help?

Man: Oh, good morning. I'm calling to make an insurance claim – it's for damage to my house.

Woman: All right – I'm just going to get a few details down first. What's your name, please?

Man: It's Greg Williams.

Woman: Ok, thank you. And what's your policy reference, please?

Man: Is that the long number with the letters in the middle?

Woman: That's right.

Q1 Man: It's 0-5 4-4-3 C-H-I 7-7-1

Woman: OK. Right, yes, I've got your details on the computer now. So can Q2 I confirm your address? According to our records, you live at 102 Market Street, in Northbridge. Is that right?

Man: That's correct.

Woman: All right, good. And the last thing I need to check – what's the best phone number to get you on? Is it the number you're calling on now?

Q3 Man: No, I'm calling from work. Let me give you my mobile phone number. It's 018 669 925

Woman: Thanks. So, can you give me a description of the damage? When did the incident occur?

Man: Sunday the 17<sup>th</sup> of June.

Woman: I see. And what was the cause of the incident? How did the damage happen?

Q4 Man: Right, no-one was home at the time, which was fortunate, I suppose. There was a big storm and I guess it blew down one of the trees at the back of our garden, and it's smashed through the window in our daughter's bedroom.

Woman: Yes, a good thing you were all out. So have you got the window fixed?

Man: Not yet.

Now listen and answer questions 5 to 10.

Woman: All right. And so, apart from the window, what are you claiming for?

Q5 Man: OK, like I said, it was my young daughter's room. Anyway, right below the window is her desk. That's all right, but she'd left her glasses on it, and they got really badly scratched. She'll need a new pair. Luckily she hadn't left her headphones there, like she normally does.

Woman: Is there anything else?

Man: Yes, because the window was broken, the rain got in. And what's really annoying is that – when was it? Just last month - we'd gone Q6 shopping and bought a carpet. We'd only had it for a couple of weeks, and it got soaked. We had to remove it.

Woman: Oh dear. Are there any other items you'd like to claim for?

Man: Yes. I suppose we should be grateful that the rain didn't reach her computer – but when the tree came through the window, it tore a hole through the curtain that was hanging there.

Q7

Woman: OK, I'm making a note of all this.

Man: And one more thing I need to claim for.

Woman: Yes, go on.

Man: We've had some repairs done already. For a door we can't open.

Woman: To the back of the house?

Man: Er no. It's for the garage. The tree hit that as well.

Q8

Woman: Ok. So, have you contacted a professional builder yet?

Man: Yes, it's the same builder we always use. Do you want his name?

Woman: Yes please.

Man: OK, it's Steven Honeywell. H-O-N-E-Y-W-E-L-L.

Q9

Woman: All right. Now, apart from damage to the house itself, what else do you think the builder will be looking at? Because we're going to need photographs.

Man: Oh yes. Well, he'll be putting up a fence for us – between our house and the neighbour's - because the one we've got now was smashed by the tree. So I'll take some pictures before he does the work.

Q10

Woman: Please do that, and then you can send them in with your claim...



## LISTENING PART 2

27

You will hear a woman who helps run a programme called Young Explorer talking to participants.

Now listen carefully and answer questions 11 to 14.

Woman: All right, shall we start? It's good to see so many people keen to participate in our Young Explorer programme. I think that at this meeting, we have groups from twelve different high schools. I can promise you that while it's challenging, it's also going to be a lot of fun.

The Young Explorer programme offers some unique opportunities to participants. During the programme, you'll be trekking through forests, or maybe mountain tracks, or perhaps kayaking along the coast line. It can be a tough few days, but this part of the programme really gives your group an occasion to work as a team. Some kind words and encouragement can go a long way - whether it's convincing someone they can walk the last five miles, or helping them fit everything back inside their backpack. No one's in charge – it's all about co-operation – and please don't see it as a race. There are going to be moments when there's disagreement about which way to go or where to camp for the night – but here's the chance to listen properly to the opinions of others, and reach a decision that's best for everyone. It's an opportunity not many other programmes provide.

Q11

Later this morning, you need to choose a weekend when you can attend some preliminary training. A number of practical subjects will be covered to ensure you get the most out of your four-day trek. Now everything you eat and drink you'll have to take with you. You'll also have to use a portable stove and the fuel it requires. We'll make sure you know how to use that safely during the training session. We don't want you or the food to get burnt, or for you to accidentally set light to any trees. Training will also include learning how to read a map and use a compass, so you can head in the right direction. You'll also need to know how to put up a

Q12

Q13

Q14

tent, and where to put it. For example, putting it next to a river or stream might seem like a good idea but there are plenty of reasons not to...

Now listen and answer questions 15 to 20.

Woman: OK, there are six tracks on your list, and your group can decide which track it wants to take. Each of them are about the same distance – but very different in other respects. The first one, Northface, that's one of my favourite tracks. It takes you high up into the mountains, and the view is stunning. But we've just heard that some maintenance work is taking place, unfortunately, and so people aren't allowed to use it at the moment. But the other tracks are very interesting too. You've got Blue River, which I'd thoroughly recommend, but you need to keep an eye out when you're walking that track. It's easy to slip on the rocks when you're crossing the river, and you do have to cross it several times. Then there's Pioneer Track, which takes you through some native forest. You follow the track for about a day and a half, and then it comes to an end at a town called Richmond. It starts up again on the other side of town, and the rest of the route is along the coast. You might also consider Edgewater. You get to see some beautiful lakes and birdlife. The only thing I'd say though, is that it's very popular, and you'll probably come across a number of other groups out walking on the way. Number five on the list is the Murray Track. That one is certainly quite challenging – there are some very steep sections and at some points, you'd be walking right next to the cliff edge on a very narrow path. That's definitely a track where caution needs to be taken. Great views, though. And last but not least is Lakeside track – which as the name suggests, takes you along one of our biggest lakes. It has some terrific camping spots, but that also means it's a bit of a tourist attraction, and you could well be sharing the track with many other visitors. Anyway, it's up...



## LISTENING PART 3

28

You will hear a university tutor talking to two social science students about a project they are doing on the impact of technology on people's working lives.

Now listen carefully and answer questions 21 to 26.

Tutor: OK Kiara and Finn. Can you tell me how your project is going? Your general topic was the future of work, wasn't it?

Finn: Yes. We've read a lot of articles on it. Some were more interesting than others. There were a couple of writers that just made some strong statements without really backing them up.

Kiara: The problem is, it's such a big topic. Some of the articles were aimed at graduates, and some of them were targeting people who've been in work for years. We should've narrowed down our topic before we started searching.

Q21 Finn: But anyway, the focus was always the changing nature of jobs – how it's all happening so quickly.

Kiara: Exactly. Every single article said we can forget the way things used to happen – like you started out as an apprentice, and then you stayed in the same company for years. That's over.

Tutor: I see that you've highlighted 'job title' in your notes. Why's that?

Kiara: I think for some people, a job title used to define them. It was their identity. They worked their way up from the bottom, and eventually, one day they became 'Manager' or 'Head of Department'. And even in their social circle, outside of work, they wanted other people to know how long they'd been in a job.

Tutor: And now?

Q22 Kiara: It looks like we're moving away from the term 'job title'. So, you know, instead, a lot of businesses are hiring people to 'work on a project done' or 'lead a team'. But the contracts are temporary.

Tutor: Finn – do you think that's a big issue for young people?

Finn: Having to move on once a project's finished? Not necessarily. It can be interesting to work in different places. People aren't always looking for a job that pays really well – it's more about gaining experience and creating a network.

Tutor: So money's not important?

Finn: Well, I haven't started work myself, but according to all the articles I read, it's more about the different rates of pay. If you have a good salary, you probably have enough to enjoy life, but if you're only earning the minimum wage – how do you get by? That's my biggest worry.

Q23

Kiara: I looked at that Richards-Greeves survey on work-life balance.

Tutor: Oh good.

Kiara: Only 48% of people believe that their work-life balance will improve.

Tutor: Is that a statistic that surprises you?

Kiara: It's hard to say. I wonder what the survey actually asked? Was it just 'Will your work-life balance improve' or did the interviewers break that down? I mean, did they actually ask the people who took part, 'Do you enjoy spending more time at work than home?'

Q24

Tutor: Good point. See if you can find out more. Um, Finn, what else have you been researching?

Finn: Learning new skills. The general view is that employers are just going to want their workers to constantly upskill. And apparently, employers will expect them to attend courses at weekends or after work – not as part of the working day.

Tutor: I don't think that's a bad thing. As long as the company pays for it.

Finn: And think about it, if you were smart, you'd study things that would help you if you had to change companies.

Q25

Kiara: I hadn't thought about that. Yes, good thinking.

Tutor: What about mobile technology? How might employees be affected now that phones and tablets make it possible to stay connected to work at all times?

Finn: It's great. You can use mobile technology - your device - to work where you like – on the way to class or the office.

Kiara: The media often focusses on the negatives, but as far as I'm concerned, having a tablet I can carry with me means I can manage my studies and my family commitments more easily. I actually think that in the future, mobile technology will reduce employees' stress.

Q26

Now listen and answer questions 27 to 30.

Tutor: So, let's focus on the impact of artificial intelligence on jobs. To what extent do you think it'll help people in their professions, or be a threat?

Finn: I was reading about architects using AI in the future. The writer was saying that one day, architects will use holograms. Then their clients could see a three-dimensional house rather than just looking at a flat plan.

Kiara: As soon as one architect starts to use AI, all the rival architects in the same area will have to use AI too. That's the only way they'll manage to keep their clients.

Q27

Finn: True. How about doctors? Imagine if they had to give urgent medical attention to someone, but they weren't qualified to do it? A hospital specialist could use AI and virtual reality to guide a doctor through, like, a complex procedure.

Q28

Kiara: Yes, in an emergency situation, AI could really make the difference.

Finn: And what about the law?

- Q29 Kiara: Well the lawyers I know are always anxious about the amount of work they have to get through. But AI could help them with a whole lot of routine tasks, and that should make some of that anxiety go away.

Finn: Yes, it probably could. Also – if you're a sports referee – that could be a job that's affected.

Tutor: In what way?

Finn: Using AI would mean there were no mistakes. It would know for sure if a ball was out, for example.

Kiara: And you can't accuse AI of bias.

Finn: No.

- Q30 Kiara: I can imagine that, one day, AI might do away with the need for human referees.

Finn: I think so too.

Tutor: All right, let's move...



## LISTENING PART 4

29

You will hear a lecturer giving a presentation about the Klondike Gold Rush.

Now listen carefully and answer questions 31 to 40.

Lecturer: Today I'm going to talk about an incredible event in the history of Canada – the Klondike Gold Rush. Between 1896 and 1899 over 100,000 people set out to seek gold in the Klondike region – a remote area in north-western Canada. Only 4000 people were actually successful. Let's start by considering the journey people had to take in order to reach the Klondike river and start looking for gold.

For most gold-seekers, their journey began in Alaska, in a town on the coast called Skagway. From Skagway, one option was to take the White Pass trail through the mountains. It probably looked easy enough at the beginning of the trail, but rocks made it difficult to make progress.

- Q31 On top of this, the men and their horses got stuck in the thick mud that covered long sections of the trail. The other option was the Chilkoot Trail.

Now, although this trail was only about thirty-five miles long, it took about three months for the gold-seekers to cover this distance. This is because the trail was incredibly steep, and people had to make the same trip multiple times in order to transport their equipment.

Most people really had very little idea about how difficult the journey was going to be. So, although 100,000 may have set out on those two trails, only about 30,000 got to the end. So yes, the majority gave up. Often they were suffering from starvation or disease. They also came to

the terrible realisation that their journey was likely to end in failure, and so they turned around. Anyway, for those gold-seekers who did continue, they eventually reached Lake Bennet. They might have expected that their journey was going to become easier at this point, but no. Because the lake was frozen over, many people had to wait until spring before they could continue their journey. In the meantime, a tent was the only protection they had from the cold. While they were waiting, people cut down trees and made boats. Once the ice melted, they could sail across the lake, and start down the Yukon river. Again – this wasn't the end of their troubles. Once they reached a point of the river called Miles Canyon, things became very dangerous indeed. Many boats were destroyed in the rapids. In order to proceed down the Yukon river, the gold-seekers needed to employ a real sailor, someone who could steer their boats and get through the canyon safely. From here on, the worst was over, and the gold-seekers could sail to a place called Dawson – at the mouth of the Klondike river.

Now listen and answer questions 36 to 40.

Lecturer: So earlier on I mentioned that gold-seekers needed to make multiple trips up and down the two trails. This is because they had to transport an enormous amount of equipment. This equipment was set out on a very long list. It was actually the police who gave gold-seekers the list – since they knew how unprepared many people were for the journey. People were obliged to take enough supplies to last them a year. So the list included clothing like boots and warm winter coats. There was also the food the gold-seekers required. Perhaps items like tea weren't too hard to carry, but 400lbs of flour would have been very heavy indeed. The gold-seekers had to take a lot of tools, as well – everything they needed for digging, for building and so on. Things like rope were essential and could be packed away without too much difficulty. But imagine having to carry two or three buckets with you. All these things were compulsory.

So, some people became very successful because of the gold rush – and not because they'd actually found gold themselves. Those who were business-minded saw many opportunities; they sold the supplies that the gold-seekers needed, they established hotels, and so on. And then there were people like Jack London. London was one of the gold-seekers that actually survived the terrible journey, but he didn't find much gold. Still, he was inspired to write. Through his vivid description, his readers could share the feeling of adventure, even from the comfort of their armchair. Finally, it wasn't just men that tried to seek their fame and fortune. Many women also headed up the trails. Among them were Annie Hall Strong and Emma Kelly. In the US and in other parts of Canada, ordinary citizens were keen to read about life in the Klondike. Working for different newspapers, Hall and Kelly often described their first-hand experience of danger and hardship. Another thing that...

Q33

Q34

Q35

Q36

Q37

Q38

Q39

Q40

# Test 6



## LISTENING PART 1

30

You will hear a man who works in a tourist information office talking to a woman who wants information about tours.

Listen carefully and answer questions 1 to 6.

**David:** Morning. Kingstown tourist information. This is David speaking. How can I help you?

**Woman:** Oh, hi. Look, I'm coming to Kingstown on holiday and wondered if you could give me some information about tours'

**David:** Yes, of course. Is there anything particular you're interested in?

**Woman:** Well, I heard there was a glow worm tour.

**David:** Yes indeed. It's \$93 and lasts for 3 hours.

**Woman:** And what are the main activities?

**David:** Well, the first thing is travelling to the other side of the lake.

**Woman:** You mean by boat?

- Q1 **David:** No, it's the little train that runs along the shore of the lake. It's very popular.

**Woman:** Oh, my children will love that.

**David:** And that's how you get round to the caves. This is where the glow worms live. So you spend some time exploring the caves and looking at the remarkable lights and patterns given off by the worms in the dark.

**Woman:** That does sound interesting. And, any other information?

**David:** Oh, just one thing. How old are your children?

**Woman:** Er, 7 and 10. Why?

- Q2 **David:** No, that's OK. It's just that children must be 5 or older to go in the caves. Otherwise they might get scared in the dark. But yours will be fine.

**Woman:** OK, well that's one to think about. And what about Silver Fjord – that's so famous, we'd like to go there,

**David:** Well, a day trip costs \$220.

**Woman:** And how do we travel down to the fjord – fly?

- Q3 **David:** That's a lot more expensive I'm afraid. On this tour you go in a coach. It's about a 2-hour drive, through fantastic scenery.

**Woman:** Do we get a break? I think my children might get a bit bored.

**David:** Yes, you stop at Easten.

- Q4 **Woman:** That's to take a walk, is it?

**David:** Yes, there's a nice path by the river. You stop in Easten for half an hour, so there's plenty of time.

**Woman:** That sounds nice.

**David:** So, then you get down to Silver Fjord. And you really spend most of the day going for a cruise on the fjord. It's spectacular mountain

- Q5 **Scenery.** And you also cruise past a huge waterfall, which is another highlight of the day.

**Woman:** Well, that does sound amazing. And should we bring our own food, or is lunch provided?

**David:** No, lunch is included. It's a barbecue on the boat.

**Woman:** And what about marine life?

**David:** Yes, you'll definitely see seals.

**Woman:** Dolphins?

**David:** No, not in that part of the country. But if you're lucky there will be whales as well.

Q6

**Woman:** Oh, well, my kids would absolutely love that.

Now listen and answer questions 7 to 10.

**David:** Then another popular option is the High Country tour. That's \$105

**Woman:** Oh, I heard about this. You visit a historic home, don't you?

**David:** Yes, that's right. And they serve you lunch.

**Woman:** Is that actually inside the house?

**David:** No, at this time of year it'll be the garden, which is really pretty.

Q7

**Woman:** Oh, I like the sound of that.

**David:** Yes, it's a really great meal apparently.

**Woman:** And what about in the afternoon?

**David:** You go up and have a look around the farm – it's just close to the house. So if you're from the city, it's a chance to really see what life is like here. The High Country tour gets excellent reviews from visitors.

Q8

**Woman:** Great. So then what about the zipline? My children really want to do that. How much is it?

**David:** The zipline is \$75.

**Woman:** And is it safe?

**David:** Absolutely. You are suspended from the wire in a special harness. And then you just glide down the wire.

**Woman:** My friend said that below you, you've got this amazing, ancient forest.

Q9

**David:** That's right. And it's really special to see it from above. Not something we do very often, if you think about it.

**Woman:** No, I suppose that's true. And, I mean, how fast do you go?

**David:** Hang on, I've got the information here – 68 kilometres an hour.

**Woman:** That doesn't mean much to me. What's that in miles?

**David:** Er, oh yes, it's here, in miles per hour it's about 43.

Q10

**Woman:** Wow, my kids will definitely want to do that. OK, well, look, I'll just talk it over with my husband and...



## LISTENING PART 2

31

You will hear a guide talking to a group of people who are visiting an open-air museum.

Now listen carefully and answer questions 11 to 15.

**Guide:** Well good morning everyone and a warm welcome to the Willford Living Museum. Before you look around, I'd like to tell you a bit about the history of Willford, and the purpose of the museum.

Well, if we go back to the early 1800s, Willford was very different to what you see today. At that time, the forests had already been cut down. But there were no large urban settlements here, just a few small villages, and this whole area was a place where local people kept animals or grew crops – those were the only economic activities.

Q11

Q12 But then in 1830, something happened in Willford that transformed the area. The discovery of rich deposits of coal and other minerals opened up many commercial possibilities. Mines were built, so these deposits could be brought to the surface. Then a canal was constructed, so that canal boats could transport the minerals to other regions. Finally, a railway was built through Willford in the 1850s, creating many new opportunities.

By the 1870s, Willford had become an important manufacturing centre. A few factories successfully produced fabrics from cotton and wool.

Q13 However, what Willford was best known for, was manufacturing all sorts of tools, machinery and other items out of iron and steel. The attempt to set up a pottery industry here, however, making items for the home out of clay, was never really a success.

So, for the next hundred years or so, Willford was a thriving industrial region. However, by the 1970s, the old industries here were in decline. Much of the land at this site wasn't being used. So the local council decided to set up a 'living' museum here. The idea was for visitors to be able to walk around and visit the sorts of factories, shops, homes and schools that were once found here.

When the museum first opened in 1976, 2000 visitors came on the first weekend alone. Since then, visitor numbers have just grown and grown.

Q14 They now stand at 300,000 per year and we anticipate further growth in the years to come. In fact, just recently we welcomed our 9 millionth visitor, which was an exciting day for us.

As well as our regular visitors, the museum has a number of other uses. We work closely with universities, whose staff consult the range of documents and artefacts we hold here. As well as that, those making movies and television shows often come to the museum because it makes a great set for historical scenes. There's even a possibility in future we may open up the museum for weddings and other private events.

Now listen and answer questions 16 to 20.

Guide: OK, so if you take out your maps, I'll just point out a few places you might like to visit. So right now, we're standing in the ticket office, at the bottom of your maps.

So, one place I'd recommend is the old bakery. This is a typical bakery from this area, from about 100 years ago. To get there from the ticket office, walk up Stafford Street. And then turn into Rigby Road. Walk down Rigby Road, there are a few interesting places along the way, and the old bakery is right next to the canal.

Another interesting place is the doctor's surgery. This was moved here, brick by brick, and rebuilt on the museum site. Walk up Stafford Street, until you reach the dock. You see the café. Walk past that, and the doctor's surgery is just there.

Cooper's Cottage is also fascinating – a worker's cottage from the 19<sup>th</sup> century. Walk up Stafford Street and take the first turning on the left. The road curves round to the west, then south, as it climbs Jack's Hill. You'll pass a few little houses on the way up, and Cooper's Cottage is right on the summit of Jack's hill.

The stables are also great. This is where they kept all the horses. Again, walk up Stafford Street to the dock, and turn right. Walk round the dock till you get to the canal. Then cross the bridge over the canal to reach the stables.

Also, be sure to visit the old school. So, walk north-east up through the museum. And it's not too far. The old school is right on the corner of Stafford Street and Rigby Road.

Now one other thing...



## LISTENING PART 3

32

You will hear two commerce students called Stella and Nathan talking about the importance of market research in business.

Now listen carefully and answer questions 21 to 26.

*Stella:* Hi Nathan. Shall we compare ideas for our assignment on market research?

*Nathan:* Good idea. So first in the assignment, I think we should explain what 'market research' is. One definition I found was this – gathering information about consumers' needs and preferences.

*Stella:* I like that, nice and clear. So then, we need to establish the benefits of market research. Why do it? I read that many business people think it's about finding the next market they can exploit. But it's more complex than that.

*Nathan:* I agree. To me, it's about unpredictability. Markets can change unexpectedly. But if you've done research, you can minimise the chance that something will go wrong in your own business.

Q21

*Stella:* That's a really significant point. You may also learn the most effective means of promoting your business.

*Nathan:* But that depends on the business. It's not a general advantage.

*Stella:* No, you're right. But I do think, the sums you invest in market research, you'll see a return on that eventually.

Q22

*Nathan:* That's it exactly. Great point. The trouble is, too many of those working in business take a short-term view.

*Stella:* OK, so there are benefits. But there are criticisms of market research, as well. We should acknowledge that in the assignment.

*Nathan:* But some criticisms are more valid than others.

*Stella:* Like?

*Nathan:* Well, apparently some managers say they're just too busy. But that's a poor excuse.

*Stella:* Maybe they think they already know everything they need to know?

*Nathan:* Maybe they do, but that's an issue with them, not with market research.

*Stella:* OK, fair enough. But I read an interesting study out of the USA showing that the results of a lot of market research are just unreliable. The supposed developments identified by the research never occur.

Q23

*Nathan:* Yes, that's a good point. Then, another question is, can businesses actually see if market research is working? I mean, is it possible for a business to say categorically that increased profits resulted from market research?

*Stella:* But that's a criticism of how businesses are structured, not research itself.

*Nathan:* Yeah OK. Though you've got to admit, market researchers love jargon. These are examples from one report I read – 'psychographics', 'coothunting' and 'asynchronous research'. Some people are bound to be put off by these terms.

Q24

*Stella:* Yes, that's a reasonable complaint.

*Nathan:* So, what about sources of information for market research? Which sources of information work best? I mean, we all know that putting cameras in stores tells us a lot about consumer behaviour.

**Q25** *Stella:* Yes, that's well documented. But I read that managers can learn a lot about social trends just by doing really obvious things, like keeping up with the news on TV, radio and digital networking sites. I hadn't thought it could be that simple.

*Nathan:* No, me neither. Then there's a lot of data put out by bodies like the national census and the civil service. That can be helpful.

**Q26** *Stella:* Maybe, but it depends on the business. What I hadn't expected, though, was the evidence showing that talking to consumers directly about their preferences really works.

*Nathan:* Yeah, I was a bit taken aback when I read that. But apparently, it's more effective than internet questionnaires and polls.

*Stella:* I think people are less likely to be honest in questionnaires.

*Now listen and answer questions 27 to 30.*

*Nathan:* All right. So, if a business wants to use its own resources for market research, what's the process?

*Stella:* Good question. Let's think about a company that isn't using outside consultants, but doing it internally. Then I think the first step is staff education. You've got to get all employees committed, to maximise the chances of success.

*Nathan:* Agreed. Then, you need to show staff examples of what they can do every day.

**Q27** *Stella:* You mean in their interactions with customers?

*Nathan:* Yes. What, precisely, should they ask customers in order to get valuable information? Show staff the sorts of things they can ask on a daily basis.

**Q28** *Stella:* OK. And next, I was reading an article by the BQR Group. Apparently, staff need to keep an account of what the customers are saying.

*Nathan:* You mean on computer, or by hand?

*Stella:* The format doesn't matter. But, say, every Friday, they should add to the document. So they build up a picture of customer opinions, and the insights aren't lost.

*Nathan:* Good point. Right, next, I read about ways of motivating staff. Business Guide magazine had a report on the importance of maintaining motivation.

*Stella:* So, what, by looking ahead and deciding what to do next?

**Q29** *Nathan:* Well, in fact, Business Guide's approach is to get your staff together round a table as frequently as possible to discuss their findings.

*Stella:* That sounds like a good approach. Next, you need to provide detailed feedback about any changes you decide. So everyone can see the outcomes of the research.

*Nathan:* Nice idea. Then you have to ensure continued participation by the staff. You want market research to be ongoing, not just a one-off.

**Q30** *Stella:* Oh, this is the idea of delegating, so that each staff member is accountable for market research in one area of the business.

*Nathan:* Yeah, exactly. And then another aspect of this is...



## LISTENING PART 4

33

You will hear a biology student talking about water and how much people need to drink each day.

*Now listen carefully and answer questions 31 to 40.*

*Student:* Hi everyone. My presentation today is looking at drinking water. Now, we know that water is a vital nutrient for human life. But exactly how much of it do we need to drink? Well, today I'm going to review some of the research.

So, for example, there's a common idea that we should drink 8 glasses of water every day. But researchers say that the 8-glasses-a-day rule is a myth. Some people might need more than 8 glasses, some a lot less. The only group for whom the rule is useful seems to be the elderly, because they don't always feel thirsty, even when their bodies are actually short of water. So for them 8 glasses a day might be a good rough guide.

OK, let's look next at what effects water has on the body. One issue of interest is weight loss. And there are lots of theories about this. It's been claimed that dieters should drink more at night time, or drink when they first wake up, but there's no research to back this up. But actually, there is some evidence from studies to show that subjects who drank a lot of water, and then had their meals, lost more weight. But that may only be because the water filled them up and reduced their appetites.

I also read some of the research done by Dr Amaldi, who's looked in depth at this whole issue of drinking water. And one of his studies does support the common claim that water is good for the stomach. In particular, it seems to increase the rate at which digestion takes place, which overall has a number of health benefits.

Another interesting study I read about took place in the US. And this one was investigating the effects of dehydration – that is, not having enough water in the body. And what the US study indicated was that when a subject was low on water, their body's ability to regulate its own temperature was compromised, compared to a properly hydrated subject.

Now there's another frequent claim about water that I was interested in looking into. But in my reading anyway I could find no evidence at all to support the idea that hydration improves or enhances the skin in any specific way. So that claim may be a bit of a myth as well.

Another interesting aspect of this concerns the brain. And I read about a couple of research studies investigating how water intake may affect brain function. In the first study, the research subjects were female. And the less hydrated group were affected more frequently by headaches compared to those who drank more water.

In the second study, the research subjects were all male. And this time, a lack of water in the body was associated with a number of findings. In particular, the subjects in this group reported increased feelings of anxiety when dehydrated.

So, in summary we can see that, yes, there are some health benefits from drinking plenty of water. But in many of these studies, the benefit was quite small. And it's probably true that in general, on the internet and so on, the benefits of drinking lots of water are overstated.

But what about the opposite – can you drink too much water? Well, it's possible, but it's not a common problem. Actually, the human body kind of prevents us drinking too much. Australian researchers discovered that when subjects were fully hydrated, they actually found swallowing problematic – their bodies just wouldn't allow it so easily. So that's an interesting finding.

It is true that people do occasionally become sick from drinking too much water, although it is rare. So, I mean, there are recorded instances of illness among athletes who have been encouraged to drink a lot, for example.

According to doctors, people who have drunk too much water, too quickly, have become what's called 'hyponatremic'. Basically, this means that the make-up of their blood has changed and it now contains such a high proportion of salt that they suffer an adverse effect. But it's very rare for this sort of hyponatremia to be a dangerous condition.

So, based on the reading I've done, the best advice is to trust your body. Drink water when you're thirsty, but you probably don't need to drink more often than that.