Listening Segment

Audio:
https://drive.google.com/file/d/1UvWmcg4WvHdUEmUCzY8Xi6-tcaPy72DD/view?usp=sharing

QUESTIONS 1-10
Complete the information below. Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

Library Card

Personal Information:
Name: Monica **(1)** _____
Occupation: Student
Current Address: 89 **(2)** _____ Avenue, Westpark.
Postcode: **(3)** _____
Date of Birth: 14th April, **(4)** _____
Social Security number: **(5)** _____
Phone: 0158763258

Terms and Conditions:
Loan Period of paperback books: **(6)** _____ days
Loan Period of hardcover books: **(7)** _____ days
Maximum **(8)** _____ can be borrowed at a time

Fine policy:
Books Three days overdue: **(9)** £_____ per book
Books 15 days overdue: Full **(10)** _____

Answers:

1. Rodriguez
2. North Rose
3. 185 45 65
4. 2001
5. 405 214 936
6. 10
7. 3
8. 3
9. 5
10. cost

Audio:

Part 1:

https://drive.google.com/file/d/1u6OhEi_-pD225_HH-tuYfQrFsGfEbcVW/view?usp=sharing

Part 2:

https://drive.google.com/file/d/14lua6O9CHYVQtp1k19yO1_u9V9sPrH-c/view?usp=sharing

Answer the questions 1-10. Choose one option for each.

1. According to the speaker, what is the popular belief about anime?

A. Anime is a kind of cartoon

B. Anime is the short form of animation

C. Anime is a kind of adult show

2. How is anime developed?

A. Hand drawn and developed through computer graphics

B. Hand drawn and then scanned by camscanner

C. Photoshopped using software

3. Since when did Japan start airing anime shows?

A. Early nineteenth century

B. Early twentieth century

C. Mid twenty-first century

4. Anime can be produced from video games, light novels and Japanese comics called_____

A. Manhwa

B. Mecha

C. Manga

5. Anime industry consists of over _____ companies including Studio Ghibli, Sunrise, Aniplex etc.

A. 450

B. 420

C. 430

6. According to statistics revealed in 2016, how many of the world's animated television shows are dominated by anime?

A. 60%

B. 16%

C. 50%

7. Anime can show Gore and thrilling stuff, but it also shows_____

A. love, self-respect and equity

B. life, self-worth and balance

C. life, death and co-existence

8. What does Hayao Miyazaki's speech on Female roles focus on?

A. Freedom of choice

B. Woman empowerment

C. Female independence

9. What does he want to convey to the children through his movies?

A. It's good to be afraid

B. It's good to be alone

C. It's good to be alive

10. According to the letter in 'Summer Wars', one should always remember to eat with family, especially_____

A. when times are rough

B. when time is right

C. when life is not right

Answer keys: 1. B, 2. A, 3. B, 4. C, 5. C, 6. A, 7. B, 8. B, 9. C, 10. A

Audio:
Part 1:
https://drive.google.com/file/d/13JoVRv7Js3skBswFniko_Bdo__AqK2aL/view?usp=sharing

Part 2:
https://drive.google.com/file/d/12enY5RToAzeOgo3O027SsnnCv7k9CcDN/view?usp=sharing

(Use no more than 2 words)

The Silk Road was a **(1)** ..... of trade routes. It included both land and **(2)** ..... routes. There were trading posts and markets along the way which gave rise to cities. One of the most important items traded in these routes was **(3)** ..... . It is an **(4)** ..... fibre first discovered in ancient China. The Chinese used this silk in various ways and used it to make **(5)** ..... . The Silk Road connected the West to the East. The popularity of silk in **(6)** ..... was of a big concern.

The Silk Road also saw the exchange of ideas and the spread of **(7)** ..... . Another significant thing that spread through the Silk Road was **(8)**..... . The spread of the Bubonic plague in mid 14th century Europe caused the pandemic known as the **(9)**..... . The Silk Road was closed off by the Ottomans in the 15th century, which led to the Europeans investing more into **(10)** ..... , initiating the age of discovery. The legacy of The Silk Road is felt to this day.

Answer keys

1. network

2. sea

3. silk

4. animal

5. clothes

6. Rome

7. religion(s)

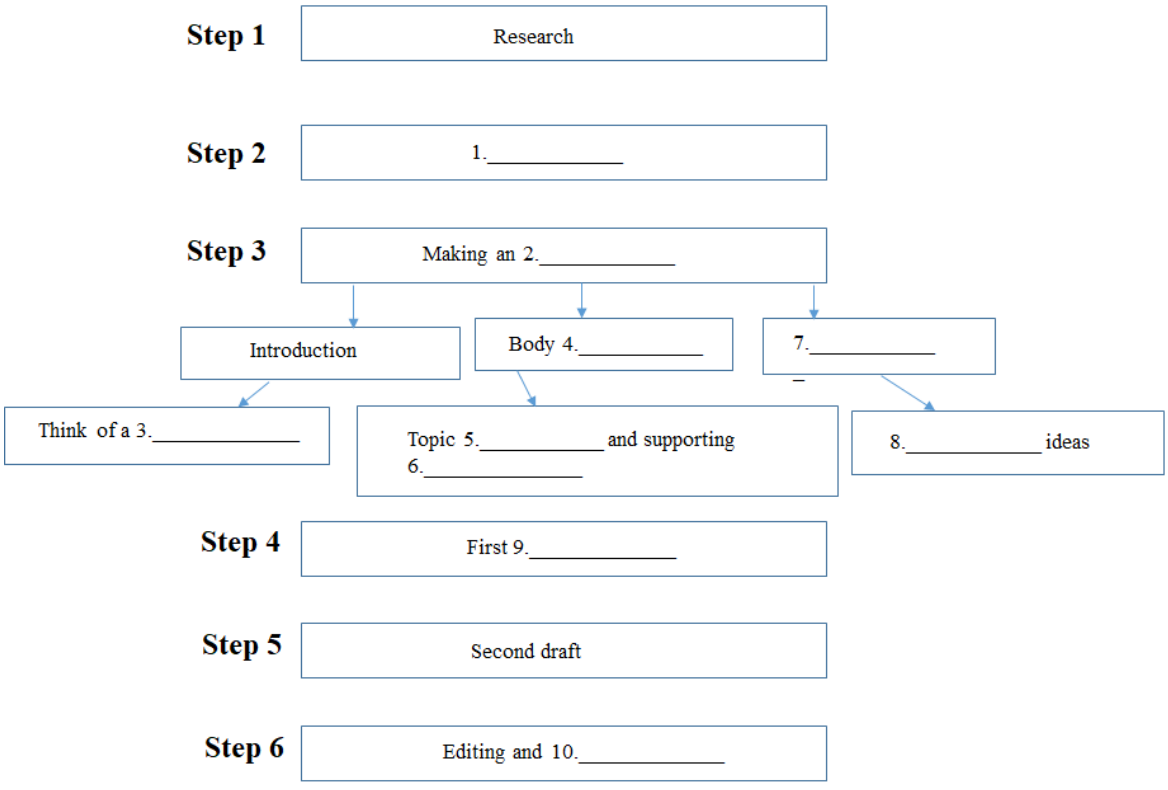
8. disease

9. Black Death

10. seafaring

Audio:
https://drive.google.com/file/d/13M0M45Br-ys_I2mU53OKPD5QG4HaBsvx/view?usp=sharing

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



Answers:

1. Brainstorming
2. outline
3. thesis statement
4. paragraphs
5. sentence
6. details
7. Conclusion
8. Restate
9. draft
10. proofreading

Reading Segment

Reading Passage 1

Questions 1 – 4

Reading Passage 1 has five sections: A-E.

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

Write the correct number, i-viii, in boxes 1-4 on your answer sheet.

List of Headings

i. Dramatic effects can result from small changes in traffic just as in nature

ii. How a math experiment actually reduced traffic congestion

iii. How a concept from one field of study was applied in another

iv. A lack of investment in driver training

v. Areas of doubt and disagreement between experts

vi. How different countries have dealt with traffic congestion

vii. The impact of driver behaviour on traffic speed

viii. A proposal to take control away from the driver

The Physics of Traffic Behaviour

A. Some years ago, when several theoretical physicists, principally Dirk Helbing and Boris Kerner of Stuttgart, Germany, began publishing papers on traffic flow in publications normally read by traffic engineers, they were clearly working outside their usual sphere of investigation. They had noticed that if they simulated the movement of vehicles on a highway, using the equations that describe how the molecules of a gas move, some very strange results emerged. Of course, vehicles do not behave exactly like gas molecules: for example, drivers try to avoid collisions by slowing down when they get too near another vehicle, whereas gas molecules have no such concern. However, the physicists modified the equations to take the differences into account and the overall description of traffic as a flowing gas has proved to be a very good one; the moving-gas model of traffic reproduces many phenomena seen in real-world traffic.

The strangest thing that came out of these equations, however, was the implication that congestion can arise completely spontaneously; no external causes are necessary. Vehicles can be flowing freely along, at a density still well below what the road can handle, and then suddenly gel into a slow-moving ooze. Under the right conditions, a brief and local fluctuation in the speed or the distance between vehicles is all. It takes to trigger a system-wide breakdown that persists for hours. In fact, the physicists' analysis suggested such spontaneous breakdowns in traffic flow probably occur quite frequently on highways.

B. Though a decidedly unsettling discovery, this showed striking similarities to the phenomena popularised as ‘chaos theory’. This theory has arisen from the understanding that in any complex interacting system which is made of many parts, each part affects the others. Consequently, tiny variations in one part of a complex system can grow in huge but unpredictable ways. This type of dramatic change from one state to another is similar to what happens when a chemical substance changes from a vapour to a liquid. It often happens that water in a cloud remains as a gas even after its temperature and density have reached the point where it could condense into water droplets. However, if the vapour encounters a solid surface, even something as small as a speck of dust, condensation can take place and the transition from vapour to liquid finally occurs. Helbing and Kerner see traffic as a complex interacting system. They found that a small fluctuation in traffic density can act as the ‘speck of dust’ causing a sudden change from freely moving traffic to synchronised traffic, when vehicles in all lanes abruptly slow down and start moving at the same speed, making passing impossible.

C. The physicists have challenged proposals to set a maximum capacity for vehicles on highways. They argue that it may not be enough simply to limit the rate at which vehicles are allowed to enter a highway, rather, it may be necessary to time each vehicle’s entry onto a highway precisely to coincide with a temporary drop in the density of vehicles along the road. The aim of doing this would be to smooth out any possible fluctuations in the road conditions that can trigger a change in traffic

behaviour and result in congestion. They further suggest that preventing breakdowns in the flow of traffic could ultimately require implementing the radical idea that has been suggested from time to time: directly regulating the speed and spacing of individual cars along a highway with central computers and sensors that communicate with each car's engine and brake controls.

D. However, research into traffic control is generally centred in civil engineering departments, and here, the theories of the physicists have been greeted with some scepticism. Civil engineers favour a practical approach to problems and believe traffic congestion is the result of poor road construction (two lanes becoming one lane or dangerous curves), which constricts the flow of traffic. Engineers questioned how well the physicists' theoretical results relate to traffic in the real world. Indeed, some engineering researchers questioned whether elaborate chaos-theory interpretations are needed at all, since at least some of the traffic phenomena the physicists' theories predicted seemed to be similar to observations that had been appearing in traffic engineering literature under other names for years; observations which had straightforward cause-and-effect explanations.

E. James Banks, a professor of civil and environmental engineering at San Diego State University in the US, suggested that a sudden slowdown in traffic may have less to do with chaos theory than with driver psychology. As traffic gets heavier and the passing lane gets more crowded, aggressive drivers move to other lanes to try to pass, which also tends to even out the speed between lanes. He also felt that another levelling force is that

when a driver in a fast lane brakes a little to maintain a safe distance between vehicles, the shock wave travels back much more rapidly than it would in the other slower lanes because each following driver has to react more quickly. Consequently, as a road becomes congested, the faster moving traffic is the first to slow down.

1. Section A

Example: Section B - i.

2. Section C
3. Section D
4. Section E

Questions 5-13

Decide if the statements below are True, False or Not Given according to the information in the passage.

5. Dirk Helbing and Boris Kerner of Stuttgart were experts in traffic engineering.

6. Many occurrences of real-world traffic can be duplicated by the moving-gas model.

7. Helbing and Kerner discovered that a little variation in the number of cars on the road can change the ease of flow of traffic.

8. Scientists agree that a maximum capacity of vehicles on the highway can be set restricting the number of vehicles entering the highway at a time.

9. It is advised by scientists that directly managing the speed of individual cars can help put a stop to the breakdown in the flow of traffic.

10. Civil engineers do not completely believe in the theories of physicists regarding traffic control.

11. Mechanical engineers believe that modern engines can help in solving the problem of traffic congestion.

12. Professor James Banks believes that the abrupt change in traffic flow depends on the driver's mindset.

13. Calm drivers switch lanes when the number of cars in the lane increases.

Questions 14-17

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

14. According to the passage, Dirk Helbing and Boris Kerner were -

A. Civil Engineers
B. Theoretical Physicists
C. Mechanics
D. Professors

15. According to the text, what has traffic been compared to by Helbing and Kerner?

A. Chaos Theory
B. Gas particles
C. Solid particles

D. Complex Interacting System

16. According to the text, why is it necessary to time each vehicle's entry onto a highway precisely?

A. To control the speed of the vehicles.
B. To control the number of cars on the road.
C. A & B.
D. None of the above.

17. Why do some engineers not believe in using chaos-theory interpretations to regulate traffic?

A. It is costly.
B. They do not like scientists.
C. They believe traffic congestion is due to poor road construction.
D. The theory is similar to other traffic engineering observations.

Answer:

1. iii
2. viii
3. v
4. vi
5. False
6. True
7. True
8. False
9. True
10. True
11. Not given
12. True
13. False

14. B
15. B
16. D
17. D

Reading Passage 2

You should spend about 20 minutes on Questions 18-30, which are based on Reading Passage 2 below.

The Robots are Coming

What is the current state of play in Artificial Intelligence?

A. Can robots advance so far that they become the ultimate threat to our existence? Some scientists say no, and dismiss the very idea of Artificial Intelligence. The human brain, they argue, is the most complicated system ever created, and any machine designed to reproduce human thought is bound to fail. Physicist Roger Penrose of Oxford University and others believe that machines are physically incapable of human thought. Colin McGinn of Rutgers University backs this up when he says that Artificial Intelligence 'is like sheep trying to do complicated psychoanalysis. They just don't have the conceptual equipment they need in their limited brains'.

B. Artificial Intelligence, or AI, is different from most technologies in that scientists still understand very little about how intelligence works. Physicists have a good understanding of Newtonian mechanics and the quantum theory of atoms and molecules, whereas the basic laws of intelligence remain a mystery. But a sizable number of mathematicians and computer scientists, who are specialists in the area, are optimistic about the possibilities. To them, it is only a matter of time before a thinking machine walks out of the laboratory. Over the years, various problems have impeded all efforts to create robots. To attack these difficulties, researchers tried to use the 'top-down approach', using a computer in an attempt to program all the essential rules onto a single disc. By inserting this into a machine, it would then become self-aware and attain human-like intelligence.

C. In the 1950s and 1960s, great progress was made, but the shortcomings of these prototype robots soon became clear. They were huge and took hours to navigate across a room. Meanwhile, a fruit fly, with a brain containing only a fraction of the computing power, can effortlessly navigate in three dimensions. Our brains, like the fruit flies, unconsciously recognize what we see by performing countless calculations. This unconscious awareness of patterns is exactly what computers are missing. The second problem is the robots' lack of common sense. Humans know that water is wet and that mothers are older than their daughters. But there is no mathematics that can express these truths. Children learn the intuitive laws of biology and physics by interacting with the real world. Robots know only what has been programmed into them.

D. Because of the limitations of the top-down approach to Artificial Intelligence, attempts have been made to use a 'bottom-up' approach instead– that is, to try to imitate evolution and the way a baby learns. Rodney Brooks was the director of MIT's Artificial Intelligence Laboratory, famous for its lumbering 'top-down' walking robots. He changed the course of research when he explored the unorthodox idea of tiny 'insectoid' robots that learned to walk by bumping into things instead of computing the precise position of their feet mathematically. Today many of the descendants of Brooks' insectoid robots are on Mars gathering data for NASA (The National

Aeronautics and Space Administration), running across the dusty landscape of the planet. For all their successes in mimicking the behaviour of insects, however, robots using neural networks have performed miserably when their programmers have tried to duplicate in them the behaviour of higher organisms such as mammals. MIT's Marvin Minsky summarises the problems of AI: 'The history of AI is sort of funny because the first real accomplishments were beautiful things, like a machine that could do well in a math course. But then we started to try to make machines that could answer questions about simple childrens' stories. There's no machine today that can do that.'

E. There are people who believe that eventually there will be a combination between the top-down and bottom-up, which may provide the key to Artificial Intelligence. As adults, we blend the two approaches. It has been suggested that our emotions represent the quality that most distinguishes us as humans, that it is impossible for machines ever to have emotions. Computer expert Hans Moravec thinks that in the future, robots will be programmed with emotions such as fear to protect themselves so that they can signal to humans when their batteries are running low, for example. Emotions are vital in decision-making. People who have suffered a certain kind of brain injury lose the ability to experience emotions and become unable to make decisions.
Without emotions to guide them, they debate endlessly over their options. Moravec points out that as robots become more intelligent and are able to make choices, they could likewise become paralyzed with indecision. To aid them, robots of the future might need to have emotions hardwired into their brains.

F. There is no universal consensus as to whether machines can be conscious, or even, in human terms, what consciousness means. Minsky suggests the thinking process in our brain is not localised but spread out, with different centres competing with one another at any given time. Consciousness may then be viewed as a sequence of thoughts and images issuing from these different, smaller 'minds', each one competing for our attention. Robots might eventually attain a 'silicon consciousness'. Robots, in fact, might one day embody an architecture for thinking and processing information that is different from ours but also indistinguishable. If that happens, the question of

whether they really 'understand' becomes largely irrelevant. A robot that has perfect mastery of syntax, for all practical purposes, understands what is being said.

Questions 18-24

Reading Passage 2 has six paragraphs: A-F.

Write the correct letter A-F in boxes 18-24 on your answer sheet.

NB: You may use any letter more than once. Which paragraph contains the following information?

18. An insect that proves the superiority of natural intelligence over Artificial Intelligence
19. Robots being able to benefit from their mistakes
20. Many researchers not being put off believing that Artificial Intelligence will eventually be developed
21. An innovative approach that is having limited success
22. The possibility of creating Artificial Intelligence being doubted by some academics
23. No generally accepted agreement of what our brains do
24. Robots not being able to extend the intelligence in the same way as humans

Questions 25-27
Look at the following people (Questions 25-27) and the list of statements below.
Match each person with the correct statement A-E.

Write the correct letter A-E in boxes 25-27 on your answer sheet.
25. Colin McGinn
26. Marvin Minsky

27. Hans Moravec

A. Artificial Intelligence may require something equivalent to feelings in order to succeed.
B. Different kinds of people use different parts of the brain.
C. Tests involving fiction have defeated Artificial Intelligence so far.
D. People have intellectual capacities which do not exist in computers.
E. People have no reason to be frightened of robots.

Questions 28-30

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

Write your answers in boxes 28-30 on your answer sheet.

When will we have a thinking machine?

Despite some advances, early robots had certain weaknesses. They were given the information they needed on a **(28)** ..... . This was known as the 'top-down' approach and enabled them to do certain tasks, but they were unable to recognize **(29)** ..... nor did they have any intuition or ability to make decisions based on experience. Rodney Brooks tried a different approach. Robots similar to those invented by Brooks are to be found on **(30)** ..... where they are collecting information.

Answers
18. C
19. D
20. B
21. D
22. A
23. F
24. C
25. D

26. C
27. A
28. disc
29. patterns
30. Mars

Reading Passage 3

You should spend about 20 minutes on Questions 31-40 which are based on Reading Passage 3 below.

A. At this point, you might be wondering: what does 'deafhood' mean? Is it a synonym for 'deafness'? Is it a slightly more politically correct term to express the very same concept you've grown accustomed to a person who lacks the power of hearing or a person whose hearing is impaired? What's wrong with terms like 'hard of hearing' or 'deafness'? Have they not represented the deaf community just fine for the past few centuries? Who came up with the term 'Deafhood' anyway, and why?

B. The term 'Deafhood' was first coined in 1993 by Dr. Paddy Ladd, a deaf scholar in the Deaf Studies Department at the University of Bristol in England. First explored through his doctoral dissertation in 1998, and later elaborated on in his 2003 book, 'Understanding Deaf Culture– In Search of Deafhood', the idea behind Deafhood is twofold: first, it seeks to collect everything that is already known about the life, culture, politics, etc. of Sign Language Peoples (SLPs); secondly, it attempts to remove the limitations imposed on SLPs through their colonisation from hearing people.

C. In order to understand what Deafhood represents, it's first important to understand what colonisation means. To do that, we need to examine two terms: Oralism and Audism. Oralism is a philosophy that first emerged in the late 19th century, which suggests that reduced use of sign language would be more beneficial to SLPs, as it would allow them to integrate better to the hearing world. In that respect, sign language is dismissively regarded as a mere obstacle to listening skills and acquisition of speech treated, in effect, in

the same manner as the languages of other peoples who were oppressed and colonised, e.g. the Maori in New Zealand, or the Aborigines in Australia. Audism, however, is an even more sinister ideology: first coined in 1975 by Dr. Tom Humphries of the University of California in San Diego, it describes the belief that deaf people are somehow inferior to hearing people, and that deafhood–or, in this case, we should say 'deafness'–is a flaw, a terrible disability that needs to be eliminated. It is the effect of these two ideologies that Deafhood seeks to counter by presenting SLPs in a positive light, not as patients who require treatment.

D. But even if we understand the oppression that SLPs have suffered at the hands of hearing people since the late 1800s, and even if we acknowledge that 'deafness' is a medical term with negative connotations that need to be replaced, that doesn't mean it's easy to explain what the term Deafhood represents exactly. This is because Deafhood is, as Dr. Donald Grushkin puts it, a 'physical, emotional, mental, spiritual, cultural and linguistic' journey that every deaf person is invited–but not obligated–to embark on.

E. Deafhood is essentially a search for understanding: what does being 'Deaf' mean? How did deaf people in the past define themselves, and what did they believe to be their reasons for existing before Audism was conceived?
Why are some people born deaf? Are they biologically defective, or are there more positive reasons for their existence? What do terms like 'Deaf Art' or 'Deaf Culture' actually mean? What is 'the Deaf Way' of doing things? True Deafhood is achieved when a deaf person feels comfortable with who they are and connected to the rest of the deaf community through the use of their natural language, but the journey there might differ.

F. Aside from all those questions, however, Deafhood also seeks to counter the effect of what is known as 'neo-eugenics'. Neo-eugenics, as described by Patrick Boudreault at the 2005 California Association of the Deaf Conference, is a modern manifestation of what has traditionally been defined as 'eugenics', i.e., an attempt to eradicate any human characteristics which are perceived as negative. Deaf people have previously been a target of eugenicists through the aforementioned ideologies of Audism and Oralism, but recent developments in science and society–such as cochlear implants

or genetic engineering–mean that Deafhood is once again under threat and needs to be protected. The only way to do this is by celebrating the community's history, language, and countless contributions to the world and confronting those who want to see it gone.

G. So, how do we go forward? We should start by decolonising SLPs– by embracing Deafhood for what it is, removing all the negative connotations that surround it, and accepting that deaf people are neither broken nor incomplete. This is a task not just for hearing people but for deaf people as well who have for decades internalised society's unfavourable views of them. We should also seek recognition of the deaf community's accomplishments, as well as official recognition of sign languages around the world by their respective governments. Effectively, what we should do is to ask ourselves: what would the deaf community be like, had it never been colonised by the mainstream world? And whatever it is it would be like we should all together–hearing and Deaf alike–strive to achieve it.

Questions 31-37

The reading passage has seven paragraphs: A-G.
Which paragraph contains the following information?

31. Examples of other groups treated the same way as deaf people __
32. Why the word 'deafness' is no longer appropriate __
33. The definition of the word 'deaf' __
34. Why deaf people might sometimes think negatively of themselves __
35. How one can attain deafhood __
36. Where the word 'deafhood' came from __
37. Why deafhood is currently imperilled __

Questions 38-40

Answer the questions below with words taken from Reading Passage 3.
Use NO MORE THAN TWO WORDS for each answer.

38. What should deaf people use to communicate with each other, according to deafhood?
39. Who has used oralism and audism to attack the deaf community?

40. What does the deaf community strive to achieve for sign language worldwide?

Answer

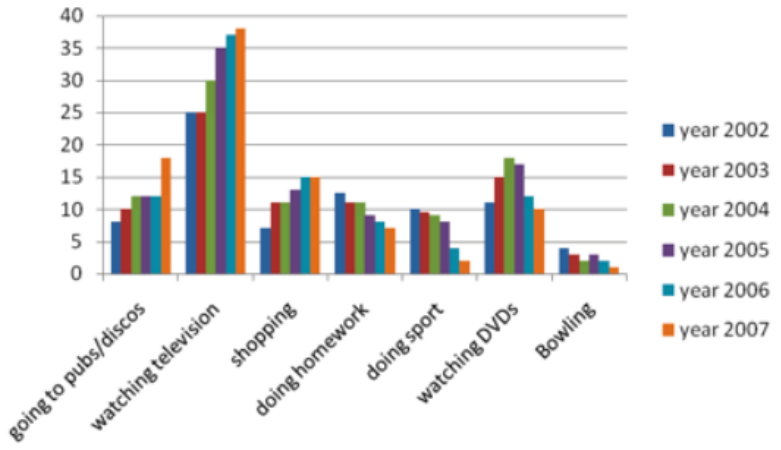
31. C
32. D
33. A
34. G
35. E
36. B
37. F
38. Natural language
39. Eugenicists
40. Official recognition

Writing Segment

WRITING TASK 1

You should spend 20 minutes on this task.

The bar chart below shows the hours per week that teenagers spend doing certain activities in Chester from 2002 to 2007.
Summarise the information by selecting and reporting the main features and make comparisons where relevant.
Write at least 150 words.



WRITING TASK 1 Answer

The bar chart illustrates how many hours adolescents in Chester spent on seven activities each week between 2002 and 2007.

Overall, the most popular activity over the period given was watching TV, whereas bowling was the least favourite. Going to pubs and discos, watching TV and shopping, all showed an increase in the number of hours teenagers spent on these activities. The other pursuits showed a decrease in hours, except watching DVDs which fluctuated.

Teenagers spent 25 hours watching television in 2002, which increased to almost 40 hours in the final year. Both going to pubs and discos and shopping more than doubled in hours from over 5 to over 15 and from over 5 to exactly 15 respectively.

While teenagers occupied 10 hours doing homework in 2002, this figure dropped to just over 5 in 2007. Playing sports fell more dramatically from 10 hours to around 3 hours. Bowling was under 5 hours throughout the entire period declining by about 4 hours. The number of hours teenagers dedicated to watching DVDs was only 10 hours in the first and final year but reached a peak of over 15 hours in 2004 and 2005.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Many manufactured food and drink products contain high levels of sugar, which causes many health problems. Sugary products should be made more expensive to encourage people to consume less sugar.***
>
> ***Do you agree or disagree?***

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

Write at least 250 words.

WRITING TASK 2 Answer

Today, high levels of sugar are contained in many sources of food, especially in manufactured food. And, of course, eating so much sugar is not suitable for our health: it can cause just a simple cavity, for example, but also worse problems, like increasing the level of sugar in the blood. Some people suggest that sugary products should be more expensive so that people would buy less of them.

According to me, I think that this solution is not the best one as sugary products include some types of food that we eat every day, such as bread or pasta. These foods, particularly the first one, are really important in our diet, so making them more expensive will influence our lifestyle. Some people wouldn't be able to buy the most important food for them anymore. Just think about poor people as example, who can maybe afford a few loads of bread per day: what would they eat if we increased bread prices?

In my opinion, the best solution for this problem would be informing people about what they eat because sometimes we don't even know that. They have already done something to inform people about the characteristics of food, of course, and labels are one of the most important things, as they tell you all the ingredients of a particular food. Yet, not many people spend some of their time reading labels, or, if they do, they probably don't know the biggest part of the substances named in the list, as well not everybody knows that there is a specific order of the ingredients in the list. So something we could do is organise some "talks" to inform people not only about the function of labels, but especially about the big amount of sugar we eat everyday. I think as well that these talks should be organised also in schools, because children also must be aware of what they eat; besides, children can tell what they have learned by these "conferences" to their parents, so the whole family would eat better.

To sum it up, I think that it is not necessary to increase the prices of sugary food and that all we need is information that will lead people to eat less sugary food and as a consequence, live better with fewer problems.

Speaking Segment

IELTS Speaking Test Part 2

Describe the subject you are studying as your major.

You should say -
• What are you studying?
• What's your major?
• Why did you choose that subject?
• What do you find most interesting about your course?
• What do you dislike about your study?
• What do you hope to do after your graduation?

Answer

I am currently pursuing my bachelor's degree in Microbiology from Brac University, Dhaka. My major is immunology; it is a biology subfield that studies all organisms' immune systems. I chose to explore immunology because I was always fascinated by the way an organism's body defends itself against diseases and wanted to be more observant in this field. Moreover, immunology is a diverse and growing discipline that would later offer me a promising career.

It is always pleasant to talk about a topic of interest, and there is no exception in my case either. So on that account, the fascinating part of my course is how it has altered the face of modern medicine, starting from vaccination in its latest form to many scientific breakthroughs to safe organ transplantation. However, it is a vast subject; there will always be parts you enjoy and parts you dislike. Accordingly, I find my study challenging at times as there is a great deal of information to remember which is time-consuming and in fact, stressful. Anyway, I believe the key to achieving triumph in life is to accept and face all the challenges. I hope to contribute my knowledge and experience in the field of immunology as a research assistant, preferably in a developing country to upgrade its health care system. In other words, I am privileged enough to pursue this major and am very optimistic about my future.