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IELTS 7

WITH ANSWERS

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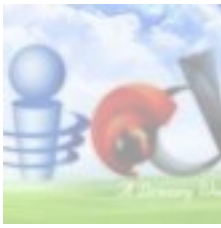

Cambridge IELTS 7

Examination papers from University of Cambridge ESOL Examinations: English for Speakers of Other Languages

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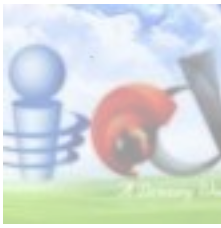

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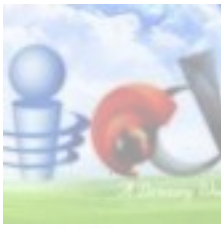

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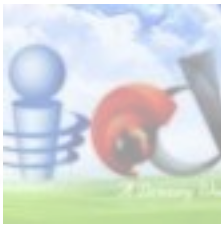


Introduction

The International English Language Testing System (IELTS) is widely recognised as a reliable means of assessing the language ability of candidates who need to study or work where English is the language of communication. These Practice Tests are designed to give future IELTS candidates an idea of whether their English is at the required level.

IELTS is owned by three partners, the University of Cambridge ESOL Examinations, the British Council and IDP Education Pty Limited (through its subsidiary company, IELTS Australia Pty Limited). Further information on IELTS can be found on the IELTS website (www.ielts.org).

WHAT IS THE TEST FORMAT?

IELTS consists of six components. All candidates take the same Listening and Speaking tests. There is a choice of Reading and Writing tests according to whether a candidate is taking the Academic or General Training module.

Academic	**General Training**
For candidates taking the test for entry to undergraduate or postgraduate studies or for professional reasons.	For candidates taking the test for entry to vocational or training programmes not at degree level, for admission to secondary schools and for immigration purposes.

The test components are taken in the following order:

Listening 4 sections, 40 items approximately 30 minutes		
Academic Reading 3 sections, 40 items 60 minutes	OR	**General Training Reading** 3 sections, 40 items 60 minutes
Academic Writing 2 tasks 60 minutes	OR	**General Training Writing** 2 tasks 60 minutes
Speaking 11 to 14 minutes		
Total Test Time 2 hours 44 minutes		

Listening

This test consists of four sections, each with ten questions. The first two sections are concerned with social needs. The first section is a conversation between two speakers and the second section is a monologue. The final two sections are concerned with situations related to educational or training contexts. The third section is a conversation between up to four people and the fourth section is a monologue.

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/form/table/summary/flow-chart completion, labelling a diagram/plan/map, classification, matching.

Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

Academic Reading

This test consists of three sections with 40 questions. There are three texts, which are taken from journals, books, magazines, and newspapers. The texts are on topics of general interest. At least one text contains detailed logical argument.

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/summary/flow-chart/table completion, diagram label completion, classification, matching, choosing suitable paragraph headings from a list, identification of writer's views/claims – *yes, no, not given*, identification of information in the text – *true, false, not given*.

General Training Reading

This test consists of three sections with 40 questions. The texts are taken from notices, advertisements, leaflets, newspapers, instruction manuals, books and magazines. The first section contains texts relevant to basic linguistic survival in English, with tasks mainly concerned with providing factual information. The second section focuses on the work context and involves texts of more complex language. The third section involves reading more extended texts, with a more complex structure, but with the emphasis on descriptive and instructive rather than argumentative texts.

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/summary/flow-chart/table completion, diagram label completion, classification, matching, choosing suitable paragraph headings from a list, identification of writer's views/claims – *yes, no, not given*, identification of information in the text – *true, false, not given*.

Academic Writing

This test consists of two tasks. It is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words, and 40 minutes on Task 2, which requires them to write at least 250 words. Task 2 contributes twice as much as Task 1 to the Writing score.

Task 1 requires candidates to look at a diagram or some data (graph, table or chart) and to present the information in their own words. They are assessed on their ability to organise, present and possibly compare data, describe the stages of a process, describe an object or event, or explain how something works.

In Task 2 candidates are presented with a point of view, argument or problem. They are assessed on their ability to present a solution to the problem, present and justify an opinion, compare and contrast evidence and opinions, and evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style.

General Training Writing

This test consists of two tasks. It is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words, and 40 minutes on Task 2, which requires them to write at least 250 words. Task 2 contributes twice as much as Task 1 to the Writing score.

In Task 1 candidates are asked to respond to a given situation with a letter requesting information or explaining the situation. They are assessed on their ability to engage in personal correspondence, elicit and provide general factual information, express needs, wants, likes and dislikes, express opinions, complaints, etc.

In Task 2 candidates are presented with a point of view, argument or problem. They are assessed on their ability to provide general factual information, outline a problem and present a solution, present and justify an opinion, and evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style. More information on assessing both the Academic and General Training Writing tests, including Writing Band Descriptors (public version), is available on the IELTS website.

Speaking

This test takes between 11 and 14 minutes and is conducted by a trained examiner. There are three parts:

Part 1
The candidate and the examiner introduce themselves. Candidates then answer general questions about themselves, their home/family, their job/studies, their interests and a wide range of similar familiar topic areas. This part lasts between four and five minutes.

Part 2
The candidate is given a task card with prompts and is asked to talk on a particular topic. The candidate has one minute to prepare and they can make some notes if they wish, before speaking for between one and two minutes. The examiner then asks one or two rounding-off questions.

Part 3
The examiner and the candidate engage in a discussion of more abstract issues which are thematically linked to the topic in Part 2. The discussion lasts between four and five minutes.

The Speaking test assesses whether candidates can communicate effectively in English. The assessment takes into account Fluency and Coherence, Lexical Resource, Grammatical

Range and Accuracy, and Pronunciation. More information on assessing the Speaking test, including Speaking Band Descriptors (public version), is available on the IELTS website.

HOW IS IELTS SCORED?

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability, IELTS provides a score in the form of a profile for each of the four skills (Listening, Reading, Writing and Speaking). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

9 ***Expert User*** *– Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.*

8 ***Very Good User*** *– Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.*

7 ***Good User*** *– Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.*

6 ***Competent User*** *– Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.*

5 ***Modest User*** *– Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.*

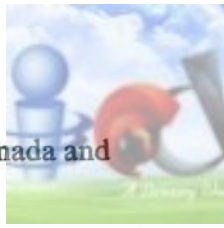
4 ***Limited User*** *– Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.*

3 ***Extremely Limited User*** *– Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.*

2 ***Intermittent User*** *– No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.*

1 ***Non User*** *– Essentially has no ability to use the language beyond possibly a few isolated words.*

0 ***Did not attempt the test*** *– No assessable information provided.*



Most universities and colleges in the United Kingdom, Australia, New Zealand, Canada and the USA accept an IELTS Overall Band Score of 6.0 – 7.0 for entry to academic programmes.

MARKING THE PRACTICE TESTS

Listening and Reading

The Answer keys are on pages 152–161.
Each question in the Listening and Reading tests is worth one mark.

Questions which require letter/Roman numeral answers

- For questions where the answers are letters or Roman numerals, you should write *only* the number of answers required. For example, if the answer is a single letter or numeral you should write only one answer. If you have written more letters or numerals than are required, the answer must be marked wrong.

Questions which require answers in the form of words or numbers

- Answers may be written in upper or lower case.
- Words in brackets are optional – they are correct, but not necessary.
- Alternative answers are separated by a slash (/).
- If you are asked to write an answer using a certain number of words and/or (a) number(s), you will be penalised if you exceed this. For example, if a question specifies an answer using NO MORE THAN THREE WORDS and the correct answer is 'black leather coat', the answer 'coat of black leather' is incorrect.
- In questions where you are expected to complete a gap, you should transfer only the necessary missing word(s) onto the answer sheet. For example, to complete 'in the ...', and the correct answer is 'morning', the answer 'in the morning' would be incorrect.
- All answers require correct spelling (including words in brackets).
- Both US and UK spelling are acceptable and are included in the Answer key.
- All standard alternatives for numbers, dates and currencies are acceptable.
- All standard abbreviations are acceptable.
- You will find additional notes about individual answers in the Answer key.

Writing

The model and sample answers are on pages 162–173. It is not possible for you to give yourself a mark for the Writing tasks. For Task 2 in Tests 1 and 3, and Task 1 in Tests 2 and 4, and for Task 1 in General Training Test A and Task 2 in General Training Test B, we have provided model answers (written by an examiner). It is important to note that these show just one way of completing the task, out of many possible approaches. For Task 1 in Tests 1 and 3, and Task 2 in Tests 2 and 4, and for Task 2 in General Training Test A and Task 1 in General Training Test B, we have provided sample answers (written by candidates), showing their score and the examiner's comments. These model answers and sample answers will give you an insight into what is required for the Writing test.

HOW SHOULD YOU INTERPRET YOUR SCORES?

At the end of each Listening and Reading Answer key you will find a chart which will help you assess whether, on the basis of your Practice Test results, you are ready to take the IELTS test.

In interpreting your score, there are a number of points you should bear in mind. Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the components and an Overall Band Score from 1 to 9, which is the average of your scores in the four components. However, institutions considering your application are advised to look at both the Overall Band Score and the Bands for each component in order to determine whether you have the language skills needed for a particular course of study. For example, if your course has a lot of reading and writing, but no lectures, listening skills might be less important and a score of 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course which has lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.

Once you have marked your tests you should have some idea of whether your listening and reading skills are good enough for you to try the IELTS test. If you did well enough in one component but not in others, you will have to decide for yourself whether you are ready to take the test.

The Practice Tests have been checked to ensure that they are of approximately the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the Practice Tests will be reflected in the real IELTS test. The Practice Tests can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your score.

Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.

Further information

For more information about IELTS or any other University of Cambridge ESOL examination, write to:

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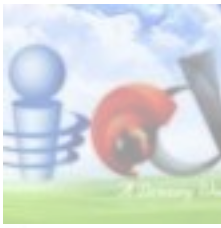


Test 1

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–5

Complete the notes below.

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

Transport from Airport to Milton

Example	*Answer*
Distance:	.....*147*..... miles

Options:

- Car hire
  - don't want to drive
- **1** .....
  - expensive
- Greyhound bus
  - $15 single, $27.50 return
  - direct to the **2** .....
  - long **3** .....
- Airport Shuttle
  - **4** ..... service
  - every 2 hours
  - $35 single, $65 return
  - need to **5** .....

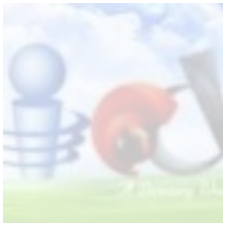
Questions 6–10

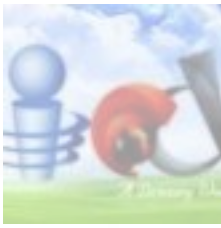
Complete the booking form below.

*Write **ONE WORD ANDIOR A NUMBER** for each answer.*

AIRPORT SHUTTLE BOOKING FORM

To:	Milton		
Date:	**6**	**No. of passengers:**	One
Bus Time:	**7** ..... pm	**Type of ticket:**	Single
Name:	Janet **8**		
Flight No:	**9**	**From:**	London Heathrow
Address in Milton:	Vacation Motel, 24, Kitchener Street		
Fare:	$35		
Credit Card No:	(Visa) **10**		





SECTION 2 *Questions 11–20*

Questions 11–16

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

11 PS Camping has been organising holidays for

A 15 years.
B 20 years.
C 25 years.

12 The company has most camping sites in

A France.
B Italy.
C Switzerland.

13 Which organised activity can children do every day of the week?

A football
B drama
C model making

14 Some areas of the sites have a 'no noise' rule after

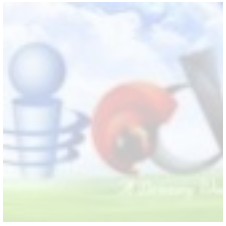
A 9.30 p.m.
B 10.00 p.m.
C 10.30 p.m.

15 The holiday insurance that is offered by PS Camping

A can be charged on an annual basis.
B is included in the price of the holiday.
C must be taken out at the time of booking.

16 Customers who recommend PS Camping to friends will receive

A a free gift.
B an upgrade to a luxury tent.
C a discount.



Questions 17–20

What does the speaker say about the following items?

*Write the correct letter, **A**, **B** or **C**, next to questions 17–20.*

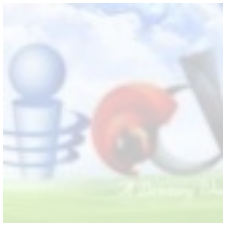
A	They are provided in all tents.
B	They are found in central areas of the campsite.
C	They are available on request.

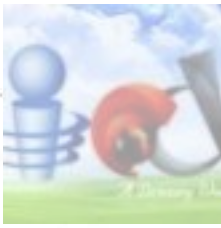
17 barbecues .....

18 toys .....

19 cool boxes .....

20 mops and buckets .....





SECTION 3 *Questions 21–30*

Questions 21–23

Complete the notes below.

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

DIFFERENCES BETWEEN INDIVIDUALS IN THE WORKPLACE

Individuals bring different:

- ideas
- **21** .....
- learning experiences

Work behaviour differences are due to:

- personality
- **22** .....

Effects of diversity on companies:

Advantage: diversity develops **23** .....
Disadvantage: diversity can cause conflict

Questions 24–27

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

24 Janice thinks that employers should encourage workers who are

A potential leaders.
B open to new ideas.
C good at teamwork.

25 Janice suggests that managers may find it difficult to

A form successful groups.
B balance conflicting needs.
C deal with uncooperative workers.

26 Janice believes employers should look for job applicants who

A can think independently.
B will obey the system.
C can solve problems.

27 Janice believes managers should

A demonstrate good behaviour.
B encourage co-operation early on.
C increase financial incentives.

Questions 28–30

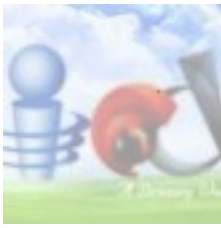
Complete the sentences below.

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

28 All managers need to understand their employees and recognise their company's ..... .

29 When managing change, increasing the company's ..... may be more important than employee satisfaction.

30 During periods of change, managers may have to cope with increased amounts of ..... .



SECTION 4 *Questions 31–40*

Questions 31–35

Complete the notes below.

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

SEMINAR ON ROCK ART

Preparation for fieldwork trip to Namibia in **31** .....

Rock art in Namibia may be

- paintings
- engravings

Earliest explanation of engravings of animal footprints

They were used to help **32** ..... learn about tracking

But:

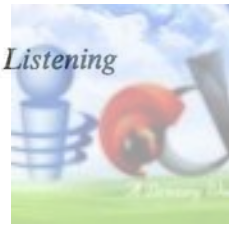
- Why are the tracks usually **33** ..... ?
- Why are some engravings realistic and others unrealistic?
- Why are the unrealistic animals sometimes half **34** ..... ?

More recent explanation:

Wise men may have been trying to control wild animals with **35** ..... .

Comment:

Earlier explanation was due to scholars over-generalising from their experience of a different culture.



Questions 36–40

Complete the sentences below.

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

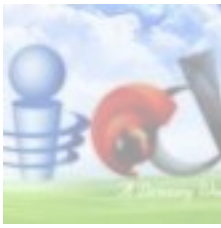
36 If you look at a site from a ..... , you reduce visitor pressure.

37 To camp on a site may be disrespectful to people from that ..... .

38 Undiscovered material may be damaged by ..... .

39 You should avoid ..... or tracing rock art as it is so fragile.

40 In general, your aim is to leave the site ..... .



READING

READING PASSAGE 1

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

Let's Go Bats

A Bats have a problem: how to find their way around in the dark. They hunt at night, and cannot use light to help them find prey and avoid obstacles. You might say that this is a problem of their own making, one that they could avoid simply by changing their habits and hunting by day. But the daytime economy is already heavily exploited by other creatures such as birds. Given that there is a living to be made at night, and given that alternative daytime trades are thoroughly occupied, natural selection has favoured bats that make a go of the night-hunting trade. It is probable that the nocturnal trades go way back in the ancestry of all mammals. In the time when the dinosaurs dominated the daytime economy, our mammalian ancestors probably only managed to survive at all because they found ways of scraping a living at night. Only after the mysterious mass extinction of the dinosaurs about 65 million years ago were our ancestors able to emerge into the daylight in any substantial numbers.

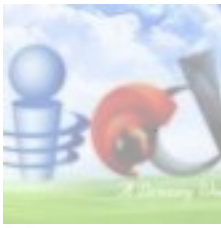
B Bats have an engineering problem: how to find their way and find their prey in the absence of light. Bats are not the only creatures to face this difficulty today. Obviously the night-flying insects that they prey on must find their way about somehow. Deep-sea fish and whales have little or no light by day or by night. Fish and dolphins that live in extremely muddy water cannot see because, although there is light, it is obstructed and scattered by the dirt in the water. Plenty of other modern animals make their living in conditions where seeing is difficult or impossible.

C Given the questions of how to manoeuvre in the dark, what solutions might an engineer consider? The first one that might occur to him is to manufacture light, to use a lantern or a searchlight. Fireflies and some fish (usually with the help of bacteria) have the power to manufacture their own light, but the process seems to consume a large amount of energy. Fireflies use their light for attracting mates. This doesn't require a prohibitive amount of energy: a male's tiny pinprick of light can be seen by a female from some distance on a dark night, since her eyes are exposed directly to the light source itself. However, using light to find one's own way around requires vastly more energy, since the eyes have to detect the tiny fraction of the light that bounces off each part of the scene. The light source must therefore be immensely

brighter if it is to be used as a headlight to illuminate the path, than if it is to be used as a signal to others. In any event, whether or not the reason is the energy expense, it seems to be the case that, with the possible exception of some weird deep-sea fish, no animal apart from man uses manufactured light to find its way about.

D What else might the engineer think of? Well, blind humans sometimes seem to have an uncanny sense of obstacles in their path. It has been given the name 'facial vision', because blind people have reported that it feels a bit like the sense of touch, on the face. One report tells of a totally blind boy who could ride his tricycle at good speed round the block near his home, using facial vision. Experiments showed that, in fact, facial vision is nothing to do with touch or the front of the face, although the sensation may be referred to the front of the face, like the referred pain in a phantom limb. The sensation of facial vision, it turns out, really goes in through the ears. Blind people, without even being aware of the fact, are actually using echoes of their own footsteps and of other sounds, to sense the presence of obstacles. Before this was discovered, engineers had already built instruments to exploit the principle, for example to measure the depth of the sea under a ship. After this technique had been invented, it was only a matter of time before weapons designers adapted it for the detection of submarines. Both sides in the Second World War relied heavily on these devices, under such codenames as Asdic (British) and Sonar (American), as well as Radar (American) or RDF (British), which uses radio echoes rather than sound echoes.

E The Sonar and Radar pioneers didn't know it then, but all the world now knows that bats, or rather natural selection working on bats, had perfected the system tens of millions of years earlier, and their radar' achieves feats of detection and navigation that would strike an engineer dumb with admiration. It is technically incorrect to talk about bat 'radar', since they do not use radio waves. It is sonar. But the underlying mathematical theories of radar and sonar are very similar, and much of our scientific understanding of the details of what bats are doing has come from applying radar theory to them. The American zoologist Donald Griffin, who was largely responsible for the discovery of sonar in bats, coined the term 'echolocation' to cover both sonar and radar, whether used by animals or by human instruments.



Questions 1–5

Reading Passage 1 has five paragraphs, **A–E**.

Which paragraph contains the following information?

*Write the correct letter, **A–E**, in boxes 1–5 on your answer sheet.*

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

1 examples of wildlife other than bats which do not rely on vision to navigate by
2 how early mammals avoided dying out
3 why bats hunt in the dark
4 how a particular discovery has helped our understanding of bats
5 early military uses of echolocation

Questions 6–9

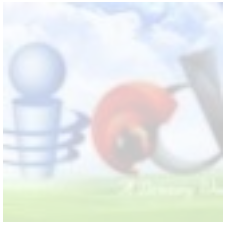
Complete the summary below.

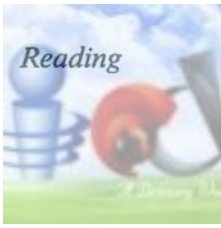
*Choose **ONE WORD ONLY** from the passage for each answer.*

Write your answers in boxes 6–9 on your answer sheet.

Facial Vision

Blind people report that so-called 'facial vision' is comparable to the sensation of touch on the face. In fact, the sensation is more similar to the way in which pain from a **6** ..... arm or leg might be felt. The ability actually comes from perceiving **7** ..... through the ears. However, even before this was understood, the principle had been applied in the design of instruments which calculated the **8** ..... of the seabed. This was followed by a wartime application in devices for finding **9** ..... .





Questions 10–13

Complete the sentences below.

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

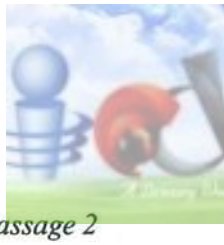
Write your answers in boxes 10–13 on your answer sheet.

10 Long before the invention of radar, ... had resulted in a sophisticated radar-like system in bats.

11 Radar is an inaccurate term when referring to bats because ..... are not used in their navigation system.

12 Radar and sonar are based on similar ..... .

13 The word 'echolocation' was first used by someone working as a ..... .



READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 on the following pages.*

Questions 14–20

Reading Passage 2 has seven paragraphs, **A–H**.

*Choose the correct heading for paragraphs **A** and **C–H** from the list of headings below.*

*Write the correct number, **i–xi**, in boxes 14–20 on your answer sheet.*

List of Headings

i	Scientists' call for a revision of policy
ii	An explanation for reduced water use
iii	How a global challenge was met
iv	Irrigation systems fall into disuse
v	Environmental effects
vi	The financial cost of recent technological improvements
vii	The relevance to health
viii	Addressing the concern over increasing populations
ix	A surprising downward trend in demand for water
x	The need to raise standards
xi	A description of ancient water supplies

14 Paragraph **A**

Example	*Answer*
Paragraph **B**	**iii**

15 Paragraph **C**

16 Paragraph **D**

17 Paragraph **E**

18 Paragraph **F**

19 Paragraph **G**

20 Paragraph **H**

MAKING EVERY DROP COUNT

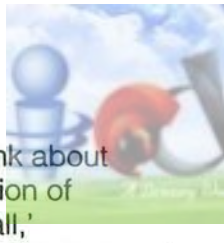
A The history of human civilisation is entwined with the history of the ways we have learned to manipulate water resources. As towns gradually expanded, water was brought from increasingly remote sources, leading to sophisticated engineering efforts such as dams and aqueducts. At the height of the Roman Empire, nine major systems, with an innovative layout of pipes and well-built sewers, supplied the occupants of Rome with as much water per person as is provided in many parts of the industrial world today.

B During the industrial revolution and population explosion of the 19th and 20th centuries, the demand for water rose dramatically. Unprecedented construction of tens of thousands of monumental engineering projects designed to control floods, protect clean water supplies, and provide water for irrigation and hydropower brought great benefits to hundreds of millions of people. Food production has kept pace with soaring populations mainly because of the expansion of artificial irrigation systems that make possible the growth of 40 % of the world's food. Nearly one fifth of all the electricity generated worldwide is produced by turbines spun by the power of falling water.

C Yet there is a dark side to this picture: despite our progress, half of the world's population still suffers, with water services inferior to those available to the ancient Greeks and Romans. As the United Nations report on access to water reiterated in November 2001, more than one billion people lack access to clean drinking water; some two and a half billion do not have adequate sanitation services. Preventable water-related diseases kill an estimated 10,000 to 20,000 children every day, and the latest evidence suggests that we are falling behind in efforts to solve these problems.

D The consequences of our water policies extend beyond jeopardising human health. Tens of millions of people have been forced to move from their homes – often with little warning or compensation – to make way for the reservoirs behind dams. More than 20 % of all freshwater fish species are now threatened or endangered because dams and water withdrawals have destroyed the free-flowing river ecosystems where they thrive. Certain irrigation practices degrade soil quality and reduce agricultural productivity. Groundwater aquifers* are being pumped down faster than they are naturally replenished in parts of India, China, the USA and elsewhere. And disputes over shared water resources have led to violence and continue to raise local, national and even international tensions.

* underground stores of water



E At the outset of the new millennium, however, the way resource planners think about water is beginning to change. The focus is slowly shifting back to the provision of basic human and environmental needs as top priority – ensuring 'some for all,' instead of 'more for some'. Some water experts are now demanding that existing infrastructure be used in smarter ways rather than building new facilities, which is increasingly considered the option of last, not first, resort. This shift in philosophy has not been universally accepted, and it comes with strong opposition from some established water organisations. Nevertheless, it may be the only way to address successfully the pressing problems of providing everyone with clean water to drink, adequate water to grow food and a life free from preventable water-related illness.

F Fortunately – and unexpectedly – the demand for water is not rising as rapidly as some predicted. As a result, the pressure to build new water infrastructures has diminished over the past two decades. Although population, industrial output and economic productivity have continued to soar in developed nations, the rate at which people withdraw water from aquifers, rivers and lakes has slowed. And in a few parts of the world, demand has actually fallen.

G What explains this remarkable turn of events? Two factors: people have figured out how to use water more efficiently, and communities are rethinking their priorities for water use. Throughout the first three-quarters of the 20th century, the quantity of freshwater consumed per person doubled on average; in the USA, water withdrawals increased tenfold while the population quadrupled. But since 1980, the amount of water consumed per person has actually decreased, thanks to a range of new technologies that help to conserve water in homes and industry. In 1965, for instance, Japan used approximately 13 million gallons* of water to produce $1 million of commercial output; by 1989 this had dropped to 3.5 million gallons (even accounting for inflation) – almost a quadrupling of water productivity. In the USA, water withdrawals have fallen by more than 20 % from their peak in 1980.

H On the other hand, dams, aqueducts and other kinds of infrastructure will still have to be built, particularly in developing countries where basic human needs have not been met. But such projects must be built to higher specifications and with more accountability to local people and their environment than in the past. And even in regions where new projects seem warranted, we must find ways to meet demands with fewer resources, respecting ecological criteria and to a smaller budget.

* 1 gallon: 4.546 litres

Questions 21–26

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

In boxes 21–26 on your answer sheet, write

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

21 Water use per person is higher in the industrial world than it was in Ancient Rome.

22 Feeding increasing populations is possible due primarily to improved irrigation systems.

23 Modern water systems imitate those of the ancient Greeks and Romans.

24 Industrial growth is increasing the overall demand for water.

25 Modern technologies have led to a reduction in domestic water consumption.

26 In the future, governments should maintain ownership of water infrastructures.

READING PASSAGE 3

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

EDUCATING PSYCHE

Educating Psyche by Bernie Neville is a book which looks at radical new approaches to learning, describing the effects of emotion, imagination and the unconscious on learning. One theory discussed in the book is that proposed by George Lozanov, which focuses on the power of suggestion.

Lozanov's instructional technique is based on the evidence that the connections made in the brain through unconscious processing (which he calls non-specific mental reactivity) are more durable than those made through conscious processing. Besides the laboratory evidence for this, we know from our experience that we often remember what we have perceived peripherally, long after we have forgotten what we set out to learn. If we think of a book we studied months or years ago, we will find it easier to recall peripheral details – the colour, the binding, the typeface, the table at the library where we sat while studying it – than the content on which we were concentrating. If we think of a lecture we listened to with great concentration, we will recall the lecturer's appearance and mannerisms, our place in the auditorium, the failure of the air-conditioning, much more easily than the ideas we went to learn. Even if these peripheral details are a bit elusive, they come back readily in hypnosis or when we relive the event imaginatively, as in psychodrama. The details of the content of the lecture, on the other hand, seem to have gone forever.

This phenomenon can be partly attributed to the common counterproductive approach to study (making extreme efforts to memorise, tensing muscles, inducing fatigue), but it also simply reflects the way the brain functions. Lozanov therefore made indirect instruction (suggestion) central to his teaching system. In suggestopedia, as he called his method, consciousness is shifted away from the curriculum to focus on something peripheral. The curriculum then becomes peripheral and is dealt with by the reserve capacity of the brain.

The suggestopedic approach to foreign language learning provides a good illustration. In its most recent variant (1980), it consists of the reading of vocabulary and text while the class is listening to music. The first session is in two parts. In the first part, the music is classical (Mozart, Beethoven, Brahms) and the teacher reads the text slowly and solemnly, with attention to the dynamics of the music. The students follow the text in their books. This is followed by several minutes of silence. In the second part, they listen to baroque music (Bach, Corelli, Handel) while the teacher reads the text in a normal speaking voice. During this time they have their books closed. During the whole of this session, their attention is passive; they listen to the music but make no attempt to learn the material.

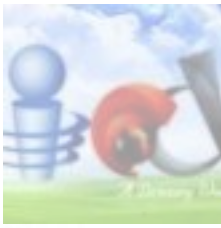
Beforehand, the students have been carefully prepared for the language learning experience. Through meeting with the staff and satisfied students they develop the expectation that learning will be easy and pleasant and that they will successfully learn

several hundred words of the foreign language during the class. In a preliminary talk, the teacher introduces them to the material to be covered, but does not 'teach' it. Likewise, the students are instructed not to try to learn it during this introduction.

Some hours after the two-part session, there is a follow-up class at which the students are stimulated to recall the material presented. Once again the approach is indirect. The students do not focus their attention on trying to remember the vocabulary, but focus on using the language to communicate (e.g. through games or improvised dramatisations). Such methods are not unusual in language teaching. What is distinctive in the suggestopedic method is that they are devoted entirely to assisting recall. The 'learning' of the material is assumed to be automatic and effortless, accomplished while listening to music. The teacher's task is to assist the students to apply what they have learned paraconsciously, and in doing so to make it easily accessible to consciousness. Another difference from conventional teaching is the evidence that students can regularly learn 1000 new words of a foreign language during a suggestopedic session, as well as grammar and idiom.

Lozanov experimented with teaching by direct suggestion during sleep, hypnosis and trance states, but found such procedures unnecessary. Hypnosis, yoga, Silva mind-control, religious ceremonies and faith healing are all associated with successful suggestion, but none of their techniques seem to be essential to it. Such rituals may be seen as placebos. Lozanov acknowledges that the ritual surrounding suggestion in his own system is also a placebo, but maintains that without such a placebo people are unable or afraid to tap the reserve capacity of their brains. Like any placebo, it must be dispensed with authority to be effective. Just as a doctor calls on the full power of autocratic suggestion by insisting that the patient take precisely this white capsule precisely three times a day before meals, Lozanov is categoric in insisting that the suggestopedic session be conducted exactly in the manner designated, by trained and accredited suggestopedic teachers.

While suggestopedia has gained some notoriety through success in the teaching of modern languages, few teachers are able to emulate the spectacular results of Lozanov and his associates. We can, perhaps, attribute mediocre results to an inadequate placebo effect. The students have not developed the appropriate mind set. They are often not motivated to learn through this method. They do not have enough 'faith'. They do not see it as 'real teaching', especially as it does not seem to involve the 'work' they have learned to believe is essential to learning.



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 The book *Educating Psyche* is mainly concerned with

- **A** the power of suggestion in learning.
- **B** a particular technique for learning based on emotions.
- **C** the effects of emotion on the imagination and the unconscious.
- **D** ways of learning which are not traditional.

28 Lozanov's theory claims that, when we try to remember things,

- **A** unimportant details are the easiest to recall.
- **B** concentrating hard produces the best results.
- **C** the most significant facts are most easily recalled.
- **D** peripheral vision is not important.

29 In this passage, the author uses the examples of a book and a lecture to illustrate that

- **A** both of these are important for developing concentration.
- **B** his theory about methods of learning is valid.
- **C** reading is a better technique for learning than listening.
- **D** we can remember things more easily under hypnosis.

30 Lozanov claims that teachers should train students to

- **A** memorise details of the curriculum.
- **B** develop their own sets of indirect instructions.
- **C** think about something other than the curriculum content.
- **D** avoid overloading the capacity of the brain.

Questions 31–36

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

In boxes 31–36 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*

31 In the example of suggestopedic teaching in the fourth paragraph, the only variable that changes is the music.

32 Prior to the suggestopedia class, students are made aware that the language experience will be demanding.

33 In the follow-up class, the teaching activities are similar to those used in conventional classes.

34 As an indirect benefit, students notice improvements in their memory.

35 Teachers say they prefer suggestopedia to traditional approaches to language teaching.

36 Students in a suggestopedia class retain more new vocabulary than those in ordinary classes.

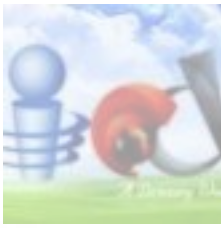
Questions 37–40

*Complete the summary using the list of words, **A–K**, below.*

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

Suggestopedia uses a less direct method of suggestion than other techniques such as hypnosis. However, Lozanov admits that a certain amount of **37** ..... is necessary in order to convince students, even if this is just a **38** ..... . Furthermore, if the method is to succeed, teachers must follow a set procedure. Although Lozanov's method has become quite **39** ..... , the results of most other teachers using this method have been **40** ..... .

A	spectacular	**B**	teaching	**C**	lesson
D	authoritarian	**E**	unpopular	**F**	ritual
G	unspectacular	**H**	placebo	**I**	involved
J	appropriate	**K**	well known		



WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below gives information on consumer spending on different items in five different countries in 2002.

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

Write at least 150 words.

Percentage of national consumer expenditure by category – 2002

Country	Food/Drinks/Tobacco	Clothing/Footwear	Leisure/Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***It is generally believed that some people are born with certain talents, for instance for sport or music, and others are not. However, it is sometimes claimed that any child can be taught to become a good sports person or musician.***
>
> ***Discuss both these views and give your own opinion.***

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

Write at least 250 words.