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IELTS 10

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FROM CAMBRIDGE ESOL

Official Cambridge preparation material for IELTS

CONTENTS

Introduction	04
Practice Test 1	13
Practice Test 2	29
Practice Test 3	43
Practice Test 4	57
General Training: Reading and Writing Test A	72
General Training: Reading and Writing Test B	81
Sample Answer Sheets	90
Listening and Reading Answer Keys	96

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Introduction

TO THE STUDENT

About the book

This book has been written for candidates preparing for the revised version of the International English Language Testing System, known as IELTS. This is a test designed to assess the English language skills of non-English speaking students seeking to study in an English speaking country.

Aims of the book

- to prepare you for the test by familiarising you with the types of texts and tasks that you will meet in the IELTS test, and the level and style of language used in the test.
- to help you prepare for your studies at university or college by introducing you to the types of communication tasks which you are likely to meet in English speaking study environment.

Content of the book

The book contains four complete sample IELTS tests, each comprising Listening and Speaking modules and Academic Reading and Writing modules. In addition there is one set of the General Training Reading and Writing modules. (NB all candidates do the same Listening and Speaking modules.) To accompany the tests there is an answer key at the back of the book and you should refer to this after you have attempted each of the practice tests.

Benefits of studying for IELTS

By studying for IELTS you will not only be preparing for the test but also for your future as a student in an English speaking environment. The test is designed to assess your ability to understand and produce written and spoken language in an educational context. The book makes reference to the ways in which university study is organised in many English speaking countries and the types of academic tasks you will be expected to perform.

These include:

- Reading and understanding written academic or training language
- Writing assignments in an appropriate style for university study or within a training context
- Listening to and comprehending spoken language in both lecture format as well as formal and informal conversational style
- Speaking to colleagues and lecturers on general and given topics in formal and informal situations

Description of the test

There are two versions of the IELTS test:

Academic Module for students seeking entry to a university or institution of higher education offering degree and diploma courses	General Training Module for students seeking entry to a secondary school or to vocational training courses
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Note: All candidates must take a test for each of the four skills: listening, reading, writing and speaking. All candidates take the same Listening and Speaking modules but may choose between the Academic or General Training versions of the Reading and Writing sections of the test. You should seek advice from a teacher or a student adviser if you are in any doubt about whether to sit for the Academic modules or the General Training modules. The two do not carry the same weight and are not interchangeable.

Test format

Listening 4 sections, around 40 questions 30 minutes + transfer time

Academic Reading 3 sections, around 40 questions 60 minutes OR **General Training Reading** 3 sections, around 40 questions 60 minutes

Academic Writing 2 tasks 60 minutes OR **General Training Writing** 2 tasks 60 minutes

Speaking 10 to 15 minutes

Total test time 2 hours 45 minutes

WHAT DOES THE TEST CONSIST OF?

The Listening Module

Requirements	Situation types	Question types
<p>You must listen to four separate sections and answer questions as you listen. You will hear the tape <i>once only</i>.</p> <p>There will be between 38 and 42 questions. The test will take about 30 minutes. There will be time to read the questions during the test and time to transfer your answers on to the answer sheet at the end of the test.</p> <p>The level of difficulty of the texts and tasks increases through the paper.</p>	<p>The first two sections are based on social situations. There will be a conversation between two speakers and then a monologue.</p> <p>The second two sections are related to an educational or training context. There will be a conversation with up to four speakers and a lecture or talk of general academic interest.</p>	<p>You will meet a variety of question types which may include:</p> <ul style="list-style-type: none"> • multiple choice • short answer questions • sentence completion • notes/summary/flow chart/table completion • labelling a diagram which has numbered parts • matching

Academic Reading Module

Requirements	Types of material	Question types
<p>You must read three reading passages with a total of 1 500 to 2 500 words.</p> <p>There will be between 38 and 42 questions. You will have 60 minutes to answer all the questions.</p> <p>The level of difficulty of the texts and tasks increases through the paper.</p>	<p>Magazines, journals, textbooks and newspapers.</p> <p>Topics are not discipline specific but all are in a style appropriate and accessible to candidates entering postgraduate and undergraduate courses.</p>	<p>You will meet a variety of question types which may include:</p> <ul style="list-style-type: none"> • multiple choice • short answer questions • sentence completion • notes/summary/flow chart/table completion • choosing from a bank of headings • identification of writer's views or attitudes (Yes/ No/ Not given) • classification • matching lists • matching phrases

Requirements	Task types
<p>You must complete two writing tasks. You will have 60 minutes to complete both tasks.</p> <p>You should spend about 20 minutes on Task 1 and write at least 150 words.</p>	<p><i>Task 1</i></p> <p>You will have to look at a diagram, a table or short piece of text and then present the information in your own words.</p> <p>Your writing will be assessed on your ability to:</p> <ul style="list-style-type: none"> • organise, present and compare data • describe the stages of a process • describe an object or event • explain how something works <p>You will also be judged on your ability to:</p> <ul style="list-style-type: none"> • answer the question without straying from the topic • write in a way which allows your reader to follow your ideas • use English grammar and syntax accurately • use appropriate language in terms of register, style and content
<p>You should spend about 40 minutes on Task 2 and write at least 250 words.</p>	<p><i>Task 2</i></p> <p>You will have to present an argument or discuss a problem.</p> <p>Your writing will be assessed on your ability to:</p> <ul style="list-style-type: none"> • present the solution to a problem • present and justify an opinion • compare and contrast evidence and opinions • evaluate and challenge ideas, evidence or an argument <p>You will also be judged on your ability to:</p> <ul style="list-style-type: none"> • communicate an idea to the reader in an appropriate style • address the problem without straying from the topic • use English grammar and syntax accurately • use appropriate language in terms of register, style and content

General Training Reading Module

Requirements	Types of material	Question types
<p>You must answer questions on three sections of increasing difficulty with a total of 1,500 to 2,500 words.</p> <p>There will be between 38 and 42 questions. You will have 60 minutes to answer all the questions.</p> <p>The level of difficulty of the texts and tasks increases through the paper.</p>	<p>Notices, advertisements, booklets, newspapers, leaflets, timetables, books and magazine articles.</p> <p><i>Section 1</i> Social survival — retrieving factual information</p> <p><i>Section 2</i> Training survival — language in a training context</p> <p><i>Section 3</i> General reading — extended prose with emphasis on descriptive and instructive texts of general interest</p>	<p>You will meet a variety of question types, which may include:</p> <ul style="list-style-type: none">• multiple choice• short answer questions• sentence completion• notes/summary/flow chart/table completion• choosing from a bank of headings• identification of writer's views or attitudes (Yes/No/Not given)• classification• matching lists• matching phrases

General Training Writing Module

Requirements	Task types
<p>You must complete two writing tasks. You will have 60 minutes to complete both tasks.</p> <p>You should spend about 20 minutes on Task 1 and write at least 150 words.</p>	<p><i>Task 1</i></p> <p>You will have to write a short letter in response to a given problem or situation.</p> <p>Your writing will be assessed on your ability to:</p> <ul style="list-style-type: none"> • engage in personal correspondence • elicit and provide general factual information • express needs, wants, likes and dislikes • express opinions <p>You will also be judged on your ability to:</p> <ul style="list-style-type: none"> • answer the question without straying from the topic • write in a way which allows your reader to follow your ideas • use English grammar and syntax accurately • use appropriate language in terms of register, style and content <p><i>Task 2</i></p>
<p>You should spend about 40 minutes on Task 2 and write at least 250 words.</p>	<p>You will have to present an argument or discuss a problem.</p> <p>Your writing will be assessed on your ability to:</p> <ul style="list-style-type: none"> • provide general factual information • outline a problem and present a solution • present and justify an opinion <p>You will also be judged on your ability to:</p> <ul style="list-style-type: none"> • communicate an idea to the reader in an appropriate style • address the problem without straying from the topic • use English grammar and syntax accurately • use appropriate language in terms of register, style and content

The Speaking Module

Requirements	Assessment criteria
<p>You will have to talk to an examiner for about 15 minutes. The interview will be recorded. It is in 5 parts:</p> <p>1 Introduction — Basic introductions</p> <p>2 Extended discourse — You will talk at some length about general topics of relevance or interest which will involve explanation and description.</p> <p>3 Elicitation — You will be given a cue card which describes a situation or problem. You must ask the examiner questions to obtain information.</p> <p>4 Speculation and attitudes — You will be asked to talk about your plans or proposed course of study. You should demonstrate your ability to speculate or defend a point of view.</p> <p>5 Conclusion — The interview comes to an end.</p>	<p>You will be assessed on the following criteria:</p> <ul style="list-style-type: none">• ability to communicate effectively• ability to use appropriate vocabulary and structures• ability to ask questions• ability to take initiative in a conversation• general fluency• structural accuracy• intelligibility

How is IELTS scored?

IELTS provides a profile of your ability to use English. In other words your IELTS result will consist of a score in each of the four skills (listening, reading, writing, speaking) which is then averaged to give the Overall Band Score or final mark. Performance is rated in each skill on a scale of 9 to 1. The nine overall 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 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.

What is the pass mark?

There is no fixed pass mark in IELTS. The institution you want to enter will decide whether your score is appropriate for the demands of the course of study or training you want to undertake. However, as a general rule, scores below Band 5 in any one skill are considered too low for academic

study; scores above Band 6 are deemed to be adequate to good. Overall Band scores of 5 or 6 are borderline and may not be acceptable at many institutions. If you are getting only about half of the questions in these sample tests correct, then you are probably not quite ready to take the IELTS test. Again you should seek advice from a teacher about your level of English. Remember you must allow a duration of at least 3 months between each attempt at the test.

For further information about the test, see the IELTS Handbook available from all test centres and also from UCLES (University of Cambridge Local Examinations Syndicate), from IDP Education Australia and from British Council Centres.

HOW TO USE THIS BOOK

The tests in this book are similar in length, format and content to the real test, but success in these tests will not guarantee success in the real test. It often seems easier to work on practice materials than to sit the tests themselves because you are not under the same pressure.

Timing

In order to maximise your use of these tests, you should make a note of the time it takes you to answer each of the sections. As you progress through the book, be stricter with yourself about the time you allow yourself to complete the sections.

Answer sheets

When you sit for the real IELTS test, you will have answer sheets on which to write your answers. A sample of these is given at the end of this book. To help you prepare for the test, we suggest that you write your answers on separate sheets of paper, rather than in the book itself.

ACADEMIC PRACTICE TEST 1

LISTENING

SECTION 1. QUESTIONS 1-10

Questions 1—5

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

City Library	
Head Librarian	Example: <i>Mrs. Phillips</i>
Hours	1 _____ to 4:30
Books	2 _____
Ground floor	Adult collection
Second floor	3 _____
Third floor	
Book carts	
Brown cart	books to re-shelf
Black cart	books to 4 _____
White cart	books to 5 _____

Questions 6-10

Complete the library schedule below.

Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

Activity	Location	Day and Time
Story Time 7 _____	Children's Room Reference Room	6 _____ at 11:00 Saturday at 8 _____
Lecture Series	9 _____ Room	Friday at 10 _____

SECTION 2. QUESTIONS 11-20

Questions 11-15

Choose FIVE letters, A—I. Which FIVE activities are available at Golden Lake Resort?

- | | |
|---------------|--------------------|
| A swimming | F golf |
| B boating | G horseback riding |
| C waterskiing | H hiking |
| D fishing | I arts and crafts |
| E tennis | |

Questions 16-20

Complete the schedule below. Write NO MORE THAN ONE WORD for each answer.

Night	Activity
Sunday	16_____
Monday	Dessert Night
Tuesday	17_____ Night
Wednesday	18_____
Thursday	19_____
Friday	Talent Show
Saturday	20_____

SECTION 3. QUESTIONS 21-30

Questions 21-23

Choose THREE letters, A-F. Which THREE things are the students required to submit to their professor?

- | |
|----------------------------|
| A a written summary |
| B maps |
| C a case study |
| D charts and graphs |
| E a list of resources used |
| F a video |

Questions 24 and 25

Answer the questions below. Write NO MORE THAN THREE WORDS for each answer.

24 What two sources of information will the students use when preparing their presentation?

25 What will the students show during their presentation?

Questions 26-30

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

26 Only rescue birds that are

- A all alone.
- B obviously hurt.
- C sitting on the ground.

27 Protect yourself by wearing

- A gloves.
- B a hat.
- C protective glasses.

28 Put the bird in a

- A cage.
- B box.
- C bag.

29 Keep the bird calm by

- A petting it.
- B talking to it.
- C leaving it alone.

30 When transporting the bird,

- A speak quietly.
- B play music.
- C drive very slowly.

SECTION 4. QUESTIONS 31-40

Questions 31-33

Complete the information about the Great Barrier Reef.

Write NO MORE THAN TWO WORDS for each answer.

The Great Barrier Reef is made up of 3,000 31_____ and 600 32_____. Over 400 kinds of 33_____ can be found there.

Questions 34-38

Choose FIVE letters, A—I. Which FIVE of these kinds of animals inhabiting the Great Barrier Reef are mentioned?

- | | |
|-------------|---------------|
| A sharks | F dolphins |
| B starfish | G sea turtles |
| C seahorses | H crocodiles |
| D clams | I frogs |
| E whales | |

Questions 39 and 40

Answer the questions below. Write NO MORE THAN THREE WORDS for each answer.

39 What causes coral bleaching?

40 What has been one response to this problem?

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-14, which are based on
Reading Passage 1 below.

The Value of a College Degree

The escalating cost of higher education is causing many to question the value of continuing education beyond high school. Many wonder whether the high cost of tuition, the opportunity cost of choosing college over full-time employment, and the accumulation of thousands of dollars of debt is, in the long run, worth the investment. The risk is especially large for low-income families who have a difficult time making ends meet without the additional burden of college tuition and fees.

In order to determine whether higher education is worth the investment, it is useful to examine what is known about the value of higher education and the rates of return on investment to both the individual and to society.

THE ECONOMIC VALUE OF HIGHER EDUCATION

There is considerable support for the notion that the rate of return on investment in higher education is high enough to warrant the financial burden associated with pursuing a college degree. Though the earnings differential between college and high school graduates varies over time, college graduates, on average, earn more than high school graduates. According to the Census Bureau, over an adult's working life, high school graduates earn an average of \$1.2 million; associate's degree holders earn about \$1.6 million; and bachelor's degree holders earn about \$2.1 million (Day and Newburger, 2002).

These sizeable differences in lifetime earnings put the costs of college study in realistic perspective. Most students today—about 80 percent of all students—enroll either in public four-year colleges or in public two-year colleges. According to the U.S. Department of Education report, Think College Early, a full-time student at a public four-year college pays an average of \$8,655 for in-state tuition, room, and board (U.S. Department of Education, 2002). A fulltime student in a public two-year college pays an average of \$1,359 per year in tuition (U.S. Department of Education, 2002).

These statistics support the contention that, though the cost of higher education is significant, given the earnings disparity that exists between those who earn a bachelor's degree and those who do not, the individual rate of return on investment in higher education is sufficiently high to warrant the cost.

OTHER BENEFITS OF HIGHER EDUCATION

College graduates also enjoy benefits beyond increased income. A 1998 report published by the Institute for Higher Education Policy reviews the individual benefits that college graduates enjoy, including higher levels of saving, increased personal/professional mobility, improved quality of life for their offspring, better consumer decision making, and more hobbies and leisure activities (Institute for Higher Education Policy, 1998). According to a report published by the Carnegie Foundation, nonmonetary individual benefits of higher education include the tendency for postsecondary students to become more open-minded, more cultured, more rational, more consistent, and less authoritarian; these benefits are also passed along to succeeding generations (Rowley and Hurtado, 2002). Additionally, college attendance has been shown to "decrease prejudice, enhance knowledge of world affairs and enhance social status" while

increasing economic and job security for those who earn bachelor's degrees (Ibid.). Research has also consistently shown a positive correlation between completion of higher education and good health, not only for oneself, but also for one's children. In fact, "parental schooling levels (after controlling for differences in earnings) are positively correlated with the health status of their children" and Increased schooling (and higher relative income) are correlated with lower mortality rates for given age brackets" (Cohn and Geske, 1992).

THE SOCIAL VALUE OF HIGHER EDUCATION

A number of studies have shown a high correlation between higher education and cultural and family values, and economic growth. According to Elchanan Cohn and Terry Geske (1992), there is the tendency for more highly educated women to spend more time with their children; these women tend to use this time to better prepare their children for the future. Cohn and Geske (1992) report that "college graduates appear to have a more optimistic view of their past and future personal progress."

Public benefits of attending college include increased tax revenues, greater workplace productivity, increased consumption, increased workforce flexibility, and decreased reliance on government financial support (Institute for Higher Education Policy, 1998)....

CONCLUSION

While it is clear that investment in a college degree, especially for those students in the lowest income brackets, is a financial burden, the long-term benefits to individuals as well as to society at large, appear to far outweigh the costs.

Questions 1-4

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

In boxes 1-4 on your Answer Sheet, write

TRUE if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

NOT GIVEN if there is no information about this in the passage.

- 1 The cost of a college education has remained steady for several years.
- 2 Some people have to borrow large amounts of money to pay for college.
- 3 About 80 percent of college students study at public colleges.
- 4 Public colleges cost less than private colleges.

Questions 5-9

Complete the fact sheet below.

Choose no more than three words from the passage for each answer.

Write your answers in boxes 5-9 on your Answer Sheet.

Financial Costs and Benefits of Higher Education

- The average high school graduate makes a little more than one million dollars in (5) _____
- The average person with an associate's degree earns (6) _____
- The average (7) _____ makes over two million dollars.
- The average student at a four year college spends (8) \$ _____ a year on classes, housing, and food.
- The average student at a two-year college spends \$1,359 on (9) _____

Questions 10-13

The list below shows some benefits which college graduates may enjoy more of as compared to noncollege graduates.

Which four of these benefits are mentioned in the article?

Write the appropriate letters A-G in boxes 10-13 on your Answer Sheet.

- A They own bigger houses.
- B They are more optimistic about their lives.
- C They save more money.
- D They enjoy more recreational activities.
- E They have healthier children.
- F They travel more frequently.
- G They make more purchases.

READING PASSAGE 2

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

Less Television, Less Violence and Aggression

Cutting back on television, videos, and video games reduces acts of aggression among schoolchildren, according to a study by Dr. Thomas Robinson and others from the Stanford University School of Medicine. The study, published in the January 2001 issue of the *Archives of Pediatric and Adolescent Medicine*, found that third- and fourth-grade students who took part in a curriculum to reduce their TV, video, and video game use engaged in fewer acts of verbal and physical aggression than their peers. The study took place in two similar San Jose, California, elementary schools. Students in one

school underwent an 18-lesson, 6-month program designed to limit their media usage, while the others did not. Both groups of students had similar reports of aggressive behavior at the beginning of the study. After the six-month program, however, the two groups had very real differences. The students who cut back on their TV time engaged in six fewer acts of verbal aggression per hour and rated 2.4 percent fewer of their classmates as aggressive after the program.

Physical acts of violence, parental reports of aggressive behavior, and perceptions of a mean and scary world also decreased, but the authors suggest further study to solidify these results.

Although many studies have shown that children who watch a lot of TV are more likely to act violently, this report further verifies that television, videos, and video games actually cause the violent behavior, and it is among the first to evaluate a solution to the problem. Teachers at the intervention school included the program in their existing curriculum. Early lessons encouraged students to keep track of and report on the time they spent watching TV or videos, or playing Video games, to motivate them to limit those activities on their own. The initial lessons were followed by TV-Turnoff, an organization that encourages less TV viewing. For ten days, students were challenged to go without television, videos, or video games. After that, teachers encouraged the students to stay within a media allowance of seven hours per week. Almost all students participated in the Turnoff, and most stayed under their budget for the following weeks. Additional lessons encouraged children to use their time more selectively, and many of the final lessons had students themselves advocate reducing screen activities.

This study is by no means the first to find a link between television and violence. Virtually all of 3,500 research studies on the subject in the past 40 years have shown the same relationship, according to the American Academy of Pediatrics. Among the most noteworthy studies is Dr. Leonard D. Eron's, which found that exposure to television violence in childhood is the strongest predictor of aggressive behavior later in life—stronger even than violent behavior as children. The more violent television the subjects watched at age eight, the more serious was their aggressive behavior even 22 years later. Another study by Dr. Brandon S. Centerwall found that murder rates climb after the introduction of television. In the United States and Canada, murder rates doubled 10 to 15 years after the introduction of television, after the first TV generation grew up.

Centerwall tested this pattern in South Africa, where television broadcasts were banned until 1975. Murder rates in South Africa remained relatively steady from the mid-1940s through the mid- 1970s. By 1987, however, the murder rate had increased 130 percent from its 1974 level. The murder rates in the United States and Canada had leveled¹ off in the meantime. Centerwall's study implies that the medium of television, not just the content, promotes violence and the current study by Dr. Robinson supports that conclusion. The Turnoff did not specifically target violent television, nor did the following allowance period. Reducing television in general reduces aggressive behavior. Even television that is not "violent" is more violent than real life and may lead viewers to believe that violence is funny, inconsequential, and a viable solution to problems. Also, watching television of any content robs us of the time to interact with real people. Watching too much TV may inhibit the skills and patience we need to get along with others without resorting to aggression. TV, as a medium, promotes aggression and violence. The best solution is to turn it off.

Questions 14-20

Complete the summary using words from the box below.

Write your answers in boxes 14-20 on your Answer Sheet.

A study that was published in January 2001 found that when children (14) _____ less, they behaved less (15) _____. Students in a California elementary school participated in the study, which lasted (16) _____. By the end of the study, the children's behavior had changed. For example, the children's (17) _____ reported that the children were acting less violently than before. During the study, the children kept a record of the (18) _____ they watched TV. Then, for ten days, they (19) _____. Near the end of the study, the students began to suggest watching (20) _____.

parents	eighteen days
teachers	classmates
six months	nonviolent programs
violently	time of day
watched TV	number of hours
scared	avoided TV
less TV	favorite programs

Questions 21-24

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

In boxes 21-24 write

TRUE if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

NOT GIVEN if there is no information about this in the passage.

- 21 Only one study has found a connection between TV and violent behavior.
- 22 There were more murders in Canada after people began watching TV.
- 23 The United States has more violence on TV than other countries.
- 24 TV was introduced in South Africa in the 1940s.

Questions 25 and 26

For each question, choose the correct letter A-D and write it in boxes 25 and 26 on your Answer Sheet.

25 According to the passage,

- A only children are affected by violence on TV.
- B only violent TV programs cause violent behavior.
- C children who watch too much TV get poor grades in school. .
- D watching a lot of TV may keep us from learning important social skills.

26 The authors of this passage believe that

- A some violent TV programs are funny.
- B the best plan is to stop watching TV completely.
- C it's better to watch TV with other people than on your own.
- D seven hours a week of TV watching is acceptable.

READING PASSAGE 3

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

Questions 27–30

Reading Passage 3 has four sections (A–D). Choose the most suitable heading for each section from the list of headings below.

Write the appropriate numbers (i–vii) in boxes 27–30 on your Answer Sheet. There are more headings than sections, so you will not use all of them.

27 Section A

28 Section B

29 Section C

30 Section D

List of Headings

i Top Ocean Predators

ii Toxic Exposure

iii Declining Fish Populations

iv Pleasure Boating in the San Juan Islands

v Underwater Noise

vi Smog in Large Cities

vii Impact of Boat Traffic

Issues Affecting the Southern Resident Orcas

A

Orcas, also known as killer whales, are opportunistic feeders, which means they will take a variety of different prey species. J, K, and L pods (specific groups of orcas found in the region) are almost exclusively fish eaters. Some studies show that up to 90 percent of their diet is salmon, with Chinook salmon being far and away their favorite. During the last 50 years, hundreds of wild runs of salmon have become extinct due to habitat loss and overfishing of wild stocks. Many of the extinct salmon stocks are the winter runs of chinook and coho. Although the surviving stocks have probably been sufficient to sustain the resident pods, many of the runs that have been lost were undoubtedly traditional resources favored by the resident orcas. This may be affecting the whales' nutrition in the winter and may require them to change their patterns of movement in order to search for food.

Other studies with tagged whales have shown that they regularly dive up to 800 feet in this area.

Researchers tend to think that during these deep dives the whales may be feeding on bottomfish. Bottomfish species in this area would include halibut, rockfish, lingcod, and greenling. Scientists estimate that today's lingcod population in northern Puget Sound and the Strait of Georgia is only 2 percent of what it was in 1950. The average size of rockfish in the recreational catch has also declined by several inches since the 1970s, which is indicative of overfishing. In some locations, certain rockfish species have disappeared entirely. So even if bottomfish are not a major food resource for the whales, the present low numbers of available fish increases the pressure on orcas and all marine animals to find food. (For more information on bottomfish see the San Juan County Bottomfish Recovery Program.)

B

Toxic substances accumulate in higher concentrations as they move up the food chain. Because orcas are the top predator in the ocean and are at the top of several different food chains in the environment, they tend to be more affected by pollutants than other sea creatures. Examinations of stranded killer whales have shown some extremely high levels of lead, mercury, and polychlorinated hydrocarbons. Abandoned marine toxic waste dumps and present levels of industrial and human refuse pollution of the inland waters probably presents the most serious threat to the continued existence of this orca population. Unfortunately, the total remedy to this huge problem would be broad societal changes on many fronts. But because of the fact that orcas are so popular, they may be the best species to use as a focal point in bringing about the many changes that need to be made in order to protect the marine environment as a whole from further toxic poisoning.

C

The waters around the San Juan Islands are extremely busy due to international commercial shipping, fishing, whale watching, and pleasure boating. On a busy weekend day in the summer, it is not uncommon to see numerous boats in the vicinity of the whales as they travel through the area. The potential impacts from all this vessel traffic with regard to the whales and other marine animals in the area could be tremendous.

The surfacing and breathing space of marine birds and mammals is a critical aspect of their habitat, which the animals must consciously deal with on a moment-to-moment basis throughout their lifetimes. With all the boating activity in the vicinity, there are three ways in which surface impacts are most likely to affect marine animals: (a) collision, (b) collision avoidance, and (c) exhaust emissions in breathing pockets.

The first two impacts are very obvious and don't just apply to vessels with motors. Kayakers even present a problem here because they're so quiet. Marine animals, busy hunting and feeding under the surface of the water, may not be aware that there is a kayak above them and actually hit the bottom of it as they surface to breathe.

The third impact is one most people don't even think of. When there are numerous boats in the area, especially idling boats, there are a lot of exhaust fumes being spewed out on the surface of the water. When the whale comes up to take a nice big breath of "fresh" air, it instead gets a nice big breath of exhaust fumes. It's hard to say how greatly this affects the animals, but think how breathing polluted air affects us (i.e., smog in large cities like Los Angeles, breathing the foul air while sitting in traffic jams, etc.).

D

Similar to surface impacts, a primary source of acoustic pollution for this population of orcas would also be derived from the cumulative underwater noise of vessel traffic. For cetaceans, the underwater sound environment is perhaps the most critical component of their sensory and behavioral lives. Orcas communicate with each other over short and long distances with a variety of clicks, chirps, squeaks, and whistles, along with using echolocation to locate prey and to navigate. They may also rely on passive listening as a primary sensory source. The long-term impacts from noise pollution would not likely show up as noticeable behavioral changes in habitat use, but rather as sensory damage or gradual reduction in population health. A new study at The Whale Museum called the SeaSound Remote Sensing Network has begun studying underwater acoustics and its relationship to orca communication.

Questions 31-32

For each question, choose the appropriate letter A-D and write it in boxes 31 and 32 on your Answer Sheet.

31 Killer whales (orcas) in the J, K, and L pods prefer to eat

- A halibut.
- B a type of salmon.
- C a variety of animals.
- D fish living at the bottom of the sea.

32 Some groups of salmon have become extinct because

- A they have lost places to live.
- B whales have eaten them.
- C they don't get good nutrition.
- D the winters in the area are too cold.

Questions 33-40

Complete the chart below.

Choose NO MORE THAN THREE WORDS for each answer.

Write your answers in boxes 33-40 on your Answer Sheet.

Cause	Effect
Scientists believe some whales feed (33)_____.	These whales dive very deep.
Scientists believe that the area is being over fished.	Rockfish caught today is (34)_____ than rockfish caught in the past.
Orcas are at the top of the ocean food chain.	(35)_____ affects orcas more than it does other sea animals.
Orcas are a (36)_____ species.	We can use orcas to make society aware of the problem of marine pollution.
People enjoy boating, fishing, and whale watching in the San Juan Islands.	On weekends there are (37)_____ near the whales.
Kayaks are (38)_____.	Marine animals hit them when they come up for air.
A lot of boats keep their motors running.	Whales breathe (39)_____.
Boats are noisy.	Whales have difficulty (40)_____.

WRITING

WRITING TASK 1

You should spend no more than 20 minutes on this task.

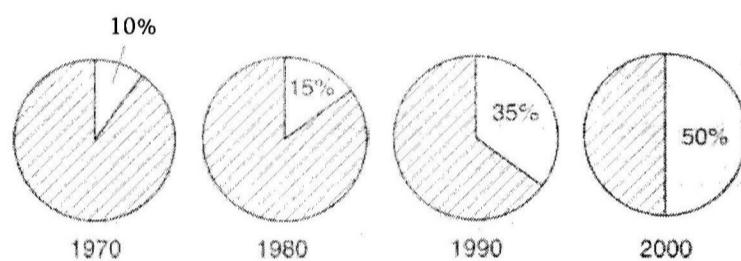
The charts below show the percentage of their food budget the average family spent on restaurant meals in different years. The graph shows the number of meals eaten in fast food restaurants and sit-down restaurants.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant. You should write at least 150 words.

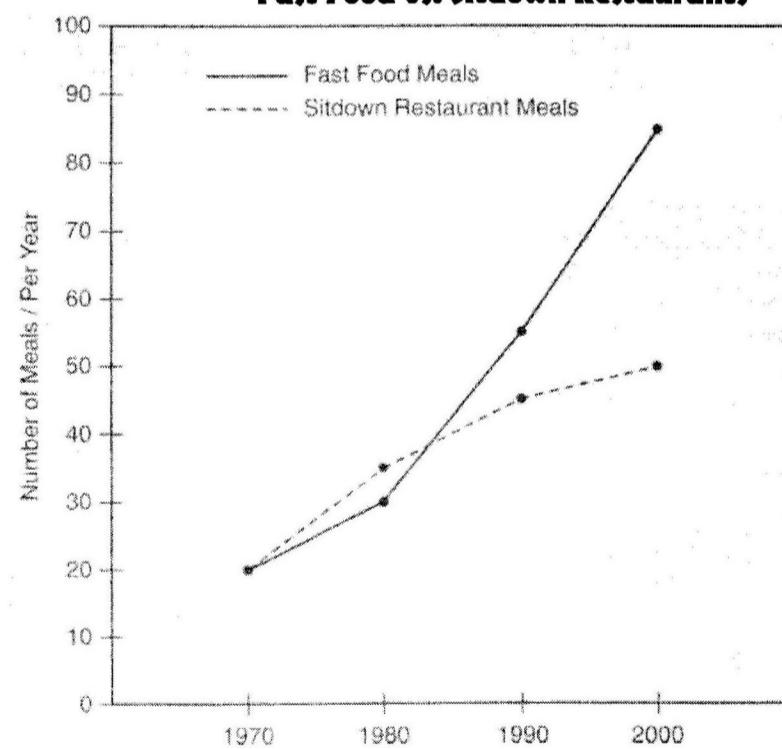
Percentage of Food Budget Spent on Restaurant Meals:



Home Cooking



Fast Food vs. Sitdown Restaurants:



WRITING TASK 2

You should spend no more than 40 minutes on this task. Write about the following topic.

By punishing murderers with the death penalty, society is also guilty of committing murder. Therefore, life in prison is a better punishment for murderers.

To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience. You should write at least 250 words.

SPEAKING

Part 1

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

What kind of food do you enjoy eating?

What are some kinds of food you never eat? Why?

Do you generally prefer to eat at home or at a restaurant? Why?

What are some reasons that people eat at restaurants?

Describe a popular food in your country. Why do people like this food?

Part 2

Describe a teacher from your past that you remember.

You should say :

what class the teacher taught you and how old you were

what the teacher's special qualities and characteristics were

why you remember this teacher

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

Part 3

What kind of person makes a good teacher?

Why do people choose to become teachers?

Do you think education will change in the future? How?

How does technology affect education?

ACADEMIC PRACTICE TEST 2

LISTENING

SECTION 1. QUESTIONS 1-10

Questions 1 -4

Complete the form below.

Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

Example: <i>Global</i>	Bicycle Tours
Tour name:	<i>River Valley tour</i> Tour month: 1_____
Customer Name:	2_____ <i>Schmidt</i>
Address:	<i>P. O. Box</i> 3 _____ <i>Manchester</i>
Bicycle rental required?	___ Yes <input checked="" type="checkbox"/> No
Dietary restrictions:	4_____

Questions 5 -7

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

5 What size deposit does the caller have to pay?

- A 5 percent
- B 30 percent
- C 50 percent

6 When does the deposit have to be paid?

- A Two weeks from now
- B Four weeks from now
- C Six weeks from now

7 How will the luggage be carried?

- A By bus
- B By bicycle
- C By van

Questions 8–10

Choose THREE letters, A–F.

Which THREE things should the caller take on the tour?

- | | |
|--------------|----------------|
| A raincoat | D water bottle |
| B spare tire | E camera |
| C maps | F guide book |

SECTION 2. QUESTIONS 11–20

Questions 11–15

What change has been made to each part of the health club?

Write the correct letter, A–F next to questions 11–15.

HARTFORD HEALTH CLUB

- A installed a new floor
- B repainted
- C moved to a new location
- D rebuilt
- E enlarged
- F replaced the equipment

Part of the health club

- | | |
|-------------------|-------|
| 11 swimming pools | _____ |
| 12 locker rooms | _____ |
| 13 exercise room | _____ |
| 14 tennis court | _____ |
| 15 club store | _____ |

Questions 16–18

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

16 Tomorrow, _____ for adults and children will start.

17 On Wednesday, there will be a _____.

18 A _____ is planned for next weekend.

Questions 19 and 20

Answer the questions below. Choose the correct letter, A, B, or C.

19 How many months did it take to complete the renovation work?

- A three
- B nine
- C twelve

20 What project is planned for next year?

- A An indoor pool
- B An outdoor tennis court
- C An outdoor pool

SECTION 3. QUESTIONS 21-30

Questions 21 -25

Choose FIVE letters, A—I.

What FIVE things will the students do during their museum internship?

- | | |
|-------------------------|--------------------|
| A art conservation | F research |
| B administrative duties | G write brochures |
| C guide tours | H plan a reception |
| D attend board meetings | I meet artists |
| E give classes | |

Questions 26-30

Complete the notes below.

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

City Art Museum

The main part of museum was built in 26_____

The 27_____ was built sixty years later.

Collections: modern art, works by 28_____, sculpture, European art.

Classes: 29_____ classes for adults

Arts and crafts workshops for children

Weekly 30_____ in the fall and winter

SECTION 4. QUESTIONS 31-40

Questions 31—35

Choose the correct letter, A, B, or C

31 The tomato originally came from

- A Mexico.
- B Spain.
- C Peru.

32 The original color of the tomato was

- A red.
- B green.
- C yellow.

33 The Aztec word for *tomato* means

- A golden apple.
- B plump thing.
- C small fruit.

34 In the 1500s, people in Spain and Italy

- A enjoyed eating tomatoes.
- B used tomatoes as ornamental plants.
- C made medicine from tomatoes.

35 In the 1600s, the British

- A saw tomatoes as poisonous.
- B published tomato recipes.
- C ate tomato sauce daily.

Questions 36–40

Complete the timeline with information about the history of the tomato in the United States. Write NO MORE THAN TWO WORDS for each answer.

1806 Tomatoes were mentioned as food in 36 _____

1809 Thomas Jefferson 37 _____ at his home in Virginia.

1820 A man proved that tomatoes were not poisonous by eating them

38 _____

1830s 39 _____ appeared in newspapers and magazines.

1930s People began to eat 40 _____

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-15, which are based on Passage 1 below.

Questions 1-5

Reading Passage 1 has five paragraphs, A-E. Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (i-viii) on your Answer Sheet. There are more headings than paragraphs, so you will not use them all.

1 Paragraph A

2 Paragraph B

3 Paragraph C

4 Paragraph D

5 Paragraph E

List of Headings

- | | |
|------|----------------------------------|
| i | Glacial Continents |
| ii | Formation and Growth of Glaciers |
| iii | Glacial Movement |
| iv | Glaciers in the Last Ice Age |
| v | Glaciers Through the Years |
| vi | Types of Glaciers |
| vii | Glacial Effects on Landscape |
| viii | Glaciers in National Parks |

Glaciers

A

Besides the earth's oceans, glacier ice is the largest source of water on earth. A glacier is a massive stream or sheet of ice that moves underneath itself under the influence of gravity. Some glaciers travel down mountains or valleys, while others spread across a large expanse of land. Heavily glaciated regions such as Greenland and Antarctica are called *continental glaciers*. These two ice sheets encompass more than 95 percent of the earth's glacial ice. The Greenland ice sheet is almost 10,000 feet thick in some areas, and the weight of this glacier is so heavy that much of the region has been depressed below sea level. Smaller glaciers that occur at higher elevations are called *alpine* or *valley glaciers*. Another way of classifying glaciers is in terms of their internal temperature. In *temperate glaciers*, the ice within the glacier is near its melting point. *Polar glaciers*, in contrast, always maintain temperatures far below melting.

B

The majority of the earth's glaciers are located near the poles, though glaciers exist on all continents, including Africa and Oceania. The reason glaciers are generally formed in high alpine regions is that they require cold temperatures throughout the year. In these areas where there is little opportunity for

summer *ablation* (loss of mass), snow changes to compacted *firm* and then crystallized ice. During periods in which melting and evaporation exceed the amount of snowfall, glaciers will retreat rather than progress. While glaciers rely heavily on snowfall, other climactic conditions including freezing rain, avalanches, and wind, contribute to their growth. One year of below average precipitation can stunt the growth of a glacier tremendously. With the rare exception of *surging glaciers*, a common glacier flows about 10 inches per day in the summer and 5 inches per day in the winter. The fastest glacial surge on record occurred in 1953, when the Kutiah Glacier in Pakistan grew more than 12 kilometers in three months.

C

The weight and pressure of ice accumulation causes glacier movement. Glaciers move out from under themselves, via *plastic deformation* and *basal slippage*. First, the internal flow of ice crystals begins to spread outward and downward from the thickened snow pack also known as the *zone of accumulation*. Next, the ice along the ground surface begins to slip in the same direction. Seasonal thawing at the base of the glacier helps to facilitate this slippage. The middle of a glacier moves faster than the sides and bottom because there is no rock to cause friction. The upper part of a glacier rides on the ice below. As a glacier moves it carves out a U-shaped valley similar to a riverbed, but with much steeper walls and a flatter bottom.

D

Besides the extraordinary rivers of ice, glacial erosion creates other unique physical features in the landscape such as horns, fjords, hanging valleys, and cirques. Most of these landforms do not become visible until after a glacier has receded. Many are created by moraines, which occur at the sides and front of a glacier. Moraines are formed when material is picked up along the way and deposited in a new location. When many alpine glaciers occur on the same mountain, these moraines can create a *horn*. The Matterhorn, in the Swiss Alps is one of the most famous horns. *Fjords*, which are very common in Norway, are coastal valleys that fill with ocean water during a glacial retreat. *Hanging valleys* occur when two or more glacial valleys intersect at varying elevations. It is common for waterfalls to connect the higher and lower hanging valleys, such as in Yosemite National Park. A *cirque* is a large bowl-shaped valley that forms at the front of a glacier. Cirques often have a lip on their down slope that is deep enough to hold small lakes when the ice melts away.

E

Glacier movement and shape shifting typically occur over hundreds of years. While presently about 10 percent of the earth's land is covered with glaciers, it is believed that during the last Ice Age glaciers covered approximately 32 percent of the earth's surface. In the past century, most glaciers have been retreating rather than flowing forward. It is unknown whether this glacial activity is due to human impact or natural causes, but by studying glacier movement, and comparing climate and agricultural profiles over hundreds of years, glaciologists can begin to understand environmental issues such as global warming.

Questions 6-10

Do the following statements agree with the information in Passage 1? In boxes 6-10 on your Answer Sheet, write

TRUE if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

NOT GIVEN if there is no information about this in the passage.

- 6 Glaciers exist only near the north and south poles.
- 7 Glaciers are formed by a combination of snow and other weather conditions.
- 8 Glaciers normally move at a rate of about 5 to 10 inches a day.

- 9 All parts of the glacier move at the same speed.
10 During the last Ice Age, average temperatures were much lower than they are now.

Questions 11-15

Match each definition below with the term it defines.

Write the letter of the term, A-H, on your Answer Sheet. There are more terms than definitions, so you will not use them all.

- 11 a glacier formed on a mountain
12 a glacier with temperatures well below freezing
13 a glacier that moves very quickly
14 a glacial valley formed near the ocean
15 a glacial valley that looks like a bowl

Terms	
A	fjord
B	alpine glacier
C	horn
D	polar glacier
E	temperate glacier
F	hanging valley
G	cirque
H	surging glacier

READING PASSAGE 2

You should spend about 20 minutes on Questions 16-28, which are based on Passage 2 below.

Irish Potato Famine

A

In the ten years following the Irish potato famine of 1845, over 750,000 Irish people died, including many of those who attempted to immigrate to countries such as the United States and Canada. Prior to the potato blight, one of the main concerns in Ireland was overpopulation. In the early 1800s, the country's population was estimated at less than three million, but by 1840 this number had nearly tripled. The bountiful potato crop, which contains almost all of the nutrients that a person needs for survival, was largely to blame for the population growth. However, within five years of the failed crop of 1845, the population of Ireland was reduced by a quarter. A number of factors contributed to the plummet of the Irish population, namely the Irish dependency on the potato crop, the British tenure system, and the inadequate relief efforts of the English.

B

It is not known exactly how or when the potato was first introduced to Europe, however, the general assumption is that it arrived on a Spanish ship sometime in the 1600s. For more than one hundred

years, Europeans believed that potatoes belonged to a botanical family of a poisonous breed. It was not until Marie Antoinette wore potato blossoms in her hair in the mid-eighteenth century that potatoes became a novelty. By the late 1700s, the dietary value of the potato had been discovered, and the monarchs of Europe ordered the vegetable to be widely planted.

C

By 1800, the vast majority of the Irish population had become dependent on the potato as its primary staple. It wasn't uncommon for an Irish potato farmer to consume more than six pounds of potatoes a day. Families stored potatoes for the winter and even fed potatoes to their livestock. Because of this dependency, the unexpected potato blight of 1845 devastated the Irish. Investigators at first suggested that the blight was caused by static energy, smoke from railroad trains, or vapors from underground volcanoes; however, the root cause was later discovered as an airborne fungus that traveled from Mexico. Not only did the disease destroy the potato crops, it also infected all of the potatoes in storage at the time. Their families were dying from famine, but weakened farmers had retained little of their agricultural skills to harvest other crops. Those who did manage to grow things such as oats, wheat, and barley relied on earnings from these exported crops to keep their rented homes.

D

While the potato blight generated mass starvation among the Irish, the people were held captive to their poverty by the British tenure system. Following the Napoleonic Wars of 1815, the English had turned their focus to their colonial land holdings. British landowners realized that the best way to profit from these holdings was to extract the resources and exports and charge expensive rents and taxes for people to live on the land. Under the tenure system, Protestant landlords owned 95 percent of the Irish land, which was divided up into five-acre plots for the people to live and farm on. As the population of Ireland grew, however, the plots were continuously subdivided into smaller parcels. Living conditions declined dramatically, and families were forced to move to less fertile land where almost nothing but the potato would grow.

E

During this same period of colonization, The Penal Laws were also instituted as a means of weakening the Irish spirit. Under the Penal Laws, Irish peasants were denied basic human rights, such as the right to speak their own native language, seek certain kinds of employment, practice their faith, receive education, and own land. Despite the famine that was devastating Ireland, the landlords had little compassion or sympathy for tenants unable to pay their rent. Approximately 500,000 Irish tenants were evicted by their landlords between 1845 and 1847. Many of these people also had their homes burned down and were put in jail for overdue rent.

F

The majority of the British officials in the 1840s adopted the laissez-faire philosophy, which supported a policy of nonintervention in the Irish plight. Prime Minister Sir Robert Peel was an exception. He showed compassion toward the Irish by making a move to repeal the Corn Laws, which had been put in place to protect British grain producers from the competition of foreign markets. For this hasty decision, Peel quickly lost the support of the British people and was forced to resign. The new Prime Minister, Lord John Russell, allowed assistant Charles Trevelyan to take complete control over all of the relief efforts in Ireland. Trevelyan believed that the Irish situation should be left to Providence. Claiming that it would be dangerous to let the Irish become dependent on other countries, he even took steps to close food depots that were selling corn and to redirect shipments of corn that were already on their way to Ireland. A few relief programs were eventually implemented, such as soup kitchens and workhouses; however, these were poorly run institutions that facilitated the spread of disease, tore apart families, and offered inadequate food supplies considering the extent of Ireland's shortages.

G

Many of the effects of the Irish potato famine are still evident today. Descendants of those who fled Ireland during the 1840s are dispersed all over the world. Some of the homes that were evacuated by absentee landlords still sit abandoned in the Irish hills. A number of Irish descendants still carry animosity toward the British for not putting people before politics. The potato blight itself still plagues the Irish people during certain growing seasons when weather conditions are favorable for the fungus to thrive.

Questions 16-20

The passage has seven paragraphs, A-G.

Which paragraph contains the following information?

Write the correct letter in boxes 16-20 on your Answer Sheet.

- 16 the position of the British government towards the potato famine
- 17 a description of the system of land ownership in Ireland
- 18 early European attitudes toward the potato
- 19 explanation of the lack of legal protection for Irish peasants
- 20 the importance of the potato in Irish society

Questions 21-28

Complete each sentence with the correct ending, A-L from the box at the top of the next page. Write the correct letter in boxes 21-28 on your Answer Sheet. There are more endings than sentences, so you won't use them all.

- 21 At first Europeans didn't eat potatoes
- 22 European monarchs encouraged potato growing
- 23 The potato blight was devastating to the Irish
- 24 Farmers who grew oats, wheat, and barley didn't eat these crops
- 25 Many Irish farmers lived on infertile plots
- 26 Many Irish farmers were arrested
- 27 Sir Robert Peel lost his position as prime minister
- 28 Soup kitchens and workhouses didn't relieve the suffering

Sentence Endings

- A because they couldn't pay the rent on their farms.
- B because railroad trains caused air pollution.
- C because potatoes were their main source of food.
- D because Charles Trevelyan took over relief efforts.
- E because they needed the profits to pay the rent.
- F because they weren't well-managed.
- G because there wasn't enough land for the increasing population.
- H because his efforts to help the Irish were unpopular among the British.
- I because they believed that potatoes were poisonous.
- J because the British instituted penal laws.
- K because it was discovered that potatoes are full of nutrients.
- L because Marie Antoinette used potato blossoms as decoration.

READING PASSAGE 3

You should spend about 20 minutes on Questions 29–40, which are based on
Reading Passage 3.

Anesthesiology

Since the beginning of time, man has sought natural remedies for pain. Between 40 and 60 A.D., Greek physician, Dioscorides traveled with the Roman armies, studying the medicinal properties of plants and minerals. His book, *De materia medica*, written in five volumes and translated into at least seven languages, was the primary reference source for physicians for over sixteen centuries. The field of anesthesiology¹, which was once nothing more than a list of medicinal plants and makeshift remedies, has grown into one of the most important fields in medicine.

Many of the early pain relievers were based on myth and did little to relieve the suffering of an ill or injured person. The mandragora (now known as the mandrake plant) was one of the first plants to be used as an anesthetic¹. Due to the apparent screaming that the plant made as it was pulled from the ground, people in the Middle Ages believed that the person who removed the mandrake from the earth would either die or go insane. This superstition may have resulted because the split root of the mandrake resembled the human form. In order to pull the root from the ground, the plant collector would loosen it and tie the stem to an animal. It was believed that the safest time to uproot a mandrake was in the moonlight, and the best animal to use was a black dog. In his manual, Dioscorides suggested boiling the root with wine and having a man drink the potion to remove sensation before cutting his flesh or burning his skin. Opium and Indian hemp were later used to induce sleep before a painful procedure or to relieve the pain of an illness. Other remedies such as cocaine did more harm to the patient than good as people died from their addictions. President Ulysses S. Grant became addicted to cocaine before he died of throat cancer in 1885.

The modern field of anesthetics dates to the incident when nitrous oxide (more commonly known as laughing gas) was accidentally discovered. Humphrey Davy, the inventor of the miner's lamp, discovered that inhaling the toxic compound caused a strange euphoria, followed by fits of laughter, tears, and sometimes unconsciousness. U.S. dentist, Horace Wells, was the first on record to experiment with laughing gas, which he used in 1844 to relieve pain during a tooth extraction. Two years later, Dr. William Morton created the first anesthetic machine. This apparatus was a simple glass globe containing an ether-soaked sponge. Morton considered ether a good alternative to nitrous oxide because the numbing effect lasted considerably longer. His apparatus allowed the patient to inhale vapors¹ whenever the pain became unbearable. In 1846, during a trial experiment in Boston, a tumor² was successfully removed from a man's jaw area while he was anesthetized with Morton's machine.

The first use of anesthesia in the obstetric field occurred in Scotland by Dr. James Simpson. Instead of ether, which he considered irritating to the eyes, Simpson administered chloroform to reduce the pain of childbirth. Simpson sprinkled chloroform on a handkerchief and allowed laboring³ women to inhale the fumes at their own discretion. In 1853, Queen Victoria agreed to use chloroform during the birth of her eighth child. Soon the use of chloroform during childbirth was both acceptable and fashionable. However, as chloroform became a more popular anesthetic, knowledge of its toxicity surfaced, and it was soon obsolete.

After World War II, numerous developments were made in the field of anesthetics. Surgical procedures that had been unthinkable were being performed with little or no pain felt by the patient. Rather than physicians or nurses who administered pain relief as part of their profession, anesthesiologists became specialists in suppressing consciousness and alleviating pain. Anesthesiologists today are classified as perioperative physicians, meaning they take care of a patient before, during, and after surgical procedures. It takes over eight years of schooling and four years of residency until an anesthesiologist is prepared to practice in the United States. These experts are trained to administer three different types of anesthetics: general, local, and regional. General anesthetic is used to put a patient into a temporary state of unconsciousness. Local anesthetic is used only at the affected site and

causes a loss of sensation. Regional anesthetic is used to block the sensation and possibly the movement of a larger portion of the body. As well as controlling the levels of pain for the patient before and throughout an operation, anesthesiologists are responsible for monitoring and controlling the patient's vital functions during the procedure and assessing the medical needs in the post-operative room.

The number of anesthesiologists in the United States has more than doubled since the 1970s, as has the improvement and success of operative care. In addition, complications from anesthesia have declined dramatically. Over 40 million anesthetics are administered in the United States each year, with only 1 in 250,000 causing death.

Questions 29-34

'Do the following statements agree with the information in Passage 3? In boxes 29-34 on your Answer Sheet, write

TRUE if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

NOT GIVEN if there is no information about this in the passage.

29 Dioscorides' book, *De materia medica*, fell out of use after 60 A.D.

30 Mandragora was used as an anesthetic during the Middle Ages.

31 Nitrous oxide can cause the user to both laugh and cry.

32 During the second half of the 19th century, most dentists used anesthesia.

33 Anesthesiologists in the United States are required to have 12 years of education and training.

34 There are fewer anesthesiologists in the United States now than in the past.

Questions 35-40

Match each fact about anesthesia with the type of anesthetic that it refers to. There are more types of anesthetics listed than facts, so you won't use them all. Write the correct letter, A-H in boxes 35-40 on your Answer Sheet.

- 35 used by sprinkling on a handkerchief
- 36 used on only one specific part of the body
- 37 used by boiling with wine
- 38 used first during a dental procedure
- 39 used to stop feeling over a larger area of the body
- 40 used in the first anesthetic machine

Types of Anesthetic	
A	general anesthetic
B	local anesthetic
C	regional anesthetic
D	chloroform
E	ether
F	nitrous oxide
G	opium
H	mandrake

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task. Write about the following topic:

The table below shows the sales made by a coffee shop in an office building on a typical weekday.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant. You should write at least 150 words.

	Coffee	Tea	Pastries	Sandwiches
7:30-10:30	265	110	275	50
10:30-2:30	185	50	95	200
2:30-5:30	145	35	150	40
5:30-8:30	200	75	80	110

WRITING TASK 2

You should spend no more than 40 minutes on this task. Write about the following topic.

More and more people are relying on the private car as their major means of transportation. Describe some of the problems overreliance on cars can cause, and suggest at least one possible solution.

Give reasons for your answer and include any relevant examples from your own knowledge or experience. You should write at least 250 words.

SPEAKING

Part 1

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

Where do you live now?

Who do you live with?

What kind of place do you live in (a house or an apartment)?

Do you think it's better to live in a house or an apartment? Why?

Describe your neighborhood.

Do you like it? Why or why not?

How do people choose their place to live?

Part 2

Describe a gift you have received that was important to you.

You should say :

who gave it to you and for what occasion

what it looks like and how you use it

why it is important to you

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

Part 3

Do you enjoy giving and receiving gifts? Why or why not?

Who usually gives you gifts?

Who do you give gifts to?

In your country when do people usually give gifts?

What kinds of gifts do they give?

Do you think gift-giving customs are different now than they were in the past? How? Do you think they will change in the future? How?

ACADEMIC PRACTICE TEST 3

LISTENING

SECTION 1. QUESTIONS 1-10

Questions 1 -4

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

Example:	<u>Grandview Hotel</u>
Reservation Form	
Arrival date:	1_____ 13th. Number of nights: 2
Number of guests:	2_____
Guest name:	<u>Roxanne</u> 3_____
Credit card number:	4_____

Questions 5 -7

Choose THREE letters, A—G. Which THREE places will the caller visit?

- | | |
|------------------|---------------|
| A art museum | E post office |
| B science museum | F restaurant |
| C shopping mall | G park |
| D monument | |

Questions 8—10

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

8 When will the caller arrive at the airport?

- A In the morning
- B In the afternoon
- C At night

9 How will the caller get to the hotel?

- A Subway
- B Bus
- C Taxi

10 What time does the hotel front desk close?

- A 10:00
- B 12:00
- C 2:00

SECTION 2. QUESTIONS 11-20

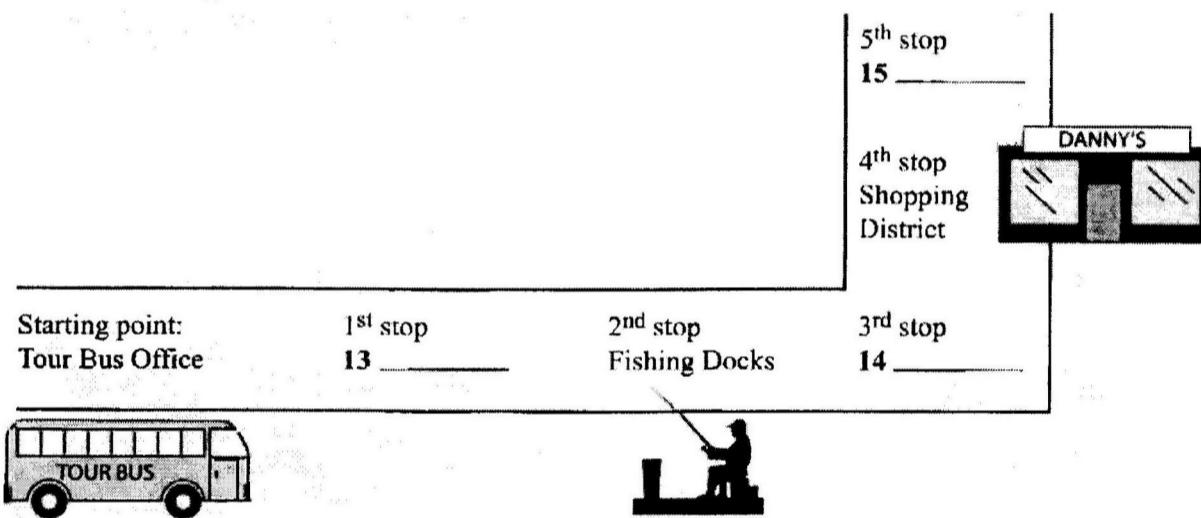
Questions 11 and 12

Complete the information below. Write ONE NUMBER for each answer.

City Tours	
Fare Information	
Adult All-Day Pass: 11 \$ _____	
Children ages 5-12 All-Day Pass: 12 \$ _____	
Children under age 5: Free	

QUESTIONS 13-15

Label the map below. Write NO MORE THAN TWO WORDS for each answer.



Questions 16-20

Complete the chart below. Write NO MORE THAN ONE WORD for each answer.

Place	Activity
First stop	Enjoy the _____ of the bay
Second stop	Look at the 17_____
Third stop	18_____ fish.
Fourth stop	Purchase 19_____
Fifth stop	Visit the 20_____

SECTION 3. QUESTIONS 21-30

Questions 21–23

Answer the questions below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

- 21 When is the research project due? _____
22 Where will the students conduct the interviews? _____
23 How many interviews will they complete all together? _____

Questions 24–30

Complete the outline showing the steps the students will take to complete their projects. Write NO MORE THAN THREE WORDS for each answer.

- A. Read 24_____
B. 25_____
C. Get 26_____
D. 27_____
E. Get together to 28_____
F. Prepare 29_____
G. Give 30_____

SECTION 4. QUESTIONS 31-40

Complete the timeline below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

- | | |
|--------------|--|
| 1832 | 31_____ |
| In her teens | Alcott worked to 32_____ |
| At age 17 | Alcott wrote 33_____ |
| 34_____ | Alcott enlisted as an army nurse. |
| 35_____ | Alcott published her letters in a book called <i>Hospital Sketches</i> . |
| 36_____ | Alcott returned from her trip to Europe. |
| 37_____ | Alcott published <i>Little Women</i> . |
| 1879 | 38_____ died. |
| 39_____ | Alcott set up a home for her family in Boston. |
| 1888 | 40_____ |

READING

READING PASSAGE 1

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

The History of Bicycles

The bicycle was not invented by one individual or in one country. It took nearly 100 years and many individuals for the modern bicycle to be born. By the end of those 100 years, bicycles had revolutionized the way people travel from place to place.

Bicycles first appeared in Scotland in the early 1800s, and were called velocipedes. These early bicycles had two wheels, but they had no pedals. The rider sat on a pillow and walked his feet along the ground to move his velocipede forward.

Soon a French inventor added pedals to the front wheel. Instead of walking their vehicles, riders used their feet to run the pedals. However, pedaling was hard because velocipedes were very heavy. The framework was made of solid steel tubes and the wooden wheels were covered with steel. Even so, velocipedes were popular among rich young men, who raced them in Paris parks.

Because of the velocipedes were so hard to ride, no one thought about using them for transportation. People didn't ride velocipedes to the market or to their jobs. Instead, people thought velocipedes were just toys.

Around 1870, American manufacturers saw that velocipedes were very popular overseas. They began building velocipedes, too, but with one difference. They made the frameworks from hollow steel tubes. This alteration made velocipedes much lighter, but riders still had to work hard to pedal just a short distance. In addition, roads were bumpy so steering was difficult. In fact, most riders preferred indoor tracks where they could rent a velocipede for a small fee and take riding lessons.

Subsequent changes by British engineers altered the wheels to make pedaling more efficient. They saw that when a rider turned the pedals once, the front wheel turned once. If the front wheel was small, the bicycle traveled just a small distance with each turn. They reasoned that if the front wheel were larger, the bicycle would travel a greater distance. So they designed a bicycle with a giant front wheel. They made the rear wheel small. Its primary purpose was to help the rider balance. Balancing was hard because the rider had to sit high above the giant front wheel in order to reach the pedals.

This meant he was in danger of falling off the bicycle and injuring himself if he lost his balance. Despite this inherent danger, "high wheelers" became very popular in England.

American manufacturers once again tried to design a better bicycle. Their goal was to make a safer bicycle. They substituted a small wheel for the giant front wheel and put the driving mechanism in a larger rear wheel. It would be impossible for a rider to pedal the rear wheel, so engineers designed a system of foot levers. By pressing first the right one and then the left, the rider moved a long metal bar up and down. This bar turned the rear *axle*. This axle turned the rear wheel and the bicycle minimized the dangers inherent in bicycle riding, more and more people began using bicycles in their daily activities.

The British altered the design one last time. They made the two wheels equal in size and created a mechanism that uses a chain to turn the rear wheel. With this final change, the modern bicycle was born.

Subsequent improvements, such as brakes, rubber tires, and lights were added to make bicycles more comfortable to ride. By 1900, bicycle riding had become very popular with men and women of all

ages. Bicycles revolutionized the way people worldwide ride bicycles for transportation, enjoyment, sport, and exercise.

'**axle**: the center bar of a wheel

Questions 1-6

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

- In the invention of the bicycle took part not only one individual or the country, but the world in general during the (1) _____ years. This invention was firstly found in Scotland in the first decades of 1800, and was known as velocipedes. They were not resembled to today's bicycles and had two wheels, but they had no (2) _____. The rider sat on a pillow and walked his feet along the ground in order to move his velocipede forward. Soon, a French inventor added pedals to the front wheel. However, because of their difficulty in riding, nobody used them in a daily life, and they were accepted as (3) _____. Around 1870, manufacturers in America found that this invention is popular (4) _____, but within the difference: frameworks were made from (5) _____, what makes them much lighter. Soon, the British inventors found the method which can make pedaling more efficient- to turn pedals one by one. They designed a bicycle with a giant front wheel. However, as the rider had to sit high above the giant front wheel it was too difficult to keep the balance. The safer bicycle was invented by Americans. They designed the rear (6) _____, which minimized the danger of falling and injuring. At last, the British changed the design one last time and added two wheels equal in size and the mechanism that induce a chain to turn the rear wheel. By this there was invented the example of the modern bicycle.

Questions 7-10

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

- 7 The bicycle was invited by Americans only
- 8 It was too hard to lead the velocipedes due to their heaviness
- 9 The alteration of velocipedes made the life of people much more easy
- 10 The changes by British inventors altered the wheels to make pedaling more efficient

Questions 11-13

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

- 11 The British inventors concluded that if the front wheel were large in _____, the bicycle would travel comparatively long distance.
- 12 American engineers designed a system of _____ which was driven by pressing first the right and then the left pedals.
- 13 The last, but not least alteration in creating of the modern bicycle was a making the two wheels equal in size and using the _____ to spin the rear wheel.

READING PASSAGE 2

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

Segway into the Future

Will the electric vehicle known as *the Segway* alter the ways that individuals get around? Dean Kamer, the inventor of the Segway, believes that this revolutionary vehicle will someday substitute for the bicycles and automobiles that now crowd our cities. When he introduced the Segway in 2001, he believed it would change our lives.

Although the Segway uses up-to-the-minute technology, it looks very ordinary. The metal framework of the Segway consists of a platform where an individual stands. Attached to the front of the platform is a tall post with handles for the driver to hold. On each side of the platform is a wide, rubber wheel. Except for these two wheels, there are no mechanical parts on the Segway. It has no engine, no brakes, no pedal power, no gears, and no steering wheel.

Instead it uses a computer system that imitates the ability of humans to keep their balance.

This system seems to move to the driver's thoughts. For example, when the driver thinks "Go forward", the Segway moves forwards, and when the driver thinks, "Stop", it stops. The Segway is not really responding to the driver's thoughts, but to the tiny changes in balance that the driver makes as he prepares his body to move forward or to stop. For example, when the driver thinks about moving forward, he actually leans slightly forward, and when he thinks of stopping or slowing, the driver leans slightly back.

The Segway is powered by batteries that allow it to travel about 17 miles on one battery charge. It is designed for short-range, low-speed operation. It has three speed settings. The slowest is the setting for learning, with speeds of up to 6 miles per hour. Next is the sidewalk setting, with speeds of up to 9 miles per hour. The highest setting allows the driver to travel up to 12.5 miles per hour in open, flat areas.

At all three speed settings, the Segway can go wherever a person can walk, both indoors and outdoors.

Workers who must walk a lot in their jobs might be the primary users of Segways. For example, police officers could drive Segways to patrol city streets, and mail carriers could drive from house to house to deliver letters and packages. Farmers could quickly inspect distant fields and barns, and rangers, or park guards could protect neighborhoods or large buildings.

Any task requiring a lot of walking could be made easier. In cities, shoppers could leave their cars at home and ride Segway from store to store. Also, people who cannot comfortably walk due to age, illness, or injury could minimize their walking but still be able to go many places on a Segway.

Why is it, then, that our job sites, parks, and shopping centers have not been subsequently filled with Segways since they were introduced in 2001? Why hasn't the expected revolution taken place? Studies have shown that Segways can help workers get more done in a shorter time. This saves money. Engineers admire Segways as a technological marvel.

Business, government agencies, and individuals, however, have been unwilling to accept the Segway. Yes, there have been some successes. In a few cities, for example, mail carriers drive Segway on their routes, and police officers patrol on Segways. San Francisco, California, and Florence, Italy, are among several cities in the world that offer tours on Segways for a small fee. Occasionally you will see golfers riding Segways around golf courses. Throughout the world more than 150 security agencies use Segways, and China has recently entered the overseas market. These examples are encouraging, but can hardly be called a revolution.

The primary reason seems to be that people have an inherent fear of doing something new. They fear others will laugh at them for buying a "toy". They fear losing control of the vehicle. They fear being injured. They fear not knowing the rules for using a Segway. They fear making people angry if they ride on the sidewalk. All these fears and others have kept sales low.

The inventor explained why people have been slow to accept the Segway. He said, "We didn't realize that although technology moves very quickly, people's mind-set changes very slowly." Perhaps a hundred years from now millions of people around the world will be riding Segways.

Questions 14-16

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

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

14 The Segway's framework consists of a platform and a post with handles

15 The driver can alter the direction of the Segway by leaning to the left or right

16 The Segway was primarily designed for student to make their travel much more comfortable

Questions 17-19

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

17 Why the Segway has been accepted as the most comfortable vehicle for the people with moving problems?

A they could leave their cars at home and ride Segway from store to store

B could drive from house to house to deliver letters and packages

C could quickly inspect distant fields and barns, and rangers, or parks

D could minimize their walking

18 Why people have been slow to accept the Segway?

- A it wastes too much money
- B people have the various kinds of fears
- C it was too hard to manage
- D people didn't want to replace the existing vehicles

19 According to the point of view of the Dean Kamen, although technology moves very quickly, people's mindset changes very slowly, what he meant by this?

- A people cannot accept the innovation at once
- B because of people worldwide ride bicycles for transportation they cannot accept other kinds of vehicles
- C people have fears and thus cannot get accustomed with new forms of transportation
- D the ideas and attitudes with which a person approaches a situation cannot be quickly altered

Questions 20-27

Complete the sentences. Choose NO MORE THREE WORDS from the passage for each answer.

Dean Kamer, the inventor of the Segway, believes that this revolutionary vehicle will replace all conveyances we use today, and in 2001 he presented his innovation to the public. Even though the Segway uses up the minimum energy, it has a very (20) _____ appearance. It has no engine, brakes, gears and even (21) _____, however, the attribute is that it has the (22) _____ with wide and rubber wheels. Moreover, this invention is designed for the short-term destinations and works with (23) _____. As it minimizes the moving time or energy, the Segway, particularly fits to those people who has an active lifestyle such as (24) _____, mail carriers, farmers, security guards and even those who have difficulties because of their (25) _____ or _____. However, the inventor explains why people have difficulties in accepting the Segway. He believes that the main reason for this is that people have an innate (26) _____ of doing innovations and because of that the people's (27) _____ always changes gradually, it is too hard to accept the new invention for the short time.

READING PASSAGE 3

You should spend about 20 minutes on Questions 28-40, which are based on Reading Passage 3 below.

The meaning of volunteering

A Volunteering, as some people consider mistakenly is a plethora of people from all walk of life as well as activities, but data from the other side of the world suggest otherwise. For example, a survey on who participated in volunteering by the Office for National Statistics (ONS) in the United Kingdom (UK) showed that people in higher income households are more likely than others to volunteer. In England and Wales, 57% of adults with gross annual household incomes of £75,000 or more, have

voluteered formally in the 12 months prior to the survey date. They were almost twice more likely to have done so than those living in households with an annual income under £10,000.

B As well as having high household incomes, volunteers also tend to have higher academic qualifications, be in higher socio-economic groups and be in employment. Among people with a degree or postgraduate qualification, 79 per cent had volunteered informally and 57 per cent had volunteered formally in the previous 12 months. For people with no qualifications the corresponding proportions were 52 per cent and 23 per cent at all. However, voluntary work is certainly not the exclusive preserve of the rich. Does the answer not lie perhaps in the fact that the rich tend to have money to allow them the time to become involved in voluntary work compared to less well-off people?

C A breakdown in the year 2000 of the range of volunteering activities taken from The Australia Bureau of Statistics gives an idea of the scale of activities in which people are typically involved. Eleven sectors are given ranging from Community and Welfare, which accounted for just over a quarter of the total hours volunteered in Australia, to Law/ justice/ politics with 1.2 percent at the other end of the scale. Other fields included sport/ recreation, religious activities and education, following at 21/1 per cent, 16.9 and 14.3 per cent of the total hours. The data here also seem to point to a cohort of volunteers with expertise and experience.

D The knock-on effect of volunteering on the lives of individuals can be profound. Voluntary work helps foster independence and imparts the ability to deal with different situations, often simultaneously, thus teaching people how to work their way through different systems. It therefore brings people into touch with the real world; and, hence, equips them for the future.

E Initially, young adults in their late teens might not seem to have the expertise or knowledge to impart to others that say a teacher or agriculturalist or nurse would have, but they do have many skills that can help others. And in the absence of any particular talent, their energy and enthusiasm can be harnessed for the benefit of their fellow human beings, and ultimately themselves. From all this, the gain to any community no matter how many volunteers are involved is immeasurable.

F Employers will generally look favorably on people who have shown an ability to work as part of a team. It demonstrates a willingness to learn and an independent spirit, which would be desirable qualities in any employee. So to satisfy employers' demands for experience when applying for work, volunteering can act as a means of gaining experience that might otherwise elude would-be workers and can ultimately lead to paid employment and the desired field.

G But what are the prerequisites for becoming a volunteer? One might immediately think of attributes like kindness, selflessness, strength of character, ability to deal with others, determination, adaptability and flexibility and a capacity to comprehend the ways of other people. While offering oneself selflessly, working as a volunteer makes further demands on the individual. It requires a strength of will, a sense of moral responsibility for one's fellow human beings, and an ability to fit into the ethos of an organization. But it also requires something which in no way detracts from valuable work done by volunteers and which may seem at first glance both contradictory and surprising: self-interest.

H Organizations involved in any voluntary work have to be realistic about this. If someone, whatever the age is going to volunteer and devote their time without money, they do need to receive something from it for themselves. People who are unemployed can use volunteer work as a stepping-stone to employment or as a means of finding out whether they really like the field they plan to enter or as a way to help them find themselves.

I It is tempting to use some form of community work as an alternative to national service or as punishment for petty criminals by making the latter for example clean up parks, wash away graffiti, work with victims of their own or other people. This may be acceptable, but it does not constitute volunteer work, two cardinal rules of which are the willingness to volunteer without coercion and working unpaid.

Questions 28-33

Reading Passage 3 has nine paragraphs A-I

Which paragraph contains the following information?

Write the letter, A-I, in boxes 28-33 on your Answer Sheet.

- 28 a description of what does not satisfy the criteria for volunteer work
- 29 the impact of voluntary work on the development of individuals
- 30 the requirement for both selflessness and self-interest in volunteers
- 31 various areas in which people volunteer
- 32 the benefit of voluntary work for the young
- 33 a mistaken view of volunteering

Questions 34-37

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

Write the correct letter in boxes 34-37 on your answer sheet.

- 34 The ONS survey was done to find out
 - A why people undertook volunteering.
 - B how many people participated in volunteering.
 - C how many rich people did volunteer work.
 - D which people were involved in volunteering.
- 35 The ONS survey found that people with university qualification were
 - A as likely to volunteer as those with no qualifications.
 - B more likely to volunteer than those with no qualifications.
 - C less likely to volunteer than those with no qualifications.
 - D the only group likely to do formal volunteer work.
- 36 It is suggested that rich people volunteer as a result of having
 - A clearer goals.
 - B fewer children.
 - C more spare time.

D greater guilt.

37 Volunteer work benefits people by teaching them how to

- A function in system.
- B communicate clearly.
- C deal with failure.
- D overcome shyness.

Questions 38-40

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

Write the correct letter, A-F, in boxes 38-40 on your Answer Sheet.

38 One of the requirements of being a volunteer is being able to

39 Volunteering can be used as a way for the unemployed to

40 Employers in general tend to

- A consider workers with volunteer work experience an asset.
- B gain a very well paid job.
- C gain access to a job in a field of interest.
- D benefit most from volunteer work.
- E understand how people behave.
- F want much younger workers.

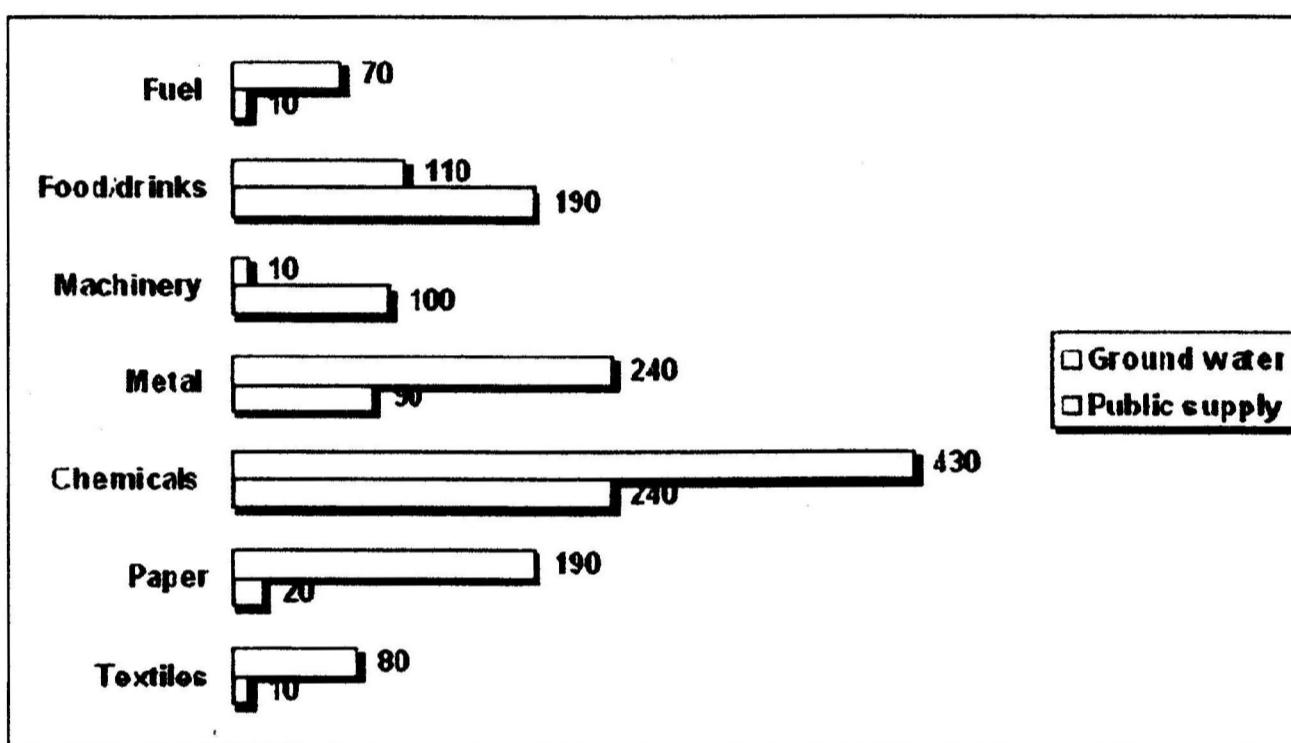
WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows annual water usage (in millions of cubic meters) by industries in some country.

You should write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task. Write about the following topic.

Some people believe that the good leaders are born, whereas others hold the opinion that the leadership qualities could be obtained during the life. Who represents the good leader qualities indeed?

Give reasons for your answer and include any relevant examples from your own knowledge or experience. You should write at least 250 words.

SPEAKING

PART 1

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

Can you tell me about yourself and your family in short?

Could you tell me something about your hometown?

What do you prefer: going out with your friends or spending your spare time staying at home? Why?

What are some benefits of the travelling? Why?

PART 2

Describe a present which you were given and that you broken occasionally.

You should say:

what it is;

for what occasion it was presented to you

how you broken it

what you felt when you broke it.

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

PART 3

Famous stores in your country

- *Tell me about any famous stores that sales presents.*
- *Tell me about any famous markets or stories which attract tourists.*
- *Why are they popular with tourists?*

Advantages and disadvantages of giving present

- *Would you agree that presents are always advantageous for people?*
- *What kinds of presents are suitable for people in any situations?*
- *How do you think the way of giving presents will change in the future?*

ACADEMIC PRACTICE TEST 4

LISTENING**SECTION 1. QUESTIONS 1-10**

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

Example:	ClearPoint <i>Telephone Company</i>
Customer Order Form	
Order taken by:	Ms. Jones
Name:	Harold 1_____
Address:	2_____ Fulton Avenue, apartment 12
Type of service:	3_____
Employer:	Wrightsville Medical Group
Occupation:	4_____
Work phone:	5_____
Time at current job:	6_____
Special services:	7_____ 8_____
Installation scheduled for:	Day 9_____ Time of day 10_____

SECTION 2. QUESTIONS 11-20**Questions 11-14**

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

11 The fair will take place at the

- A fairgrounds.
- B park.
- C school.

12 The fair will begin on Friday

- A morning.
- B afternoon.
- C evening.

13 The fair will begin with a

- A parade.
- B dance performance.
- C speech by the mayor.

- 14 There will be free admission on
A Friday.
B Saturday.
C Sunday.

Questions 15–20

Complete the chart below.

Write NO MORE THAN ONE WORD for each answer.

DAY/TIME	EVENT
Saturday afternoon	15 _____ show
Saturday evening	16 _____ by the lake
Sunday afternoon	17 _____ contest
All weekend	18 _____ food 19 _____ for children 20 _____ for sale

SECTION 3. QUESTIONS 21-30

Questions 21–23

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

How to get academic credit for work experience

First, read the 21 _____. Find courses that match your work experience. Then write 22 _____ of your work experience. Submit that together with a letter from your 23 _____ to the university admissions office.

Questions 24–28

Where can the items listed below be found?

- | |
|---------------------|
| A admissions office |
| B counseling center |
| C library |

Write the correct letter, A, B, or C, next to questions 24–28.

- 24 university catalog
- 25 application for admission form
- 26 requirements list
- 27 recommendation forms
- 28 job listings

' Questions 29 and 30

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

- 29 What are full-time students eligible for?
 - A Discounted books
 - B The work-study program
 - C A free bus pass
- 30 How can a student get financial assistance?
 - A Speak with a counselor
 - B Apply to the admissions office
 - C Make arrangements with a bank

SECTION 4. QUESTIONS 31-40

Questions 31-35

Complete the chart with information about the black bear.

Write NO MORE THAN TWO WORDS for each answer.

Range	Lives in 31 _____ of North America
Diet	Ninety percent of diet consists of 32 _____.
Cubs	Also eats 33 _____.
Life span	Baby bear cubs are born in 34 _____. Black bears live for about 35 _____ in the wild.

Questions 36-40

Which characteristics fit black bears and which fit grizzly bears?

Write A if it is a characteristic of black bears. Write B if it is a characteristic of grizzly bears.

- 36 Has a patch of light fur on its chest _____
- 37 Weighs 225 kilos _____
- 38 Has a shoulder hump _____
- 39 Has pointed ears _____
- 40 Has shorter claws _____

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-14, which are based on Reading Passage 1 below.

FINDING THE LOST FREEDOM

1. The private car is assumed to have widened our horizons and increased our mobility. When we consider our children's mobility, they can be driven to more places (and more distant places) than they could visit without access to a motor vehicle. However, allowing our cities to be dominated by cars has progressively eroded children's independent mobility. Children have lost much of their freedom to explore their own neighborhood or city without adult supervision. In recent surveys, when parents in some cities were asked about their own childhood experiences, the majority remembered having more, or far more, opportunities for going out on their own, compared with their own children today. They had more freedom to explore their own environment.
2. Children's independent access to their local streets may be important for their own personal, mental and psychological development. Allowing them to get to know their own neighborhood and community gives them a "sense of place". This depends on "active exploration", which is not provided for when children are passengers in cars. (Such children may see more, but they learn less.) Not only is it important that children be able to get to local play areas by themselves, but walking and cycling journeys to school and to other destinations provide genuine play activities in themselves.
3. They are very significant time and money costs for parents associated with transporting their children to school, sport and other locations. Research in the United Kingdom estimated that this cost, in 1990, was between 10 billion and 20 million pounds. (AIPPG)
4. The reduction in children's freedom may also contribute to a weakening of the sense of local community. As fewer children and adults use the streets as pedestrians, these streets become less sociable places. There is less opportunity for children and adults to have the spontaneous of community. This in itself may exacerbate fears associated with assault and molestation of children, because there are fewer adults available who know their neighbors' children, and who can look out for their safety.
5. The extra traffic involved in transporting children results in increased traffic congestion, pollution and accident risk. As our roads become more dangerous, more parents drive their children to more places, thus contributing to increased levels of danger for the remaining pedestrians. Anyone who has experienced either the reduced volume of traffic in peak hour during school holidays, or the traffic jams near schools at the end of a school day, will not need convincing about these points. Thus, there are also important environmental implications of children's loss of freedom.
6. As individuals, parents strive to provide the best upbringing they can for their children. However, in doing so, (e.g. by driving their children to sport, school or recreation) parents may be contributing to a more dangerous environment for children generally. The idea that "streets are for cars and back yards and playgrounds are for children" is a strongly held belief, and parents have little choice as individuals but to keep their children off the streets if they want to protect their safety.
7. In many parts of Dutch cities, and some traffic calmed precincts in Germany, residential streets are now places where cars must give way to pedestrians. In these areas, residents are accepting the view that the function of streets is not solely to provide mobility for cars. Streets may also be for social interaction, walking, cycling and playing. One of the most important aspects of these European streets, in terms of giving cities back to children, has been a range of "traffic calming" initiatives, aimed at reducing the volume and speed of traffic. These initiatives have had complex interactive effects, leading to a sense that children have been able to do this in safety. Recent research has demonstrated that children in many German cities have significantly higher levels of freedom to travel to places in their own neighborhood or city than children in other cities in the world.
8. Modifying cities in order to enhance children's freedom will not only benefit children. Such cities will become more environmentally sustainable, as well as more sociable and more livable for all city residents. Perhaps, it will be our concern for our children's welfare that convinces us that we need to challenge the dominance of the car in our cities.

Questions 1-5

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

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 The private car has helped children have more opportunities to learn.
- 2 Children are more independent today than they used to be.
- 3 Walking and cycling to school allows children to learn more.
- 4 Children usually walk or cycle to school.
- 5 Parents save time and money by driving children to school.

Questions 6-9

In Paragraph 4 and 5 there are FOUR problems stated. These problems, numbered as questions 6-9. Find the correct cause for each of the problems and write the corresponding letter A-G. There are more causes than problems so you will not use all of them and you may use any cause more than once.

Problems

Example: low sense of community feeling

Answer : F

- 6 streets become less sociable
- 7 fewer chances for meeting friends
- 8 fears of danger for children
- 9 higher accident risk

Causes

- A few adults know local children
- B fewer people use the streets
- C increased pollution
- D streets are less friendly
- E less traffic in school holidays
- F reduced freedom for children
- G more children driven to school

Questions 10-14

Complete the sentences. Choose the correct ending for each statement endings numbered i-x.

Example: By driving children to school, parents help create... Answer: i

- 10 Children should play ...
- 11 In some German towns, pedestrians have right of way...
- 12 Streets should also be used for...
- 13 Reducing the amount of traffic and the speed is...
- 14 All people who live in the city will benefit if cities are...

- i...a dangerous environment
- ii...modified
- iii...on residential streets
- iv...modifying cities
- v...neighborhoods
- vi...socializing
- vii...in backyards
- viii...for cars
- ix...traffic calming
- x...residential

READING PASSAGE 2

You should spend about 20 minutes on Questions 15-28, which are based on Reading Passage 2 below.

RISING SEA

Paragraph 1. INCREASED TEMPERATURES

The average air temperature at the surface of the earth has risen this century, as has the temperature of ocean surface waters. Because water expands as it heats, a warmer ocean means higher sea levels. We cannot say definitely that the temperature rises are due to the greenhouse effect; the heating may be part of a "natural" variability over a long time-scale that we have not yet recognized or short 100 years of recording. However, assuming the build up of greenhouse gases is responsible, and that the warming will continue. Scientists and inhabitants of low-lying coastal areas would like to know the extent of future sea level rises.

Paragraph 2.

Calculating this is not easy. Models used for the purpose have treated the oceans as passive, stationary and one-dimensional. Scientists have assumed that heat simply diffuses into the sea from the atmosphere. Using basic physical laws, they then predict how much a known volume of water would expand for a given increase in temperature. But the oceans are not one-dimensional, and recent work

by oceanographers, using a new model which takes into account a number of subtle facets of the sea—including vast and complex ocean currents—suggests that the rise in sea level may be less than some earlier estimates had predicted.

Paragraph 3

An international forum on climate change, in 1986, produced figures for likely sea-level rises of 20 cm and 1.4 m, corresponding to atmospheric temperature increases of 1.5 and 4.5°C respectively. Some scientists estimate that the ocean warming resulting from those temperature increases by the year 2050 would raise the sea level by between 10 cm and 40 cm. This model only takes into account the temperature effect on the oceans; it does not consider changes in sea level brought about by the melting of ice sheets and glaciers, and changes in groundwater storage. When we add on estimates of these, we arrive at figures for total sea-level rises of 15 cm and 70 cm respectively.

Paragraph 4

It's not easy trying to model accurately the enormous complexities of the ever-changing oceans, with their great volume, massive currents and sensitively to the influence of land masses and the atmosphere. For example, consider how heat enters the ocean. Does it just "diffuse" from the warmer air vertically into the water, and heat only the surface layer of the sea? (Warm water is less dense than cold, so it would not spread downwards). Conventional models of sea-level rise have considered that this is the only method, but measurements have shown that the rate of heat transfer into the ocean by vertical diffusion is far lower in practice than the figures that many models have adopted.

Paragraph 5

Much of the early work, for simplicity, ignored the fact that water in the oceans moves in three dimensions. By movement, of course, scientists don't mean waves, which are too small individually to consider, but rather movement of vast volumes of water in huge currents. To understand the importance of this, we now need to consider another process—advection. Imagine smoke rising from a chimney. On a still day it will slowly spread out in all directions by means of diffusion. With a strong directional wind, however, it will all shift downwind, this process is advection—the transport of properties (notably heat and salinity in ocean) by the movement of bodies of air or water, rather than by conduction or diffusion.

Paragraph 6

Massive oceans current called gyres do the moving. These currents have far more capacity to store heat than does the atmosphere. Indeed, just the top 3 m of the ocean contains more heat than the whole of the atmosphere. The origin of the gyres lies in the fact that more heat from the Sun reaches the Equator than the Poles, and naturally heat tends to move from the former to the latter. Warm air rises at the Equator, and draws more air beneath it in the form of winds (the "Trade Winds") that, together with other air movements, provide the main force driving the ocean currents.

Paragraph 7

Water itself is heated at the Equator and moves poleward, twisted by the Earth's rotation and affected by the positions of the continents. The resultant broadly circular movements between about 10 and 40° North and South are clockwise in the Southern Hemisphere. They flow towards the east at mid latitudes in the equatorial region. They then flow towards the Poles, along the eastern sides of continents, as warm currents. When two different masses of water meet, one will move beneath the other, depending on their relative densities in the subduction process. The densities are determined by temperature and salinity. The convergence of water of different densities from the Equator and the Poles deep in the oceans causes continuous subduction. This means that water moves vertically as well as horizontally. Cold water from the Poles travels as depth—it is denser than warm water—until it emerges at the surface in another part of the world in the form of a cold current.

Paragraph 8. HOW THE GREENHOUSE EFFECTS WILL CHANGE OCEAN TEMPERATURES

Ocean currents, in three dimensions, from a giant "conveyor belt", distributing heat from the thin surface layer into the interior of the oceans and around the globe. Water may take decades to circulate in these 3-D gyres in the top kilometer of the ocean, and centuries in the deep water. With the increased atmospheric temperatures due to the greenhouse effect, the oceans conveyor belt will carry more heat into the interior. This subduction moves heat around far more effectively than simple diffusion. Because warm water expands more than cold when it is heated, scientists had presumed that the sea level would rise unevenly around the globe. It is now believed that these inequalities cannot persist, as winds will act to continuously spread out the water expansion. Of course, if global warming changes the strength and distribution of the winds, then this "evening-out" process may not occur, and the sea level could rise more in some areas than others.

Questions 15-20

Reading Passage 2 has 8 Paragraphs, 1-8. The first paragraph and the last have been given headings. Choose the correct heading for the remaining 6 Paragraphs from the list below.

There are more headings than paragraphs, so you will not use all the headings.

Write the correct number, A-I, in boxes 15-20 on your answer sheet.

- 15 Paragraph 2
- 16 Paragraph 3
- 17 Paragraph 4
- 18 Paragraph 5
- 19 Paragraph 6
- 20 Paragraph 7

List of Headings

- A The gyre principle
- B The Greenhouse Effect
- C How ocean waters move
- D Statistical evidence
- E The advection principle
- F Diffusion versus advection
- G Figuring the sea level changes
- H Estimated figures
- I The diffusion model

Questions 21-22

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

Write the correct letter in boxes 21-22 on your answer sheet.

- 21 Scientists do not know for sure why the air and surface of oceans temperatures are rising because
- A there is too much variability
 - B there is no enough variability

- C they have not been recording these temperatures for enough time
- D the changes have only been noticed for 100 years

22 New research leads scientists to believe that

- A the oceans are less complex
- B the oceans are more complex
- C the oceans will rise more than expected
- D the oceans will rise less than expected

Question 23

Look at the following list of factors A-F and select THREE which are mentioned in the Reading Passage 2 which may contribute to the rising ocean levels.

Write the correct THREE letters A-F in the box 23 on your answer sheet.

- A thermal expansion
- B melting ice
- C increased air temperature
- D higher rainfall
- E changes in the water table
- F increased ocean movement

Questions 24-28

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

- 24 The surface layer of the oceans is warmed by the atmosphere.
- 25 Advection of water changes heat and salt levels.
- 26 A gyre holds less heat than there is in the atmosphere.
- 27 The process of subduction depends on the water density.
- 28 The sea level is expected to rise evenly over the Earth's surface.

READING PASSAGE 3

You should spend about 20 minutes on Questions 29-40, which are based on
Reading Passage 3 below.

NEW RULES FOR THE PAPER GAME

1. Computerized data storage and electronic mail were to have heralded the paperless office. But, contrary to expectation, paper consumption throughout the world shows no sign of abating. In fact, consumption, especially of printing and writing papers, continues to increase. World demand for paper and board is now expected to grow faster than the general economic growth in the next 15 years. Strong demand will be underpinned by the growing industrialization of South East Asia, the re-emergence of paper packaging, greater use of facsimile machines and photocopiers, and the popularity of direct-mail advertising. It is possible that by 2007, world paper and board demand will reach 455 million tonnes, compared with 241 million tonnes in 1991.
2. The pulp and paper industry has not been badly affected by the electronic technologies that promised a paperless society. But what has radically altered the industry's structure is pressure from another front-a more environmentally conscious society driving an irreversible move towards cleaner industrial production. The environmental consequences of antiquated pulp mill practices and technologies had marked this industry as one in need of reform. Graphic descriptions of deformed fish and thinning populations, particularly in the Baltic Sea where old pulp mills had discharged untreated effluents for 100 years, have disturbed the international community.
3. Until the 1950s, it was common for pulp mills and other industries to discharge untreated effluent into rivers and seas. The environmental effects were at the time either not understood, or regarded as an acceptable cost of economic prosperity in an increasingly import-oriented world economy. But greater environmental awareness has spurred a fundamental change in attitude in the community, in government and in industry itself.
4. Since the early 1980s, most of the world-scale pulp mills in Scandinavia and North America have modernized their operations, outlying substantial amounts to improve production methods. Changes in mill design and processes have been aimed at minimizing the environmental effects of effluent discharge while at the same time producing pulp with the whiteness and strength demanded by the international market. The environmental impetus is taking this industry even further, with the focus now on developing processes that may even eliminate waste-water discharges. But the ghost of the old mills continues to haunt industry today. In Europe, companies face a flood of environment-related legislation. In Germany, companies are now being held responsible for the waste they create.
5. Pulp is the porridge-like mass of plant fibers from which paper is made. Paper makers choose the type of plant fibre and the processing methods, depending on what the end product will be used for: whether it is a sturdy packing box, a smooth sheet of writing paper or a fragile tissue. In wood, which is the source of about 90% of the world's paper production, fibres are bound together by lignin, which gives the unbleached pulp a brown colour. Pulping can be done by mechanical grinding, or by chemical treatment in which woodchips are "cooked" with chemicals, or by a combination of both methods.
6. Kraft pulping is the most widely used chemical process for producing pulp with the strength required by the high-quality paper market. It is now usually carried out in a continuous process in a large vessel called digester. Woodchips are fed from a pile into the top of the digester. In the digester, the chips are cooked in a solution called white liquor, nosed of caustic soda (sodium hydroxide) sodium sulphide. The chips are cooked at high temperatures of up to 170 degree for up to three hours. The pulp is then washed and rate from the spent cooking liquor which has turned dark and is now appropriately ailed black liquor. An important feature of kraft pulping is a chemical recovery system which recycles about 95 % of the cooking chemicals and produces more than enough energy runs the mill. In a series of steps involving a furnace and tanks, some of the black liquor is transformed into energy, while some is regenerated into the original white cooking liquor. The pulp that comes out has little lignin left in the fibres. Bleaching removes the last remaining lignin and brightens the pulp. Most

modern mills have modified their pulping process to remove as much of the lignin as possible before the pulp moves to the bleaching stage.

Questions 29-32

Look at the following list of factors A-G, which will influence the amount of paper being used in the future.

Choose FOUR factors which are mentioned in Paragraph 1 of the Reading Passage 3.

Write the correct answers A-C in boxes 29-32 on your Answer Sheet.

List of factors

- A more people read newspapers
- B increased use of paper bags
- C increased book production for education
- D wider use of sign post advertising
- E increased use of fax machines
- F wider use of leaflet advertising
- G greater use of duplicating machines

Questions 33-35

Complete the statements from the Paragraph 2, 3 and 4 by using NO MORE THAN THREE WORDS.

Write your answers in the boxes 33-35 on your Answer Sheet.

33 The international community has begun to demand.....

34 In the past, the environmental effects of pulp mill practices were probably a price to pay for.....

35 Some paper mills have recently modernized their mill design in order to decrease.....

Questions 36-40

Below is the list of steps in the kraft process of turning wood chips into paper, which are numbered 1-8. Only FIVE of the steps listed below are mentioned in the Reading Passage 3. Decide which steps are mentioned and write the appropriate number for each step in the correct order in the boxes 36-40 on your answer sheet.

- 1 the chips are cooked
- 2 the fibres are bound by lignin
- 3 the pulp is bleached
- 4 woodchips are put into a pile
- 5 the pulp is dried
- 6 the pulp is removed from the black liquor
- 7 the chips are put into the white liquor
- 8 the pulp is washed

WRITING

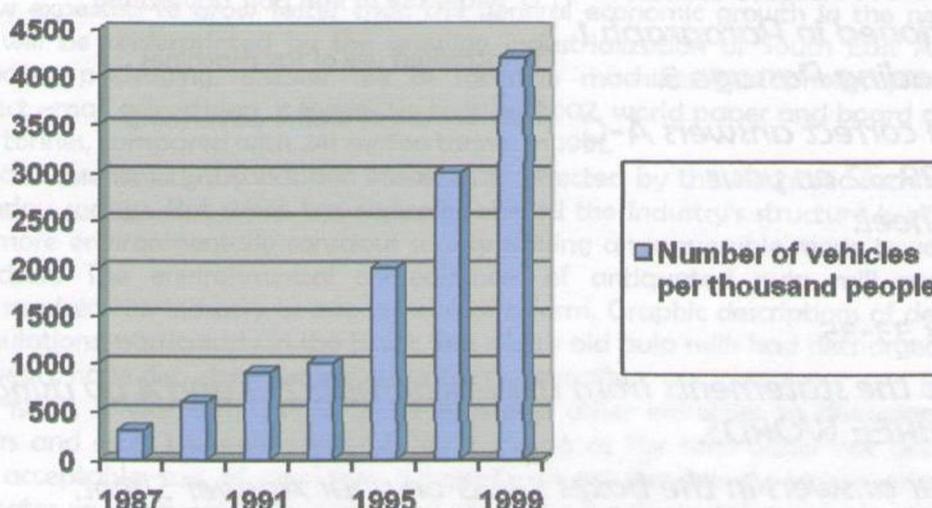
WRITING TASK 1

You should spend about 20 minutes on this task.

The bar chart below gives information about vehicle ownership in China.

Write a report for a university lecturer describing the information.

You should write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task. Write about the following topic.

Rich counties should allow jobs for skilled and knowledgeable employees who are from poor counties. Do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

SPEAKING

PART 1

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

*Do you like travelling?
How do you usually travel?
Where have you travelled too lately?
What kind of places do you like to visit?*

PART 2

Describe an old person you admire.

You should say:

**who this person is
where did you meet with him
what characteristics you most like on him
why you admire this person**

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

PART 3

*What average age is normal for retirement in your opinion?
What are the good things about being retired?
How does the government in your country treat the retired people?
Can young specialists substitute the old ones who are in retirement in the work places?
What do you think is it necessary to give retirement to people? Why/Why not?
What are the pros and cons of being retired?*

**GENERAL TRAINING: READING AND
WRITING TEST A**

READING

SECTION 1.

Questions 1-5

Look at the six advertisements for student accommodation, A-F. For which advertisements are the following statements true? Write the correct letter (A-F) in boxes 1-5 on your Answer Sheet.

NB You may use letters more than once.

- 1 It is possible to cook in the room.
- 2 Food is provided as part of the price.
- 3 You have your own bathroom.
- 4 The room is available for a limited period only.
- 5 There is a safe place to keep your bicycle.

A

ROOM AVAILABLE

- Small room available in a shared student house
 - Use of kitchen, sitting room and shared bathroom
 - Handy for university and city centre
- Sorry no space for bicycles indoors
Small breakage deposit payable in advance
Non-smokers only*

CALL 030-4132-9860

B

LARGE SINGLE ROOM AVAILABLE

- Hot and cold running water
 - Use of shared bathroom
 - Parking space available on request
 - Internet connection (payable monthly)
- Annual contract - rent payable monthly
References required*

CALL 030-7658-0098

C

ARE YOU LOOKING FOR A NICE ROOM IN A CLEAN HOUSE?

- We are four post-grad students looking for a housemate
 - The house is in a good suburban area close to public transport links
 - The room has use of a shared kitchen and bathroom
 - Meals are eaten together (mostly vegetarian) and costs shared
 - Space for one bicycle in the (lockable) garden shed

*Reasonable rent payable monthly in advance
All applicants will be interviewed*

CALL MEL ON 030-9909-7786

D

SINGLE ROOM AVAILABLE IN A FAMILY HOUSE

- Small room with TV
- Rent includes meals on a half-board basis
- Would suit an overseas student
- Eat with the friendly family – practise your English!
- Close to bus routes (city centre 20 minutes)

*Pay weekly in advance
No long-term contract involved*

CALL 020-3321-0987 FOR DETAILS

E

ROOM AVAILABLE IN A STUDENT RESIDENCE

- Purpose-built block with laundry, internet access and shared kitchen
- Private shower and wc
- Ample car-parking
- Supervised entrance staffed 24-hours a day

*Six-month contract
Payment in advance quarterly*

CALL PROPERTY MANAGEMENT
ON 030-9988-9884

F

ANYBODY WANT TO USE MY ROOM FOR THE SUMMER?

I'M OFF TRAVELLING, SO THE ROOM WILL BE FREE FOR TWO MONTHS IN JULY AND AUGUST

- It's a nice room in a shared house
- Small kitchen corner with microwave and sink
- Bathroom shared with one other student (probably away too!)
- Close to the university sports ground
- City centre four miles

Come and have a look and make me an offer

GILES 030-9988-6654

Questions 6-14

Answer the questions below. Write the correct section (A-E) in boxes 6-14 on your answer sheet. Which section of the website (A-E) should you click on if:

6 you have received a letter at your house which is addressed to somebody you don't know?

7 you have a large envelope to post which is not very heavy and you want to know if it will cost more?

8 you want to send some books to a friend in another country?

9 you want to know if you are allowed to send fresh food through the post?

10 you would like to post some money to your family and want to know the best way?

11 you have to send an urgent letter and need information about the fastest service?

12 you are moving to a new address and want your mail sent there instead of to your current address?

13 you want to pay for postage over the internet?

14 you want advice on the best type of envelope to use for a small parcel?

Information for Post Office Users

A Sending UK letters and parcels

Compare sending options
First and Second Class mail
Standard Parcels
Express Parcels
Special Delivery™
Recorded Signed For™
Royal Mail Sameday®

B Receiving letters and parcels

Compare services
Redirection options
Keepsafe™ mail holding service
PO Box®
Royal Mail Local Collect™
Wrongly delivered mail

C Overseas letters and parcels

Compare overseas sending options
Surface mail
Airsure®
International Signed For™
Airmail
International Parcels

D Buy stamps online

Personalise stamps online
Stamps and collecting
Online Postage

E Mailing guide

Compare sending options
Weight and size guide
Clear addressing
Wrapping and packaging
Restricted and prohibited goods
Sending cash
Customs information
Delivery exceptions
Articles for the Blind
Overseas clear addressing

SECTION 2.

You should spend about 20 minutes on Questions 15-27, which are based on the two texts below.

Questions 15-20

The text on page 108 has six sections, A-F.

Choose the correct heading for sections A-F from the list of headings below.
Write the correct number (i-viii) in boxes 15-20 on your Answer Sheet.

List of Headings

- i what to do if you have failed a driving test
- ii what to do if you want to drive something bigger than a car
- iii what to do if you have any physical problems driving
- iv what to do if you are only visiting the country for a short time
- v what to do if you are going to stay and live in the country
- vi what to do if you come from a country outside Europe
- vii what to do if you are a professional driver
- viii what to do if you want to get a UK driving licence

15 Section A

16 Section B

17 Section C

18 Section D

19 Section E

20 Section F

Driving in the UK

Advice to drivers from countries within the European Community and European Economic Area

Section A. If you hold a valid Community driving licence and are coming to the UK for a limited period, you can drive any vehicle if the full entitlement for that vehicle is shown on the licence.

Section B. If you are coming to live in the UK for a longer period, a valid Community licence issued on the strength of a driving test within the EC/EEA will allow you to drive in GB for a set period.

While your licence remains valid, you may drive in the UK:

- until aged 70 or for three years after becoming resident, whichever is the longer period
- until aged 45 or for five years after becoming resident, whichever is the longer period
- if you are aged over 45 (but under 65) until your 66th birthday or for five years after becoming resident, whichever is the shorter period
- if you are aged 65 or over for 12 months after becoming resident

In order to continue driving after these periods, you must get a British driving licence.

Section C. You must tell the DVLA about relevant conditions or disabilities that existed before you came to the UK and which you may have already notified to the authorities. This also includes any conditions you have recently become aware of. In most cases, the rules will be the same as those in other EC/EEA countries although there may be some differences. Higher visual standards apply for vocational drivers in this country.

Section D. If you want to take a British driving test, you must be a resident in the UK. However, if you have moved to the UK, having recently been a permanent resident in another state of the EC/EEA, you must be a resident in the UK for 185 days in the 12 months before your application for a driving test and full licence. To take a UK driving test you will need to either:

- apply for a UK counterpart licence (D58/2) by completing a D9 enclosing your Community driving licence, or
- exchange your community licence for the British equivalent and request the appropriate provisional entitlement

A provisional licence document is issued free of charge. However, the appropriate fee must be paid and your Community licence surrendered in exchange for a UK one when claiming the full entitlement.

Section E. Community licence holders with category B entitlement can also drive certain vehicles in the UK which are exempt from the normal large vehicle driver licensing requirements. These include non-commercial minibuses driven on a voluntary basis, permit minibuses and large vehicles such as agricultural motor vehicles and road construction vehicles. Further details about these vehicles and the conditions that apply to them can be found in the fact sheet 'Special Licensing Arrangements For Drivers of Large Vehicles' available from the DVLA.

Section F

If you drive a coach or lorry as your job, you can exchange your non-UK driving licence for a UK one, but it might affect your Driver Certificate of Professional Competence (CPC). Find out what rules apply if you exchange your driving licence while you have Driver CPC or if you want to get it.

Questions 21-27

Read the text below and answer questions 21-27.

The Driving Test

A driving test in Britain is made up of a theory test and a practical test. You cannot normally take the practical test without first having passed the theory test. You pay a fee for each part of the test - for details, see under heading Fees. Before you can apply for a test, you must have a valid Great Britain or Northern Ireland provisional driving licence.

The Theory Test

The theory test is in two parts. The first is a computerised touch screen test in which you have to select the correct answer from a number of choices. The second part is called the hazard perception test. You will be shown a set of video clips of driving hazards and asked to click the mouse button as soon as you spot a hazard. You have to pass both parts of the theory test at the same sitting in order to pass.

The Practical Test

The practical test will test your ability to exercise adequate control of your vehicle and normally lasts 40 minutes. If you have a physical disability you will be asked to demonstrate any special controls on your vehicle. The practical test also includes two questions on vehicle safety designed to make sure that you know how to check the safety of your vehicle. Topics covered are tyres, brakes, fluids, lights, reflectors, direction indicators and horns. If you fail, or do not take the practical test within two years of having passed the theory test, you will have to pass the theory test again before you can apply for a practical test. When you have passed the practical test, if you have a photocard provisional licence and your personal details have not changed, you can hand it over to the examiner, and a full licence will be issued to you automatically. Otherwise, you must apply to the Driver and Vehicle Licensing Agency (DVLA) for your full licence within two years of the test date. If you don't do this, you will have to take the practical test (and the theory test) again.

Probationary Period

When you pass your driving test for the first time, you will be subject to a two-year probationary period. This applies to anyone driving on a licence issued by the DVLA. The two-year period begins on the day you first pass the practical test. If during the probationary period you are convicted of driving offences for which six or more penalty points are awarded, your driving licence will be revoked. If your full driving licence is revoked, you will revert to learner status and be treated as if you never passed a driving test. To continue driving, you will have to get a provisional driving licence and drive with learner's plates until you have passed both the theory and practical parts of the driving test.

Questions 21-27

Complete the notes below. Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the text for each answer. Write your answers in boxes 21-27 on your answer sheet.

The Driving Test

There are two parts to the test.

You have to take the 21_____ first.

The Theory Test

In the first part, you have to answer questions on a 22_____

In the second part, you watch some 23_____ of the problems drivers face.

The Practical Test

The test takes 24_____ to complete.

You are asked about 25_____ during the test.

If you pass the test, give your 26_____ to the examiner.

Probationary Period

This lasts for two years. You lose your licence if you get six or more penalty points for 27_____

SECTION 3.

You should spend about 20 minutes on Questions 28–40 which are based on the text below.

THE HISTORY OF BADMINTON

Badminton is a racquet sport in which two or four players hit an object called a shuttlecock backwards and forwards across a high net. Some people regard it as the oldest racquet sport in the world, although the earliest forms of the sport probably didn't use a racquet, and the net is a relatively recent innovation.

A shuttlecock is a lightweight ball made of cork, with feathers attached to it to help it fly. It is thought that shuttlecocks were first used about 2,500 years ago in China – although they were kicked rather than being hit with a racquet in those days. A racquet sport using shuttlecocks was certainly known in ancient Greece around 2,000 years ago, as well as in China and Japan, and a version of the game has been played by children across Asia for ever since. The aim was to keep hitting the shuttlecock backwards and forwards for as long as possible. The modern game we call badminton was developed in England, however, and not until the 19th century.

British soldiers learnt to play a game using shuttlecocks whilst serving in India from the middle of the 18th century onwards. When they came home, they brought the game with them. At this point, it was called Poona – named after a place in India – and from about 1860, it became popular in England. That's where a net was first introduced in 1867, and the modern system of scoring began to evolve, although there were lots of disagreements about the rules amongst the players, and no official organisation to govern the sport.

All this changed in 1887. The name 'badminton' was introduced after a famous party at a country house of that name in that year. At the party, a game was played that was very similar to the one we call badminton today. A set of modern rules was drawn up and published in 1893, and the Badminton Association of England was formed in 1895 to govern the new sport and organise championships. The first of these were held in 1899 and 1900, for men and women respectively. Badminton can be played by both men and women, although slightly different rules and scoring systems apply.

The new sport soon became very popular in England. By 1920, there were 300 badminton clubs in the country, and that figure had risen to 500 by 1930. At the same time, the sport was catching on in other countries too, and in 1934 an International Badminton Federation (IBF) was set up. The IBF decided to run international championships in 1939, but because of the second world war, the first one didn't take place until 1948, and then only for men. The first international women's championships were held in 1957.

Badminton was first played at the Olympic Games in 1972, but only as a demonstration sport – there was no actual competition and no medal winners. Although this happened again in 1988, it was 1992 before badminton was played as a fully recognised Olympic sport – with the mixed doubles being added in 1996.

Badminton is now one of the most widely played sports in the world. It is one of the fastest racquet sports, with shuttlecocks travelling at up to 260 miles per hour in top competitions, and so is very exciting to watch as well as play.

Questions 28-34

Complete the table below. Choose ONE NUMBER ONLY from the text for each answer. Write your answers in boxes 28-34 on your Answer Sheet.

YEAR	EVENT
28	The modern game was first played at Badminton House in England.
29	The first written rules for the game called badminton became available.
30	A national badminton organisation was formed in England.
31	The first men's national championships were held in England.
32	An international badminton organisation was formed.
33	The first international competition for women was held.
34	Badminton became an official Olympic sport.

Questions 35-40

Do the following statements agree with the information given in the text? In boxes 35-40 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 |

- 35 People in China used to kick shuttlecocks to each other.
- 36 The shuttlecock was invented in Greece.
- 37 The badminton net was first used in India.
- 38 Women's badminton has the same rules as men's badminton.
- 39 Men and women can play against each other in the Olympic games.
- 40 A shuttlecock can travel faster than a tennis ball.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

People in your area are having problems with their Internet connection.

Write a letter to the company which provides the connection. In your letter

- describe the problems;**
- explain how they are affecting people**
- say what the company should do to help**

You do not need to write any addresses.

Begin your letter like this:

Dear Sir or Madam,

Write at least 150 words.

WRITING TASK 2

You should spend about 40 minutes on this task. Write about this topic.

People should work a fixed number of hours per week, and employers should not ask anybody to work more than this.

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

**GENERAL TRAINING: READING AND
WRITING TEST B**

READING

SECTION 1.

You should spend about 20 minutes on Questions 1-10, which are based on the text below.

How to get a grant for scientific research

In applying for a research grant, it's essential to start by identifying the appropriate granting body to contact for your proposal, as each body usually has its own particular priority areas. Once you've done this, check you can meet both the eligibility criteria and the deadline for the submission of applications. Your proposal should be written out in the format stipulated by your chosen organisation. Almost all granting bodies now have electronic application forms posted on the Internet, although these can sometimes be both complex and cumbersome. A grant request is generally broken down into the following components:

Objectives

Succinctly describe your research goal, and what you propose to do to achieve this. It's a good idea to propose only those objectives that you feel relatively confident of achieving within the grant period. A proposal with too many objectives to be included in a relatively short time is likely to be considered over-ambitious, and might well be rejected, even if it involves cutting-edge science or a revolutionary new idea.

Background and rationale

Introduce the problem that the research intends to address. The length of your description is dictated by the length limitations on the application form. You should cover what is already known about the problem in the scientific literature, and highlight the major gaps or limitations in the current knowledge base. The final paragraph should state precisely what you will have achieved if the project succeeds, and the likely impact of a successful research project. In addition, many application forms, even for basic research grants, now have a section in which you're required to describe how the research is likely to contribute to economic development.

Experimental design and methods

You must describe in detail exactly what you're going to do to achieve your stated objectives. You should provide sufficient details to enable the review panel to critically evaluate your project. In particular, you must show how the experimental design will answer the questions that you're setting out to address; poor experimental design is the downfall of many applications.

Critical appraisal and limitations of the proposed approach

Describe the possible limitations of your proposed approach. For example, one of your proposed methodologies may have certain disadvantages that could impact adversely on your findings. A reviewer will certainly point this out and might find it sufficient grounds for rejecting your proposal. To meet such concerns, you should therefore state clearly that you're aware of the limitations of your approach, and if possible propose an alternative strategy if your first approach fails to deliver. You should also describe briefly any particular strengths of your laboratory likely to contribute to the success of the project if it is funded.

Questions 1-10

Do the following statements agree with the information given in the text?

In boxes 1-10 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 Find the granting body which is best suited to the type of research you want to do.
- 2 Find out the date by which proposals must be sent in.
- 3 It's a good idea to lay out your proposal in an imaginative way.
- 4 Your proposal should have a long-term aim that extends beyond the timescale of the grant.
- 5 Make sure you fill all available space on the application form.
- 6 Your application should refer to other work already carried out on your topic.
- 7 It's essential to say how your research is relevant to economic and social issues.
- 8 The review panel may contact you with questions about your experimental design.
- 9 It's better to be honest if you have any doubts about aspects of your proposal.
- 10 You should give a full description of any laboratory facilities available to you.

Questions 11-16

The text on page 107 has six sections, A-F. Choose the correct heading for sections A-F from the list of headings below. Write the correct number (i-ix) in boxes 11-16 on your Answer Sheet.

List of Headings

i Research experience	11 Section A
ii Laboratory investigations	12 Section B
iii Preliminary data	13 Section C
iv Background reading	14 Section D
v Description of the study area	15 Section E
vi Data analysis	16 Section F
vii Subject recruitment	
viii Collaboration	
ix Data collection	

Experimental design and methods

Within this section of your research proposal, there should be several sub-sections, some of which are required for all types of grants, others of which are dependent on the topic of the research.

A Granting bodies like to see a concise description of the results of any work you have already carried out towards the research. Focus on the results that suggest that the proposed work will probably succeed.

B If the proposed research involves field studies, your application should include latitude and longitude, elevation, vegetation, rivers, rainy and dry seasons, mean rainfall and temperatures, and distance from the capital city.

C Describe how you plan to find people to take part in experiments and what criteria you will use for including or excluding particular individuals. Most importantly, include how

you will obtain informed consent from these people, and which national authority or authorities have given ethical approval for your research.

D It is important to provide sufficient detail in this section for the reviewer to agree that the proposed work is feasible. There is no need to go into a lot of detail if the laboratory procedures that you plan to use are standard and widely described in scientific literature. However, you must still provide some details of your proposed procedures. Make sure you include a brief description of the various analytical techniques that you will carry out.

E This should include how it will be entered into a computerised database and what software will be used. In the case of trials, you should include how various variables, either continuous or discrete, will be compared among different groups studied using a variety of statistical methods, and how you intend to control for confounding variables.

F It is important to identify the partners with whom you intend to work, either in your own country or overseas. The choice of research partner or partners is crucial for your research project. They should provide complementary, rather than identical, expertise and/or facilities, and it must be clear how their presence will strengthen your proposal.

SECTION 2

You should spend about 20 minutes on Questions 17-27, which are based on the text below.

The world's oldest mattress

A study published in Science by Lyn Wadley of the University of Witwatersrand and her colleagues throws new light on the behaviour of early man in South Africa. The focus of the research is a cave in a natural rock shelter called Sibudu, situated in a sandstone cliff, 40 kilometres north of Durban. Dr Wadley has found evidence for at least 15 separate occasions when it acted as a home, with periods in between when it was abandoned, as is often the case with such shelters. Each occupation left debris behind, though, and as this accumulated, the cave floor gradually rose. All told, these layers reveal occupation over a period of about 40,000 years. Among the things Dr Wadley's team found in the floor of the cave was evidence of mat making throughout the period of habitation. The oldest stratum, dating from 77,000 years ago, predate other known instances of plant matting by approximately 50,000 years. They consisted of compacted stems and leaves of plants stacked in layers within a chunk of sediment three metres thick.

'The inhabitants would have collected the plant matter from along the river, located directly below the site, and laid the plants on the floor of the shelter,' said Wadley. The lower part of these layers, compressed to a thickness of about a centimetre, consists of sedges, rushes and grasses. The upper part, just under a millimetre thick, is made of leaves from *Cryptocarya woodii*, a tree whose foliage contains chemicals that kill biting insects. Dr Wadley thus thinks that what she has found are mattresses on which the inhabitants slept, although they may also have walked and worked on them.

The upshot is another piece of evidence of how, around this period, humans were creating a range of hitherto unknown artefacts. Adhesives, arrows, needles, ochre-decorated pictograms and necklaces made from shells are all contemporary with Dr Wadley's finds, and stone tools became more delicate and sophisticated during this period. Indeed, given the age of the mats and other artefacts at the site, it's clear that *Homo sapiens* was the hominid who slept in the cave. The earliest hominids had very different sleeping accommodations. Even though they had evolved an efficient way to walk on the

ground, hominids such as Australopithecus were still small, not much bigger than a chimpanzee. They probably settled in trees at night, for if they slept on the ground, they would have been vulnerable to nocturnal predators looking for a midnight meal. The fossils of early hominids indicate this was possible; they still retained features useful for climbing, such as curved fingers and long arms. Once in the trees, they probably built nests of branches, twigs and leaves, just as chimpanzees do today.

The first hominid to try the ground as a bed might have been Homo erectus, starting almost two million years ago. Richard Wrangham, a biological anthropologist at Harvard University, suggests that once hominids learned how to control fire they discovered they could sleep on the ground while the flames kept predators away. It was also useful for cooking and processing foods, allowing Homo erectus to expand its diet. Adaptations for arboreal life were eventually lost, and Homo erectus became bigger and taller, the first hominid with a more modern body plan. Although there's no evidence in the paleontological record that hints at what type of bedding Homo erectus used, modern humans were certainly not the only hominids to construct 'mattresses'. Neanderthals were also building grass beds, based on evidence from a cave site in Spain dating to between 53,000 and 39,000 years ago.

Questions 17-19

Choose the correct letter, A, B, C or D. Write your answers in boxes 17-19 on your Answer Sheet.

- 17 Dr Wadley believes that the cave at Sibudu was lived in
A continuously over many thousands of years.
B on a surprising number of different occasions.
C intermittently during a long period of pre-history.
D at times when other dwellings had to be abandoned.

- 18 Why is the evidence of mat making at Sibudu particularly significant?
A It reflects findings in similar caves elsewhere.
B It's older than other examples of similar craft skills.
C It proves that the caves were actually once inhabited.
D It helps establish the period when the caves were in use.

- 19 What leads Dr Wadley to think that the mats were used for sleeping?
A one of the materials from which they were made
B the thickness of the strata that were created
C the use of plant matter collected nearby
D the fact they were constructed in layers

Questions 20-22

What other artefacts from the same period as Sibudu are mentioned in the text? Write the correct three letters A-G in boxes 20-22 on your answer sheet.

- | | |
|----------------------|---------------------------|
| A illustrations | E fastenings for clothing |
| B building materials | F cooking equipment |
| C weapons | G cleaning materials |
| D sewing equipment | |
- 20 _____
21 _____
22 _____

Questions 23-27

Complete the sentences below. Choose NO MORE THAN TWO WORDS from the passage for each answer. Write your answers in boxes 23-27 on your Answer Sheet.

- Australopithecus probably used 23 _____ as places to sleep.
Early hominids had physical features that suggest they were good at 24 _____.
Early hominids may have constructed nests similar to those made by 25 _____.
Homo erectus used _____ for protection whilst sleeping.
Neanderthals may have used 27 _____ to make a surface to sleep on.

SECTION 3.

You should spend about 20 minutes on Questions 28-40, which are based on the text below.

BRIGHT LIGHTS, BUG CITY

In the heart of Africa's savannah, there is a city built entirely from natural, biodegradable materials, and it's a model of sustainable development. Its curved walls, graceful arches and towers are rather beautiful too. It's no human city, of course. It's a termite mound. Unlike termites and other nest-building insects, humans pay little attention to making buildings fit for their environments. As we wake up to climate change and resource depletion, though, interest in how insects manage their built environments is growing, and we have a lot to learn. 'The building mechanisms and the design principles that make the properties of insect nests possible aren't well understood,' says Guy Theraulaz of the Research Centre on Animal Cognition in France. That's not for want of trying. Research into termite mounds kicked off in the 1960s, when Swiss entomologist Martin Liischer made groundbreaking studies of nests created by termites of the genus *Macrotermes* on the plains of southern Africa.

It was Liischer who suggested the chaotic-looking mounds were in fact exquisitely engineered eco-constructions. Specifically, he proposed an intimate connection between how the mounds are built and

what the termites eat. Macrotermes species live on cellulose, a constituent of plant matter that humans can't digest. In fact, neither can termites. They get round this by cultivating gardens for fungi, which can turn it into digestible nutrients. These areas must be well ventilated, their temperature and humidity closely controlled - no mean feat in the tropical climates in which termites live. In Liischer's theory, heat from the fungi's metabolism and the termites' bodies causes stagnant air, laden with carbon dioxide, to rise up a central chimney. From there it fans out through the porous walls of the mound, while new air is sucked in at the base.

This simple and appealing idea spawned at least one artificial imitation: the Eastgate Centre in Harare, Zimbabwe, designed by architect Mick Pearce, which boasts a termite-inspired ventilation and cooling system. It turns out, however, that few if any termite mounds work this way. Scott Turner, a termite expert at The State University of New York, and Rupert Soar of Freeform Engineering in Nottingham, UK, looked into the design principles of Macrotermes mounds in Namibia. They found that the mounds' walls are warmer than the central nest, which rules out the kind of buoyant outward flow of CO₂-rich air proposed by Liischer. Indeed, injecting a tracer gas into the mound showed little evidence of steady, convective air circulation. Turner and Soar believe that termite mounds instead tap turbulence in the gusts of wind that hit them. A single breath of wind contains small eddies and currents that vary in speed and direction with different frequencies. The outer walls of the mounds are built to allow only eddies changing with low frequencies to penetrate deep within them. As the range of frequencies in the wind changes from gust to gust, the boundary between the stale air in the nest and the fresh air from outside moves about within the mounds' walls, allowing the two bodies of air to be exchanged. In essence, the mound functions as a giant lung.

This is very different to the way ventilation works in modern human buildings, where fresh air is blown in through vents to flush stale air out. Turner thinks there's something to be gleaned from the termites' approach. 'We could turn the whole idea of the wall on its head,' he says. 'We shouldn't think of walls as barriers to stop the outside getting in, but rather design them as adaptive, porous interfaces that regulate the exchange of heat and air between the inside and outside. Instead of opening a window to let fresh air in, it would be the wall that does it, but carefully filtered and managed the way termite mounds do it.'

Turner's ideas were among many discussed at a workshop on insect architecture organised by Theraulaz in Venice, Italy, last year. It aimed to pool understanding from a range of disciplines, from experts in insect behaviour to practising architects. 'Some real points of contact began to emerge/ says Turner. 'There was a prevailing idea among the biologists that architects could learn much from us. I think the opposite is also true.' One theme was just how proficient termites are at adapting their buildings to local conditions. Termites in very hot climates, for example, embed their mounds deep in the soil - a hugely effective way of regulating temperature. 'As we come to understand more, it opens up a vast universe of new bio-inspired design principles,' says Turner. Such approaches are the opposite of modern human ideas of design and control, in which a central blueprint is laid down in advance by an architect and rigidly stuck to. But Turner thinks we could find ourselves adopting a more insect-like approach as technological advances make it feasible.

Questions 28-34

Complete the notes below. Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the text for each answer. Write your answers in boxes 28-34 on your Answer Sheet.

Liischer's model of Macrotermes mounds

- Termites rely on 28 _____ as their source of food.
- Termites create areas of fungi called 29 _____.
- The fungi produce _____ for the termites.
- Both fungi and termites produce 31 _____ and stale air.
- Stale air goes up a structure called the 32 _____.
- Carbon dioxide escapes through the walls of the mound.
- Fresh air then enters at the 33 _____ of the mound.
- , The whole process provides ventilation for the fungi, and manages both the 34 _____ and temperature of their area.

Questions 35-40

Do the following statements agree with the information given in the text? In boxes 35-40 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

35 Pearce's design in Zimbabwe was an attempt to put Liischer's ideas into practice.

36 Turner and Soar's research disproved Liischer's theory

37 Turner and Soar built a model termite mound to test their ideas.

38 Turner likens the mechanism for changing the air in the mound to an organ in the human body.

39 Turner thinks it unlikely that the termites' way of ventilating their mounds would work in a human building.

40 Turner believes that biologists have little to learn from architects.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You have recently gone to live in a new city.

Write a letter to your English-speaking friend. In your letter

• explain why you have gone to live in the new city

• describe the place where you are living

• invite your friend to come and see you

You do not need to write any addresses.

Begin your letter like this:

Dear Anna,

Write at least 150 words.

WRITING TASK 2

You should spend about 40 minutes on this task. Write about this topic.

The ownership of cars should be restricted to one per family in order to reduce traffic congestion and pollution.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.



**UNIVERSITY of CAMBRIDGE
ESOL Examinations**

IELTS Listening and Reading Answer Sheet

Centre number:

Pencil must be used to complete this sheet.

Please write your full name in CAPITAL letters on the line below:

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.

Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12 **Year** (last 2 digits): 09 10 11 12 13 14 15 16 17 18

| Marker use only |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1 | ✓ 1 x
— — | 21 | | ✓ 21 x
— — | |
| 2 | ✓ 2 x
— — | 22 | | ✓ 22 x
— — | |
| 3 | ✓ 3 x
— — | 23 | | ✓ 23 x
— — | |
| 4 | ✓ 4 x
— — | 24 | | ✓ 24 x
— — | |
| 5 | ✓ 5 x
— — | 25 | | ✓ 25 x
— — | |
| 6 | ✓ 6 x
— — | 26 | | ✓ 26 x
— — | |
| 7 | ✓ 7 x
— — | 27 | | ✓ 27 x
— — | |
| 8 | ✓ 8 x
— — | 28 | | ✓ 28 x
— — | |
| 9 | ✓ 9 x
— — | 29 | | ✓ 29 x
— — | |
| 10 | ✓ 10 x
— — | 30 | | ✓ 30 x
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| 11 | ✓ 11 x
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| 12 | ✓ 12 x
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| 13 | ✓ 13 x
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| 14 | ✓ 14 x
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— — | |
| 15 | ✓ 15 x
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— — | |
| 16 | ✓ 16 x
— — | 36 | | ✓ 36 x
— — | |
| 17 | ✓ 17 x
— — | 37 | | ✓ 37 x
— — | |
| 18 | ✓ 18 x
— — | 38 | | ✓ 38 x
— — | |
| 19 | ✓ 19 x
— — | 39 | | ✓ 39 x
— — | |
| 20 | ✓ 20 x
— — | 40 | | ✓ 40 x
— — | |

Marker 2
Initials

Marker 1
Initials

Band
Score

Listening
Total

IELTS IELT v4.0

DP650/394

Spelling

am

	✓ 3 x	23		✓ 23 x	
		24			✓ 25 x
5	✓ 5 x	25			✓ 26 x
6	✓ 6 x	26			✓ 27 x
7	✓ 7 x	27			✓ 28 x
8	✓ 8 x	28			✓ 29 x
9	✓ 9 x	29			✓ 30 x
10	✓ 10 x	30			✓ 31 x
11	✓ 11 x	31			✓ 32 x
12	✓ 12 x	32			✓ 33 x
13	✓ 13 x	33			✓ 34 x
14	✓ 14 x	34			✓ 35 x
15	✓ 15 x	35			✓ 36 x
16	✓ 16 x	36			✓ 37 x
17	✓ 17 x	37			✓ 38 x
18	✓ 18 x	38			✓ 39 x
19	✓ 19 x	39			✓ 40 x
20	✓ 20 x	40			

Marker 2 Initials _____

Marker 1 Initials _____

Band Score _____

Reading Total _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM



WRITING ANSWER BOOKLET

Candidate Name: Candidate Number:

Centre Number: Date:

Module: ACADEMIC GENERAL TRAINING (Tick as appropriate)

TASK 1

EXAMINER'S USE ONLY

EXAMINER 2 NUMBER:

CANDIDATE NUMBER: EXAMINER 1 NUMBER:

- 2 -

EXAMINER'S USE ONLY

EXAMINER 2
TASK 1

TA		CC		LR		GRA	
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UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

EXAMINER 1
TASK 1

TA		CC		LR		GRA
----	--	----	--	----	--	-----

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

TASK 2

- 3 -

EXAMINER'S USE ONLY

- 4 -

EXAMINER'S USE ONLY

EXAMINER 2
TASK 2

TR		CC		LR		GRA
----	--	----	--	----	--	-----

UNDERLENGTH	NO OF WORDS	PENALTY
OFF-TOPIC	MEMORISED	ILLEGIBLE

EXAMINER 1
TASK 2

TR		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	

Cambridge IELTS 10



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READING ANSWER KEYS

	A.M. TEST 1	A.M. TEST 2	A.M. TEST 3	A.M. TEST 4	G.T.M. TEST 1	G.T.M. TEST 2
01	FALSE	VI	HUNDRED	FALSE	F	TRUE
02	TRUE	II	PEDALS	TRUE	D	TRUE
03	TRUE	III	TOYS	NOT GIVEN	E	FALSE
04	NOT GIVEN	VII	OVERSEAS	FALSE	F	FALSE
05	A LIFETIME	V	HOLLOW STEEL TUBES	FALSE	C	NOT GIVEN
06	\$1.6 MILLION	FALSE	AXLE	B	B	TRUE
07	BACHELOR'S DEGREE HOLDER	TRUE	FALSE	F	E	FALSE
08	8,655	TRUE	TRUE	G	C	NOT GIVEN
09	TUITION	FALSE	NOT GIVEN	D	E	TRUE
10	C	NOT GIVEN	TRUE	VII	E	FALSE
11	D	B	SIZE	III	A	III
12	E	D	FOOT, LEVERS	VI	B	V
13	G	H	CHAIN	IX	D	VII
14	WATCHED TV	A	TRUE	II	E	II
15	VIOLENTLY	G	FALSE	G	IV	VI
16	6 MONTHS	F	NOT GIVEN	H	V	VIII
17	PARENTS	D	D	I	III	C
18	NUMBER OF HOURS	B	B	E	VIII	B
19	AVOIDED TV	E	D	A	II	A
20	LESS TV	C	ORDINARY	C	VII	A
21	FALSE	I	WHEELS	C	THEORY TEST	C
22	TRUE	K	PLATFORM	D	COMPUTERISE D TOUCH SCREEN	D
23	NOT GIVEN	C	BATTERIES	B, C, E	VIDEO CLIPS	TREE
24	NOT GIVEN	E	POLICE OFFICERS	NOT GIVEN	FORTY MINUTES	CLIMBING
25	D	G	AGE, INJURY	TRUE	VEHICLE SAFETY	CHIMPANZEES
26	B	A	FEAR	FALSE	PHOTOCARD PROVISIONAL LICENCE	FIRE
27	III	H	MIND-SET	TRUE	DRIVING OFFENCES	GRASS
28	II	F	I	FALSE	1887	CELLULOSE
29	VII	FALSE	D	B	1893	GARDENS
30	V	TRUE	G	E	1895	NUTRIENTS
31	B	TRUE	C	F	1899	HEAT
32	A	NOT GIVEN	E	G	1934	CHIMNEY
33	ON BOTTOMFISH	TRUE	A	CLEANER INDUSTRIAL PRODUCTION	1957	BASE
34	SMALLER	FALSE	D	ECONOMIC PROSPERITY	1992	HUMIDITY
35	POLLUTION	D	B	ENVIRONMENT AL EFFECTS	TRUE	TRUE
36	POPULAR	B	C	4	FALSE	TRUE
37	NUMEROUS BOATS/VESSELS	H	A	7	FALSE	NOT GIVEN
38	QUIET	F	E	1	FALSE	TRUE
39	EXHAUST FUMES	A	C	8	TRUE	FALSE
40	COMMUNICATI NG	E	A	6	NOT GIVEN	FALSE

Cambridge IELTS 10



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LISTENING ANSWER KEYS

	TEST 1	TEST 2	TEST 3	TEST 4
01	8:30	JUNE	FEBRUARY	KRAMER
02	REFERENCE BOOKS	KARLA	ONE	58
03	CHILDREN'S BOOKS	257	WILSON	RESIDENTIAL
04	BE REPAIRED/REPAIR	VEGETARIAN	2336189872	OFFICE MANAGER
05	BE SOLD/SELL	B	C	637-555-9014
06	THURSDAY	A	F	NINE YEARS
07	(FAMILY) MOVIES	C	G	LONG DISTANCE
08	2:30	A	C	INTERNET
09	MEETING	D	A	FRIDAY
10	6:30	E	C	MORNING
11	A	B	18	B
12	B	E	9	C
13	D	A	HILL PARK	B
14	G	F	BAY BRIDGE	A
15	I	C	GREEN STREET	CLOWN
16	FILM/MOVIE	SWIMMING LESSONS	VIEW	CONCERT
17	DISCUSSION	TENNIS COMPETITION	BOATS	SINGING
18	LECTURES	PARTY/CLUB PARTY	EAT	INTERNATIONAL
19	GAMES	B	BASKETS	GAMES
20	DANCE	C	THEATER	CRAFTS
21	A	B	IN THREE WEEKS	UNIVERSITY CATALOG
22	C	C	A SHOPPING MALL	A SUMMARY
23	E	F	THIRTY	WORK SUPERVISOR
24	INTERVIEWS, JOURNAL ARTICLES	G	A GOVERNMENT STUDY	C
25	PHOTOS (OF BIRDS)	I	DESIGN THE QUESTIONNAIRE	A
26	B	1895	PROFESSOR S APPROVAL/APPROVAL FOR QUESTIONNAIRE	B
27	A	NEW WING	CONDUCT INTERVIEWS	A
28	B	LOCAL ARTISTS	ANALYZE THE RESULTS	C
29	C	ART HISTORY	CHARTS (SHOWING RESULTS)	B
30	A	CONCERTS/CONCERT SERIES	CLASS PRESENTATION	A
31	INDIVIDUAL REEFS/CORAL REEFS	C	ALCOTT WAS BORN.	FORESTED AREA
32	ISLANDS	C	SUPPORT HER FAMILY.	PLANT FOODS
33	CORAL(S)	B	HER FIRST NOVEL/THE INHERITANCE	INSECTS/FISH
34	A	A	1862	THE WINTER
35	D	A	AFTER HER WAR	TWENTY-FIVE YEARS
36	E	A (GARDENER'S) CALENDAR	1866	A
37	H	SERVED TOMATOES	1868	B
38	I	IN PUBLIC	MAY DIED.	B
39	RISING SEA TEMPERATURES	TOMATO RECIPE/ RECIPES	1882	A
40	SHADING THE REEF/SHADING CERTAIN AREAS	RAW TOMATOES	ALCOTT DIED.	A