

IELTS GENERAL

READING MODULE

Reading Passage - 1

Light Pollution



Light Pollution is a threat to Wildlife, Safety and the Starry Sky

A After hours of driving south in the pitch-black darkness of the Nevada desert, a dome of hazy gold suddenly appears on the horizon. Soon, a road sign confirms the obvious: Las Vegas 30 miles. Looking skyward, you notice that the Big Dipper is harder to find than it was an hour ago.

B Light pollution—the artificial light that illuminates more than its intended target area—has become a problem of increasing concern across the country over the past 15 years. In the suburbs, where over-lit shopping mall parking lots are the norm, only 200 of the Milky Way's 2,500 stars are visible on a clear night. Even fewer can be seen from large cities. In almost every town, big and small, street lights beam just as much light up and out as they do down, illuminating much more than just the street. Almost 50 percent of the light emanating from street lamps misses its intended target, and billboards, shopping centres, private homes and skyscrapers are similarly over-illuminated.

C America has become so bright that in a satellite image of the United States at night, the outline of the country is visible from its lights alone. The major cities are all there, in bright clusters: New York, Boston, Miami, Houston, Los Angeles, Seattle, Chicago, and, of course, Las Vegas. Mark Adams, superintendent of the McDonald Observatory in west Texas, says that the very fact that city lights are visible from on high is proof of their wastefulness. "When you're up in an airplane, all that light you see on the ground from the city is wasted. It's going up into the night sky. That's why you can see it."

D But don't we need all those lights to ensure our safety? The answer from light engineers, light pollution control advocates and astronomers is an emphatic "no." Elizabeth Alvarez of the International Dark Sky Association (IDA), a non-profit organization in Tucson, Arizona, says that overly bright security lights can actually force neighbours to close the shutters, which means that if any criminal activity does occur on the street, no one will see it. And the old assumption that bright lights deter crime appears to have been a false one: A new Department of Justice report

concludes that there is no documented correlation between the level of lighting and the level of crime in an area. And contrary to popular belief, more crimes occur in broad daylight than at night.

E For drivers, light can actually create a safety hazard. Glaring lights can temporarily blind drivers, increasing the likelihood of an accident. To help prevent such accidents, some cities and states prohibit the use of lights that impair night-time vision. For instance, New Hampshire law forbids the use of “any light along a highway so positioned as to blind or dazzle the vision of travellers on the adjacent highway.”

F Badly designed lighting can pose a threat to wildlife as well as people. Newly hatched turtles in Florida move toward beach lights instead of the more muted silver shimmer of the ocean. Migrating birds, confused by lights on skyscrapers, broadcast towers and lighthouses, are injured, sometimes fatally, after colliding with high, lighted structures. And light pollution harms air quality as well: Because most of the country’s power plants are still powered by fossil fuels, more light means more air pollution.

G So what can be done? Tucson, Arizona is taking back the night. The city has one of the best lighting ordinances in the country, and, not coincidentally, the highest concentration of observatories in the world. Kitt Peak National Optical Astronomy Observatory has 24 telescopes aimed skyward around the city’s perimeter, and its cadre of astronomers needs a dark sky to work with.

H For a while, that darkness was threatened. “We were totally losing the night sky,” Jim Singleton of Tucson’s Lighting Committee told Tulsa, Oklahoma’s KOTV last March. Now, after retrofitting inefficient mercury lighting with low-sodium lights that block light from “trespassing” into unwanted areas like bedroom windows, and by doing away with some unnecessary lights altogether, the city is softly glowing rather than brightly beaming. The same thing is happening in a handful of other states, including Texas, which just passed a light pollution bill last summer. “Astronomers can get what they need at the same time that citizens get what they need: safety, security and good visibility at night,” says McDonald Observatory’s Mark Adams, who provided testimony at the hearings for the bill.

I And in the long run, everyone benefits from reduced energy costs. Wasted energy from inefficient lighting costs us between \$1 and \$2 billion a year, according to IDA. The city of San Diego, which installed new, high-efficiency street lights after passing a light pollution law in 1985, now saves about \$3 million a year in energy costs.

J Legislation isn’t the only answer to light pollution problems. Brian Greer, Central Ohio representative for the Ohio Light Pollution Advisory Council, says that education is just as important, if not more so. “There are some special situations where regulation is the only fix,” he says. “But the vast majority of bad lighting is simply the result of not knowing any better.” Simple actions like replacing old bulbs and fixtures with more efficient and better-designed ones can make a big difference in preserving the night sky.

*The Big Dipper: a group of seven bright stars visible in the Northern Hemisphere.

Questions 1-5

The first six paragraphs of Reading Passage 1 are lettered A-F.

Choose the most suitable headings for paragraphs **A-F** from the list of headings below.

NB: There are more headings than paragraphs, so you will not use them all.

List of Headings

- 1) Why lights are needed
- 2) Lighting discourages law breakers
- 3) The environmental dangers
- 4) People at risk from bright lights
- 5) Illuminating space
- 6) A problem lights do not solve
- 7) Seen from above
- 8) More light than is necessary
- 9) Approaching the city

Example) Paragraph A **ix**

- 1) Paragraph B
- 2) Paragraph C
- 3) Paragraph D
- 4) Paragraph E
- 5) Paragraph F

Questions 6-9

Complete each of the following statements with words taken from the passage.
Write **ONE** or **TWO WORDS** for each answer.

- 6) According to a recent study, well-lit streets do not or make neighbourhoods safer to live in.
- 7) Inefficient lighting increases because most electricity is produced from coal, gas or oil.
- 8) Efficient lights from going into areas where it is not needed.
- 9) In dealing with light pollution is at least as important as passing new laws.

Questions 10-13

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

In boxes 10-13 on your answer sheet, write

YES *if the statement agrees with the writer's claims*

NO *if the statement contradicts the writer's claims*

NOT *if it is impossible to say what the writer thinks about this*

GIVEN

- 10) One group of scientists find their observations are made more difficult by bright lights.
- 11) It is expensive to reduce light pollution.
- 12) Many countries are now making light pollution illegal.
- 13) Old types of light often cause more pollution than more modern ones.

Answers

- 1) Paragraph B **viii**
- 2) Paragraph C **vii**
- 3) Paragraph D **vi**
- 4) Paragraph E **iv**
- 5) Paragraph F **iii**
- 6) According to a recent study, well-lit streets do not **deter crime** or make neighbourhoods safer to live in.
- 7) Inefficient lighting increases **(air) pollution** because most electricity is produced from coal, gas or oil.
- 8) Efficient lights **block light** from going into areas where it is not needed.
- 9) In dealing with light pollution **education** is at least as important as passing new laws.
- 10) One group of scientists find their observations are made more difficult by bright lights. **YES**
- 11) It is expensive to reduce light pollution. **NO**
- 12) Many countries are now making light pollution illegal. **NOT GIVEN**
- 13) Old types of light often cause more pollution than more modern ones. **YES**

Reading Passage - 2

Television Addiction



Television addiction is no mere metaphor

A The term "TV addiction" is imprecise, but it captures the essence of a very real phenomenon. Psychologists formally define addiction as a disorder characterized by criteria that include spending a great deal of time using the thing; using it more often than one intends; thinking about reducing use or making repeated unsuccessful efforts to reduce use; giving up important activities to use it; and reporting withdrawal symptoms when one stops using it.

B All these criteria can apply to people who watch a lot of television. That does not mean that watching television, in itself, is problematic. Television can teach and amuse; it can be highly artistic; it can provide much needed distraction and escape. The difficulty arises when people strongly sense that they ought not to watch as much as they do and yet find they are unable to reduce their viewing. Some knowledge of how television becomes so addictive may help heavy viewers gain better control over their lives.

C The amount of time people spend watching television is astonishing. On average, individuals in the industrialized world devote three hours a day to the activity – fully half of their leisure time, and more than on any single activity except work and sleep. At this rate, someone who lives to 75 would spend nine years in front of the television. Possibly, this devotion means simply that people enjoy TV and make a conscious decision to watch it. But if that is the whole story, why do so many people worry about how much they view? In surveys in 1992 and 1999, two out of five adults and seven out of ten teenagers said they spent too much time watching TV. Other surveys have consistently shown that roughly ten per cent of adults call themselves TV addicts.

D To study people's reactions to TV, researchers have undertaken laboratory experiments in which they have monitored the brain waves, skin resistance or heart rate of people watching television. To study behavior and emotion in the normal course of life, as opposed to the artificial conditions of the laboratory, we have used the Experience Sampling Method (ESM). Participants carried a beeper*, and we signaled them six to eight times a day, at random, over the period of a

week; whenever they heard the beep, they wrote down what they were doing and how they were feeling.

E As one might expect, people who were watching TV when we beeped them reported feeling relaxed and passive. The EEG studies similarly show less mental stimulation, as measured by alpha brain-wave production, during viewing than during reading.

F What is more surprising is that the sense of relaxation ends when the set is turned off, but the feelings of passivity and lowered alertness continue. Survey participants commonly reflect that television has somehow absorbed or sucked out their energy, leaving them depleted. They say they have more difficulty concentrating after viewing than before. In contrast, they rarely indicate such difficulty after reading. After playing sports or engaging in hobbies, people report improvements in mood. After watching TV, people's moods are about the same or worse than before.

G Within moments of sitting or lying down and pushing the "power" button, viewers report feeling more relaxed. Because the relaxation occurs quickly, people are conditioned to associate viewing with rest and lack of tension. The association is positively reinforced because viewers remain relaxed throughout viewing.

H Thus, the irony of TV: people watch a great deal longer than they plan to, even though prolonged viewing is less rewarding. In our ESM studies the longer people sat in front of the set, the less satisfaction they said they derived from it. When signaled, heavy viewers (those who consistently watch more than four hours a day) tended to report on their ESM sheets that they enjoy TV less than light viewers did (less than two hours a day). For some, a twinge of unease or guilt that they aren't doing something more productive may also accompany and depreciate the enjoyment of prolonged viewing. Researchers in Japan, the U.K. and the U.S. have found that this guilt occurs much more among middle-class viewers than among less affluent ones.

I The orienting response is an instinctive reaction to any sudden or new, such as movement or possible attack by a predator. Typical orienting reactions include the following: the arteries to the brain grow wider allowing more blood to reach it, the heart slows down and arteries to the large muscles become narrower so as to reduce blood supply to them. Brain waves are also interrupted for a few seconds. These changes allow the brain to focus its attention on gathering more information and becoming more alert while the rest of the body becomes quieter.

Questions 1-3

The list below gives some characteristics of addiction.

Which **THREE** of the following are mentioned as characteristics of addiction to television?

- A** harmful physical effects
- B** loss of control over time
- C** destruction of relationships
- D** reduced intellectual performance
- E** discomfort when attempting to give up
- F** dishonesty about the extent of the addiction

Questions 4-8

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

In boxes 4-8 on your answer sheet, write

YES *if the statement agrees with the writer's claims*

NO *if the statement contradicts the writer's claims*

**NOT
GIVEN** *if there is impossible to say what the writer thinks about this*

- 4) One purpose of the research is to help people to manage their lives better.
- 5) Watching television has reduced the amount of time people spend sleeping.
- 6) People's brains show less activity while watching television than when reading.
- 7) There is a relationship between the length of time spent watching TV and economic status.
- 8) Pleasure increases in proportion to the length of time spent watching TV.

Questions 9-13

Classify the following feelings or mental states as generally occurring:

- | | |
|-------------------------------------|---|
| A before watching television | C after watching television |
| B while watching television | D both while and after watching television |
-
- 9) reduced anxiety and stress.
 - 10) increased fatigue.
 - 11) higher levels of concentration.
 - 12) less mental activity.
 - 13) worry about time wasted.

Questions 14-17

Complete the labels on the diagram.

Choose your answers from the box beside the diagram.

NB There are more words / phrase than spaces, so you will not use them all.

A relaxed

E reduced

B accelerated

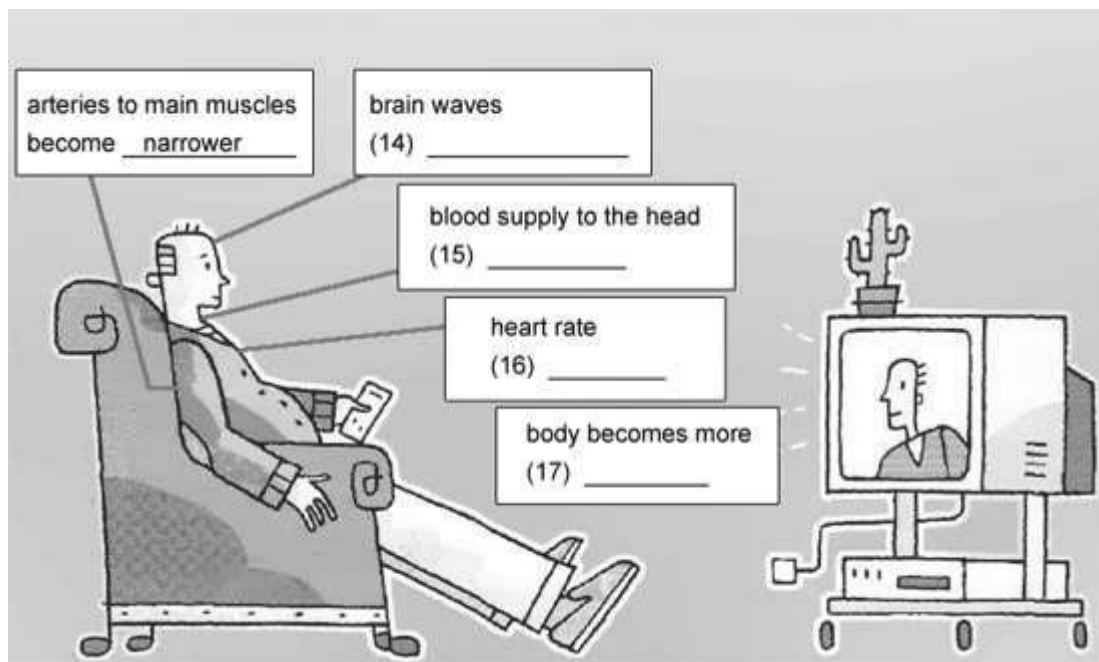
F stopped momentarily

C increased

G widened

D lengthened

H regulated



Answers

Which **THREE** of the following are mentioned as characteristics of addiction to television?

Questions 1 - 3

B loss of control over time

D reduced intellectual performance

E discomfort when attempting to give up

4) One purpose of the research is to help people to manage their lives better. **YES**

5) Watching television has reduced the amount of time people spend sleeping. **NOT GIVEN**

6) People's brains show less activity while watching television than when reading. **YES**

7) There is a relationship between the length of time spent watching TV and economic status. **NOT GIVEN**

8) Pleasure increases in proportion to the length of time spent watching TV. **NO**

9) reduced anxiety and stress. **B**

10) increased fatigue. **C**

11) higher levels of concentration. **A**

12) less mental activity. **D**

13) worry about time wasted. **D**

14) stopped momentarily

15) increased

16) reduced

17) relaxed

Reading Passage - 3

The US City and the Natural Environment



A) While cities and their metropolitan areas have always interacted with and shaped the natural environment, it is only recently that historians have begun to consider this relationship. During our own time, the tension between natural and urbanized areas has increased, as the spread of metropolitan populations and urban land uses has reshaped and destroyed natural landscapes and environments.

B) The relationship between the city and the natural environment has actually been circular, with cities having massive effects on the natural environment, while the natural environment, in turn, has profoundly shaped urban configurations. Urban history is filled with stories about how city dwellers contended with the forces of nature that threatened their lives. Nature not only caused many of the annoyances of daily urban life, such as bad weather and pests, but it also gave rise to natural disasters and catastrophes such as floods, fires, and earthquakes. In order to protect themselves and their settlements against the forces of nature, cities built many defences including flood walls and dams, earthquake-resistant buildings, and storage places for food and water. At times, such protective steps sheltered urbanites against the worst natural furies, but often their own actions – such as building under the shadow of volcanoes, or in earthquake-prone zones – exposed them to danger from natural hazards.

C) City populations require food, water, fuel, and construction materials, while urban industries need natural materials for production purposes. In order to fulfill these needs, urbanites increasingly had to reach far beyond their boundaries. In the nineteenth century, for instance, the demands of city dwellers for food produced rings of garden farms around cities. In the twentieth century, as urban populations increased, the demand for food drove the rise of large factory farms. Cities also require fresh water supplies in order to exist – engineers built waterworks, dug wells deeper and deeper into the earth looking for groundwater, and dammed and diverted rivers to obtain water supplies for domestic and industrial uses. In the process of obtaining water from distant locales, cities often transformed them, making deserts where there had been fertile agricultural areas.

D) Urbanites had to seek locations to dispose of the wastes they produced. Initially, they placed wastes on sites within the city, polluting the air, land, and water with industrial and domestic effluents. As cities grew larger, they disposed of their wastes by transporting them to more distant locations. Thus, cities constructed sewerage systems for domestic wastes. They usually discharged the sewage into neighbouring waterways, often polluting the water supply of downstream cities.

The air and the land also became dumps for waste disposal. In the late nineteenth century, coal became the preferred fuel for industrial, transportation, and domestic use. But while providing an inexpensive and plentiful energy supply, coal was also very dirty. The cities that used it suffered from air contamination and reduced sunlight, while the cleaning tasks of householders were greatly increased.

E) In the late nineteenth and early twentieth centuries, reformers began demanding urban environmental cleanups and public health improvements. Women's groups often took the lead in agitating for clean air and clean water, showing a greater concern than men in regard to quality of life and health-related issues. The replacement of the horse, first by electric trolleys and then by the car, brought about substantial improvements in street and air sanitation. The movements demanding clean air, however, and reduction of waterway pollution were largely unsuccessful. On balance, urban sanitary conditions were probably somewhat better in the 1920s than in the late nineteenth century, but the cost of improvement often was the exploitation of urban hinterlands for water supplies, increased downstream water pollution, and growing automobile congestion and pollution.

F) In the decades after the 1940s, city environments suffered from heavy pollution as they sought to cope with increased automobile usage, pollution from industrial production, new varieties of chemical pesticides and the wastes of an increasingly consumer-oriented economy. Cleaner fuels and smoke control laws largely freed cities during the 1940s and 1950s of the dense smoke that they had previously suffered from. Improved urban air quality resulted largely from the substitution of natural gas and oil for coal and the replacement of the steam locomotive by the diesel-electric. However, great increases in automobile usage in some larger cities produced the new phenomenon of smog, and air pollution replaced smoke as a major concern.

G) During these decades, the suburban out-migration, which had begun in the nineteenth century with commuter trains and streetcars and accelerated because of the availability and convenience of the automobile, now increased to a torrent, putting major strains on the formerly rural and undeveloped metropolitan fringes. To a great extent, suburban layouts ignored environmental considerations, making little provision for open space, producing endless rows of resource-consuming and fertilizer-dependent lawns, contaminating groundwater through leaking septic tanks, and absorbing excessive amounts of fresh water and energy. The growth of the outer city since the 1970s reflected a continued preference on the part of many people in the western world for space-intensive single-family houses surrounded by lawns, for private automobiles over public transit, and for the development of previously untouched areas. Without better planning for land use and environmental protection, urban life will, as it has in the past, continue to damage and stress the natural environment.

Questions 1-7

Reading Passage 3 has seven sections, **A-G**.

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

Write the correct number, **i-x**, in boxes 1-7 on your answer sheet.

List of Phrases

- i. Legislation brings temporary improvements
- ii. The increasing speed of suburban development
- iii. A new area of academic interest
- iv. The impact of environmental extremes on city planning
- v. The first campaigns for environmental change
- vi. Building cities in earthquake zones
- vii. The effect of global warming on cities
- viii. Adapting areas surrounding cities to provide resources
- ix. Removing the unwanted by-products of city life
- x. Providing health information for city dwellers

1) Paragraph A

2) Paragraph B

3) Paragraph C

4) Paragraph D

5) Paragraph E

6) Paragraph F

7) Paragraph G

Questions 8-13

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

In boxes 8-13 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

- 8) In the nineteenth century, water was brought into the desert to create productive farming land.
- 9) Women were often the strongest campaigners for environmental reform.
- 10) Reducing urban air and water pollution in the early twentieth century was extremely expensive.
- 11) The introduction of the car led to increased suburban development.
- 12) Suburban lifestyles in many western nations fail to take account of environmental protection.
- 13) Many governments in the developed world are trying to halt the spread of the suburbs.

Answers

- 1) Paragraph A **iii**
- 2) Paragraph B **iv**
- 3) Paragraph C **viii**
- 4) Paragraph D **ix**
- 5) Paragraph E **v**
- 6) Paragraph F **i**
- 7) Paragraph G **ii**
- 8) In the nineteenth century, water was brought into the desert to create productive farming land. **FALSE**
- 9) Women were often the strongest campaigners for environmental reform. **TRUE**
- 10) Reducing urban air and water pollution in the early twentieth century was extremely expensive. **NOT GIVEN**
- 11) The introduction of the car led to increased suburban development. **TRUE**
- 12) Suburban lifestyles in many western nations fail to take account of environmental protection. **TRUE**
- 13) Many governments in the developed world are trying to halt the spread of the suburbs. **NOT GIVEN**

Reading Passage – 4

Investigating Children's Language



A) For over 200 years, there has been an interest in the way children learn to speak and understand their first language. Scholars carried out several small-scale studies, especially towards the end of the 19th century, using data they recorded in parental diaries. But detailed, systematic investigation did not begin until the middle decades of the 20th century, when the tape recorder came into routine use. This made it possible to keep a permanent record of samples of child speech, so that analysts could listen repeatedly to obscure extracts, and thus produce a detailed and accurate description. Since then, the subject has attracted enormous multi-disciplinary interest, notably from linguists and psychologists, who have used a variety of observational and experimental techniques to study the process of language acquisition in depth.

B) Central to the success of this rapidly emerging field lies the ability of researchers to devise satisfactory methods for eliciting linguistic data from children. The problems that have to be faced are quite different from those encountered when working with adults.

Many of the linguist's routine techniques of enquiry cannot be used with children. It is not possible to carry out certain kinds of experiments, because aspects of children's cognitive development – such as their ability to pay attention, or to remember instructions – may not be sufficiently advanced. Nor is it easy to get children to make systematic judgments about language, a task that is virtually impossible below the age of three. And anyone who has tried to obtain even the most basic kind of data – a tape recording of a representative sample of a child's speech – knows how frustrating this can be. Some children, it seems, are innately programmed to switch off as soon as they notice a tape recorder being switched on.

C) Since the 1960s, however, several sophisticated recording techniques and experimental designs have been devised. Children can be observed and recorded through one-way-vision windows or using radio microphones, so that the effects of having an investigator in the same room as the child can be eliminated. Large-scale sampling programmes have been carried out, with children sometimes being recorded for several years. Particular attention has been paid to devising experimental techniques that fall well within a child's intellectual level and social experience. Even pre-linguistic infants have been brought into the research: acoustic techniques are used to analyse their vocalisations, and their ability to perceive the world around them is monitored using special recording equipment. The result has been a growing body of reliable data on the stages of language acquisition from birth until puberty.

D) There is no single way of studying children's language. Linguistics and psychology have each brought their own approach to the subject, and many variations have been introduced to cope with the variety of activities in which children engage, and the great age range that they present. Two main research paradigms are found.

E) One of these is known as 'naturalistic sampling'. A sample of a child's spontaneous use of language is recorded in familiar and comfortable surroundings. One of the best places to make the recording is in the child's own home, but it is not always easy to maintain good acoustic quality, and the presence of the researcher or the recording equipment can be a distraction (especially if the proceedings are being filmed). Alternatively, the recording can be made in a research centre, where the child is allowed to play freely with toys while talking to parents or other children, and the observers and their equipment are unobtrusive.

F) A good quality, representative, naturalistic sample is generally considered an ideal datum for child language study. However, the method has several limitations. These samples are informative about speech production, but they give little guidance about children's comprehension of what they hear around them. Moreover, samples cannot contain everything, and they can easily miss some important features of a child's linguistic ability. They may also not provide enough instances of a developing feature to enable the analyst to make a decision about the way the child is learning. For such reasons, the description of samples of child speech has to be supplemented by other methods.

G) The other main approach is through experimentation, and the methods of experimental psychology have been widely applied to child language research. The investigator formulates a specific hypothesis about children's ability to use or understand an aspect of language, and devises a relevant task for a group of subjects to undertake. A statistical analysis is made of the subjects' behaviour, and the results provide evidence that supports or falsifies the original hypothesis.

H) Using this approach, as well as other methods of controlled observation, researchers have come up with many detailed findings about the production and comprehension of groups of children. However, it is not easy to generalise the findings of these studies. What may obtain in a carefully controlled setting may not apply in the rush of daily interaction. Different kinds of subjects, experimental situations, and statistical procedures may produce different results or interpretations. Experimental research is therefore a slow, painstaking business; it may take years before researchers are convinced that all variables have been considered and a finding is genuine.

Questions 1-5

Reading Passage 4 has eight paragraphs, **A-H**.

Which paragraphs contains the following information?

Write the correct letter **A-H** in boxes **1-5** on your answer sheet.

NB You may use any letter more than once.

- 1) the possibility of carrying out research on children before they start talking
- 2) the difficulties in deducing theories from systematic experiment
- 3) the differences between analysing children's and adults' language
- 4) the ability to record children without them seeing the researcher
- 5) the drawbacks of recording children in an environment they know

Questions 6-9

Do the following statements agree with the information given in Reading Passage 4.

*In boxes **6-9** on your answer sheet, write*

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

NOT
 if the information is not given in the passage

GIVEN

6. In the 19th century, researchers studied their own children's language.
7. Attempts to elicit very young children's opinions about language are likely to fail.
8. Radio microphones are used because they enable researchers to communicate with a number of children in different rooms.
9. Many children enjoy the interaction with the researcher.

Questions 10-14

Complete the summary below.

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

Write your answers in boxes **10-14** on your answer sheet.

Ways of investigating children's language

One method of carrying out research is to record children's spontaneous language use. This can be done in their homes, where, however, it may be difficult to ensure that the recording is of acceptable **10)** Another venue which is often used is a **11)**, where the researcher can avoid distracting the child. A drawback of this method is that it does not allow children to demonstrate their comprehension.

An alternative approach is to use methodology from the field of **12)** In this case, a number of children are asked to carry out a **13)**, and the results are subjected to a **14)**

Answers

- 1) the possibility of carrying out research on children before they start talking **C**
- 2) the difficulties in deducing theories from systematic experiment **H**
- 3) the differences between analysing children's and adults' language **B**
- 4) the ability to record children without them seeing the researcher **C**
- 5) the drawbacks of recording children in an environment they know **E**
- 6) In the 19th century, researchers studied their own children's language. **TRUE**
- 7) Attempts to elicit very young children's opinions about language are likely to fail. **TRUE**
- 8) Radio microphones are used because they enable researchers to communicate with a number of children in different rooms. **FALSE**
- 9) Many children enjoy the interaction with the researcher. **NOT GIVEN**
- 10) acoustic quality
- 11) research centre
- 12) experimental psychology
- 13) (relevant) task
- 14) statistical analysis

Reading Passage – 5



A) If you took off your skin and laid it flat, it would cover an area of about twenty-one square feet, making it by far the body's largest organ. Draped in place over our bodies, skin forms the barrier between what's inside us and what's outside. It protects us from a multitude of external forces. It serves as an avenue to our most intimate physical and psychological selves.

B) This impervious yet permeable barrier, less than a millimetre thick in places, is composed of three layers. The outermost layer is the bloodless epidermis. The dermis includes collagen, elastin, and nerve endings. The innermost layer, subcutaneous fat, contains tissue that acts as an energy source, cushion and insulator for the body.

C) From these familiar characteristics of skin emerge the profound mysteries of touch, arguably our most essential source of sensory stimulation. We can live without seeing or hearing – in fact, without any of our other senses. But babies born without effective nerve connections between skin and brain can fail to thrive and may even die.

D) Laboratory experiments decades ago, now considered unethical and inhumane, kept baby monkeys from being touched by their mothers. It made no difference that the babies could see, hear and smell their mothers; without touching, the babies became apathetic, and failed to progress.

E) For humans, insufficient touching in early years can have lifelong results. "In touching cultures, adult aggression is low, whereas in cultures where touch is limited, adult aggression is high," writes Tiffany Field, director of the Touch Research Institutes at the University of Miami School of Medicine. Studies of a variety of cultures show a correspondence between high rates of physical affection in childhood and low rates of adult physical violence.

F) While the effects of touching are easy to understand, the mechanics of it are less so. "Your skin has millions of nerve cells of various shapes at different depths," explains Stanley Bolanowski, a neuroscientist and associate director of the Institute for Sensory Research at Syracuse University. "When the nerve cells are stimulated, physical energy is transformed into energy used by the nervous system and passed from the skin to the spinal cord and brain. It's called transduction, and no one knows exactly how it takes place." Suffice it to say that the process involves the intricate, splitsecond operation of a complex system of signals between neurons in the skin and brain.

G) This is starting to sound very confusing until Bolanowski says: "In simple terms people perceive three basic things via skin: pressure, temperature, and pain." And then I'm sure he's wrong. "When I get wet, my skin feels wet," I protest. "Close your eyes and lean back," says Bolanowski.

H) Something cold and wet is on my forehead – so wet, in fact, that I wait for water to start dripping down my cheeks. "Open your eyes." Bolanowski says, showing me that the sensation comes from a chilled, but dry, metal cylinder. The combination of pressure and cold, he explains, is what makes my skin perceive wetness. He gives me a surgical glove to put on and has me put a finger in a glass of cold water. My finger feels wet, even though I have visual proof that it's not touching water. My skin, which seemed so reliable, has been deceiving me my entire life. When I shower or wash my hands, I now realize, my skin feels pressure and temperature. It's my brain that says I feel wet.

I) Perceptions of pressure, temperature and pain manifest themselves in many different ways. Gentle stimulation of pressure receptors can result in ticklishness; gentle stimulation of pain receptors, in itching. Both sensations arise from a neurological transmission, not from something that physically exists. Skin, I'm realizing, is under constant assault, both from within the body and from forces outside. Repairs occur with varying success.

J) Take the spot where I nicked myself with a knife while slicing fruit. I have a crusty scab surrounded by pink tissue about a quarter inch long on my right palm. Under the scab, epidermal cells are migrating into the wound to close it up. When the process is complete, the scab will fall off to reveal new epidermis. It's only been a few days, but my little self-repair is almost complete. Likewise, we recover quickly from slight burns. If you ever happen to touch a hot burner, just put your finger in cold water. The chances are you will have no blister, little pain and no scar. Severe burns, though, are a different matter.

Questions 1-4

The passage has 10 paragraphs **A–J**.

Which paragraph contains the following information? Answer the questions below by writing the correct letters, **A–J**, in boxes 1-4 on your answer sheet.

- 1) the features of human skin, on and below the surface
- 2) an experiment in which the writer can see what is happening
- 3) advice on how you can avoid damage to the skin
- 4) cruel research methods used in the past

Questions 5 and 6

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

- 5) How does a lack of affectionate touching affect children?
- A** It makes them apathetic.
 - B** They are more likely to become violent adults.
 - C** They will be less aggressive when they grow up.
 - D** We do not really know.

- 6) After the 'wetness' experiments, the writer says that
- A his skin is not normal.
 - B his skin was wet when it felt wet.
 - C he knew why it felt wet when it was dry.
 - D the experiments taught him nothing new.

Questions 7–11

Complete each sentence with the correct ending **A – I** from the box below.
Write the correct letter **A – I** in boxes **7–11** on your answer sheet.

- A. because it is both cold and painful.
- B. because the outer layer of the skin can mend itself.
- C. because it can be extremely thin.
- D. because there is light pressure on the skin.
- E. because we do not need the others to survive.
- F. because there is a good blood supply to the skin.
- G. because of a small amount of pain.
- H. because there is a low temperature and pressure.
- I. because it is hurting a lot.
- J. because all humans are capable of experiencing it.

7) Touch is unique among the five senses

8) A substance may feel wet

9) Something may tickle

10) The skin may itch

11) A small cut heals up quickly

Questions 12–14

Do the following statements agree with the information given in 5? *In boxes 12–*

14 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

NOT
 if the information is not given in the passage

GIVEN

12) Even scientists have difficulty understanding how our sense of touch works.

13) The skin is more sensitive to pressure than to temperature or pain.

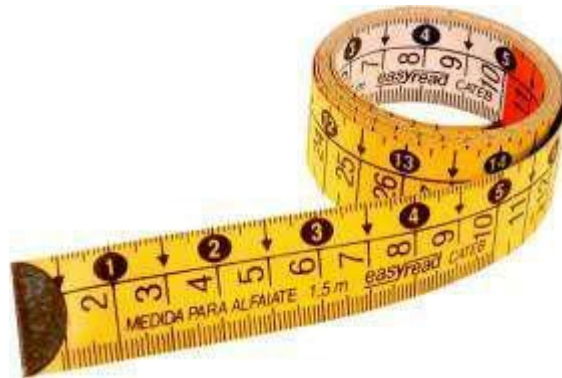
14) The human skin is always good at repairing itself.

Answers

- 1) the features of human skin, on and below the surface **B**
- 2) an experiment in which the writer can see what is happening **H**
- 3) advice on how you can avoid damage to the skin **J**
- 4) cruel research methods used in the past **D**
- 5) **B**
- 6) **C**
- 7) Touch is unique among the five senses **E**
- 8) A substance may feel wet **H**
- 9) Something may tickle **D**
- 10) The skin may itch **G**
- 11) A small cut heals up quickly **B**
- 12) Even scientists have difficulty understanding how our sense of touch works. **TRUE**
- 13) The skin is more sensitive to pressure than to temperature or pain. **NOT GIVEN**
- 14) The human skin is always good at repairing itself. **FALSE**

Reading Passage – 6

Chinese Stretch to Catch up with Teenage Model



THE young in China are going to desperate lengths to add extra inches to their height in pursuit of celebrity and wealth. They are being urged on by a government shamed by the news that, for the first time in history, the Japanese now stand taller than the Chinese. There is constant pressure on Chinese adolescents to think tall. The government is encouraging them to drink milk as a way of promoting growth, while magazines and television are replete with the images of lanky supermodels and basketball stars.

One of the greatest influences has been the astonishing success of Huang Xinye, a 14-year-old schoolgirl from a fishing village in southern China. She was whisked away by talent scouts for a modelling contest late last year. Until then, her 6ft 1in frame had marked her out as a gawky also-ran in the school playground. Having won the contest, Huang was spotted by the international modelling agency Elite and flown to Europe. The news of her glamorous new life and the £12,000 that she won in the modelling contest has inspired thousands to attempt to follow in her footsteps - even if they don't have her natural advantages.

Teenagers are inundating hospitals that claim to be able to enhance their height with requests for leg-lengthening operations. Xia Hetao, a doctor whose clinics perform the operation said: "I have received many letters from people saying that, because they were born short, they have suffered and are looking for some solace."

If they are accepted on Xia's waiting list, the aspiring patients are guaranteed only more pain in the short run. Xia slices the thigh bone in half and inserts a steel rod supported by a metal frame on the outside of the bone. The patient cranks the mechanism wider every day, forcing the leg to grow longer. Most can stand the pain only for the month that it takes to stretch an inch, but others persist. The record is held by a young man who gained 6.5 inches. Last year, The Telegraph highlighted the case of the British girl, Emma Richards, 16, from Wadebridge, Cornwall, who underwent a series of leg-lengthening operations to gain an extra five inches so that she could become an air stewardess.

Even in successful cases in China, the lengthening and attendant physiotherapy and rehabilitation lasts months. Frequently, however, the result is disastrous - the bone never sets properly, but constantly breaks, eventually turning the patient into an invalid.

Those who either cannot afford the equivalent of the £2,000 that the doctor charges or are unwilling to suffer the pain that it entails can take advantage of scores of products that claim to boost growth - ranging from the absurd to the downright dangerous. In department stores throughout the country, salesmen entice shoppers to try the Wanlijian shoe pad, a magnetic insole that claims to stimulate pressure points in the foot, triggering the release of a natural growth hormone.

White-coated salesmen on the same shopping floors tout a vast array of lotions and pills for enhancing growth, such as "Increasing Brains and Stature" tablets, which contain a double boost for the anxious consumer. Manufacturers of such products claim that sales are booming, thanks in large part to the emergence of towering young role models such as Huang Xinye.

Zhang Mei is one of the many who want to look like Huang. She says cosmetic surgery will create undreamt-of opportunities for her. She and her friends swap tales of operations to lengthen their legs, enlarge their breasts, reduce their thighs, straighten their noses and tuck their eyelids. She said: "A nice body is the passport through the door leading to our dream life."

Teenage boys have their own giant heroes, in the form of a trio of basketball players known as the "Walking Great Wall". The average height of Yao Ming, Wang Zhizhi and Menk Bateer is 7 ft 6 in. At last year's Olympic Games, they towered over rivals from Scandinavia and confidently looked the American Dream Team straight in the eye. Since then, China's growing legion of basketball fans has been proudly confident that a Chinese player will one day establish the country as a great force in the sport.

For centuries, the Chinese have derisively referred to the Japanese as "dwarfs", which is why the news that the average Chinese person is now smaller than his Japanese counterpart caused such official consternation. The explanation is undoubtedly the better nutrition enjoyed by recent generations of Japanese, which is why Beijing has made it compulsory for every schoolchild from nursery school upwards to drink a quarter-pint of milk every day. Officials believe that the reason for China's physical shortfall is the fact that Japanese children drink 18 times as much milk a year as Chinese infants. However, the order to drink milk is not popular with children, most of whom (as with the majority of Chinese) are lactose-intolerant and, therefore, have difficulty digesting the natural sugars in milk. It has been accepted by all, however, as a necessary evil if modern Chinese people are to achieve the greater goal of a taller nation.

Height and beauty, though, are not always enough, as Huang Xinye is discovering. "When I have enough money, I will buy a place in Beijing for my family," she said as she boarded a plane for Geneva late last year. Sadly, her parents are still in their fishing village as Huang is struggling to make her name on the international modelling circuit.

Questions 1-5

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

Write your answers in boxes 1-5 on your answer sheet.

- 1) Which of the following is the Chinese government using to stimulate their citizens to grow?
 - A Huang Xinye.
 - B Magazines and television.
 - C Dozens of products.
 - D Milk.

- 2) How much taller does the average patient grow after having the bone stretching operation?
 - A 6.5 inches
 - B 1 inch
 - C 5 inches
 - D 16 inches

- 3) Generally, the Chinese are motivated to have the operation because of the possibility of:
 - A being taller than their Japanese counterparts.
 - B being world class athletes.
 - C becoming rich and famous.
 - D overcoming an inferiority complex.

- 4) The main problem with the government's strategies is that:
 - A the operation is too expensive.
 - B many of the growth stimulating products do not work.
 - C the recovery process puts the patients' health at risk.
 - D the Chinese race cannot digest milk properly.

- 5) The Chinese government adopted the new policy because it:
 - A wants China to be a great sporting nation.
 - B it is embarrassed.
 - C wants to promote a better quality of life for its citizens.
 - D is trying to stimulate the growth of new industries.

Questions 6–13

Complete each sentence with the correct ending **A–E** from the box below.

Write the correct letter **A–E** in boxes 6–13 on your answer sheet.

An answer can be matched more than once.

A Huang Xinye

B Dr Xia Hetao

C Chinese officials

D Zhang Mei

E Salesmen

6) Having cosmetic surgery like the stretching operation can result in a more glamorous career.

7) The stretching operation helps people who feel prejudiced by their lack of height.

8) Being tall is a question of national pride.

9) Being tall does not necessarily result in success.

10) The public is easily influenced when it comes to increasing their height.

11) Until recently, being well above average height was more of a disadvantage than a desirable quality.

12) The traditional diet is the cause of their nations small stature.

13) Alternatives are available for people who do not have the means to pay for the stretching operation.

Answers

- 1) D
- 2) B
- 3) C
- 4) D
- 5) B
- 6) D
- 7) B
- 8) C
- 9) A
- 10) E
- 11) A
- 12) C
- 13) E

Reading Passage – 7



By Laura Carlsen, The New Internationalist | December 1, 2004

Maize is Mexico's lifeblood – the country's history and identity are entwined with it. But this centuries-old relationship is now threatened by free trade. Laura Carlsen investigates the threat and profiles a growing activist movement.

On a mountain top in southern Mexico, Indian families gather. They chant and sprinkle cornmeal in consecration, praying for the success of their new crops, the unity of their communities and the health of their families. In this village in Oaxaca people eat corn tamales, sow maize plots and teach children to care for the plant. The cultural rhythms of this community, its labours, rituals and celebrations will be defined – as they have been for millennia – by the lifecycle of corn. Indeed, if it weren't for the domestication of teocintle (the ancestor of modern maize) 9,000 years ago mesoamerican civilization could never have developed. In the Mayan sacred book, the Popol Vuh, the gods create people out of cornmeal. The 'people of corn' flourished and built one of the most remarkable cultures in human history.

But in Mexico and Central America today maize has come under attack. As a result of the North American Free Trade Agreement (NAFTA) Mexico has been flooded with imported corn from north of the border in the US. The contamination of native varieties with genetically modified imported maize could have major consequences for Mexican campesinos (farmers), for local biodiversity and for the world's genetic reserves.

A decade ago Mexican bureaucrats and business people had it all figured out. NAFTA would drive 'uncompetitive' maize farmers from the countryside to work in booming assembly factories across the country. Their standard of living would rise as the cost of providing services like electricity and water to scattered rural communities would fall. Best of all, cheap imported maize from the US – the world's most efficient and most heavily subsidized producer – would be a benefit to Mexican consumers.

Unfortunately, it didn't turn out that way. There weren't quite enough of those factory jobs and the ones that did materialize continued to be along the US border, not further in Mexico. And despite a huge drop in the price farmers received for their corn, consumers often ended up paying more. The price of tortillas – the country's staple food – rose nearly fivefold as the Government stopped domestic subsidies and giant agribusiness firms took over the market. Free trade defenders like Mexico's former Under-Secretary of Agriculture Luis Tellez suggest: 'It's not that NAFTA failed, it's just that reality didn't turn out the way we planned it.' Part of that reality was that the Government did nothing to help campesinos in the supposed transition. Nor did NAFTA recognize inequalities or create compensation funds to help the victims of free trade – unlike what occurred with economic integration in the European Union.

Basically, Mexico adopted a sink-or-swim policy for small farmers, opening the floodgates to tons of imported US corn. Maize imports tripled under NAFTA and producer prices fell by half. The drop in income immediately hit the most vulnerable and poorest members of rural society. While more than a third of the corn grown by small farmers is used to feed their families, the rest is sold on local markets. Without this critical cash, rural living standards plunged.

Maize is at the heart of indigenous and campesino identity. José Carrillo de la Cruz, a Huichol Indian from northern Jalisco, describes that relationship: 'Corn is the force, the life and the strength of the Huichol. If there were a change, if someone from outside patented our corn, it would end our life and existence.'

The good news is that the free-trade threat to Mexico's culture and food security has sparked a lively resistance. 'In Defence of Corn', a movement to protect local maize varieties, is not a membership organization but a series of forums and actions led by campesinos themselves. It's a direct challenge to both free trade and the dictums of corporate science.

The farmers' tenacity and refusal to abandon the crop of their ancestors is impressive. But larger economic conditions continue to shape their lives. Rural poverty and hunger have soared under free trade – and placed a heavier burden on women left to work the land. The battle for food sovereignty continues. Movement leaders insist that the Government reassess its free trade policies and develop a real rural development programme.

Questions 1-5

Do the following statements agree with the information given in Reading Passage 7.

In boxes 1-5 on your answer sheet, write:

YES *if the statement agrees with the information*

NO *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

- 1) After NAFTA, a lot of corn from the USA has been sold in Mexico.
- 2) Following NAFTA, Mexican business people tried to stop maize farmers from working in factories throughout the country.
- 3) The Mexican farmers were paid a lot less for their corn after NAFTA.
- 4) Many Mexican farmers wanted to leave Mexico after the Free Trade Agreement.
- 5) The Mexican farmers were not able to do anything to help themselves after the Trade Agreement.

Questions 6-10

Complete the summary below.

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

Write your answers in boxes **6-10** on your answer sheet.

For thousands of years, corn has been a very important **6.** in the Mexican culture. After the North American Free Trade Agreement, **7.** corn has been imported from the USA in very large amounts. Mexican business people hoped that this would mean that Mexican farmers had to get jobs in factories and that their **8.** would increase. Instead of this result, the farmers suffered from the low price of corn and people had to pay more for their corn. The farmers wish that the government had **9.** them during this time. As a result of the hardship, the farmers have organized themselves by forming a **10.**

Answers

- 1) After NAFTA, a lot of corn from the USA has been sold in Mexico. **YES**
- 2) Following NAFTA, Mexican business people tried to stop maize farmers from working in factories throughout the country. **NOT GIVEN**
- 3) The Mexican farmers were paid a lot less for their corn after NAFTA. **YES**
- 4) Many Mexican farmers wanted to leave Mexico after the Free Trade Agreement. **NOT GIVEN**
- 5) The Mexican farmers were not able to do anything to help themselves after the Trade Agreement.
NO
- 6) crop
- 7) genetically modified
- 8) standard of living
- 9) helped
- 10) movement

Reading Passage – 8

Is Science Dangerous?

Wolpert, Lewis. "Is science dangerous?." *Journal of molecular biology* 319.4 (2002): 969-972.

The idea that scientific knowledge is dangerous is deeply embedded in our culture. Adam and Eve were forbidden to eat from the Tree of Knowledge, and in Milton's *Paradise Lost* the serpent addresses the tree as the 'Mother of Science'. Indeed the whole of western literature has not been kind to scientists and is filled with images of them meddling with nature with disastrous results. Just consider Shelley's *Frankenstein*, Goethe's *Faust* and Huxley's *Brave New World*. One will search with very little success for a novel in which scientists come out well - the persistent image is that of scientists as a soulless group unconcerned with ethical issues. And where is there a film sympathetic to science?

Part of the problem is the conflation of science and technology. The distinction between science and technology, between knowledge and understanding on the one hand and the application of that knowledge to making something, or using it in some practical way, is fundamental.

Science produces ideas about how the world works, whereas the ideas in technology result in usable objects. Technology is much older than anything one could regard as science and unaided by any science. Technology gave rise to the crafts of early humans, like agriculture and metalworking. It is technology that carries with it ethical issues, from motorcar production to cloning a human.

By contrast, reliable scientific knowledge is value-free and has no moral or ethical value. Science merely tells us how the world is. That we are not at the centre of the universe is neither good nor bad, nor is the possibility that genes can influence our intelligence or our behaviour.

The social obligations that scientists have as distinct from those responsibilities they share with all citizens comes from them having access to specialised knowledge of how the world works, not easily accessible to others. Their obligation is to both make public any social implications of their work and its possible applications and to give some assessment of its reliability.

It is not easy to find examples of scientists as a group behaving immorally or in a dangerous manner, the classic paradigm being the eugenics movement. The scientific assumptions behind this proposal are crucial; the assumption is that most desirable and undesirable human attributes are inherited. Not only was talent perceived of as being inherited, but so too were insanity and any kind of so-called feeble-mindedness. They completely failed to give an assessment of the reliability of their ideas. Quite the contrary, and even more blameworthy, their conclusions seem to have been driven by what they saw as the desirable social implications. By contrast, in relation to the building of the atomic bomb, scientists behaved morally and fulfilled their social obligations by informing their governments about the implications of atomic theory. It was an enormous engineering feat to build the bomb but the decision to do this was taken by politicians, not scientists.

The moralists have been out in force telling us of the horrors of cloning. Many others, national leaders included, have joined in a chorus of horror. But what horrors? What ethical issues? In all the righteous indignation not a single relevant new ethical issue has been spelled out.

Those who propose to clone a human are medical technologists not scientists. It is not, as the bio-moralists claim, that scientific innovation has outstripped our social and moral codes. Just the opposite is the case. Their obsession with the life of the embryo has deflected our attention away from the real issue, which is how children are raised and nurtured. The ills in our society have nothing to do with assisting or preventing reproduction but are profoundly affected by how children are treated.

So what danger does genetics pose? Gene therapy, introducing genes to cure a genetic disease like cystic fibrosis, carries risks, as do all new medical treatments. There may well be problems with the testing of new treatments, but are these difficulties any different from those related to trying out new drugs for AIDS? Anxieties about creating designer babies are at present premature as it is too risky, and we may have, in the first instance, to accept what has been called procreative autonomy, a couple's right to control their own role in reproduction unless the state has a compelling reason for denying them that control. Should the ethical issues relating to the applications of genetics, for example, lead to stopping research in this field? The individual scientist cannot decide, for science, like genetics, is a collective activity with no single individual controlling the process of discovery. It is ethically unacceptable and impractical to censor any aspect of trying to understand the nature of our world.

Questions 1-6

Do the following statements agree with the information given in Reading Passage 8.

In boxes 1-6 on your answer sheet, write

YES *if the statement agrees with the information*

NO *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

- 1) The film industry does not make films about science.
- 2) Scientists do not work in unison when deciding what needs to be researched.
- 3) Parents want to have cloned children now.
- 4) Technology was important before the development of science.
- 5) Many people consider cloning to be undesirable.
- 6) Science and Technology must be seen as separate entities.

Question 7

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

What influenced the eugenics movement when they were summarizing the findings of their research?

- 7)

Questions 8-11

Choose **ONE** phrase from the list of phrases **A - H** below to complete each of the following sentences. Write the appropriate letters in boxes **8-11** on your answer sheet.

List of Phrases

- A.** work in groups in an unethical way
- B.** was responsible for helping to develop basic trades and skills
- C.** scientists are portrayed as being irreligious
- D.** does not make moral judgments
- E.** become involved in hazardous research
- F.** scientists are seen to interfere with nature
- G.** does not help us to understand how the world works
- H.** is more concerned with ethics than research

8) In literature

9) Technology

10) Science

11) Rarely do scientists

12) According to the writer, Science shows us:

- A)** our position in the universe
- B)** how intelligence affects our behavior.
- C)** what the world is really like.
- D)** scientists have special social obligations.

Answers

- 1) The film industry does not make films about science. **FALSE**
- 2) Scientists do not work in unison when deciding what needs to be researched. **FALSE**
- 3) Parents want to have cloned children now. **NOT GIVEN**
- 4) Technology was important before the development of science. **TRUE**
- 5) Many people consider cloning to be undesirable. **TRUE**
- 6) Science and Technology must be seen as separate entities. **TRUE**
- 7) (desirable) social implications
- 8) In literature **F**
- 9) Technology **B**
- 10) Science **D**
- 11) Rarely do scientists **A**
- 12) **C**

Reading Passage – 9

The Truth About ART

Modern art has had something of a bad press recently - or, to be more precise, it has always had a bad press in certain newspapers and amongst certain sectors of the public. In the public mind, it seems, art (that is, graphic art - pictures - and spatial art - sculpture) is divided into two broad categories. The first is 'classic' art, by which is meant representational painting, drawing and sculpture; the second is 'modern' art, also known as abstract or non-representational. British popular taste runs decidedly in favour of the former, if one believes a recent survey conducted by Charlie Moore, owner of the Loft Gallery and Workshops in Kent, and one of Britain's most influential artistic commentators. He found that the man (or woman) in the street has a distrust of cubism, abstracts, sculptures made of bricks and all types of so-called 'found' art. He likes Turner and Constable, the great representatives of British watercolour and oil painting respectively, or the French Impressionists, and his taste for statues is limited to the realistic figures of the great and good that litter the British landscape - Robin Hood in Nottingham and Oliver Cromwell outside the Houses of Parliament. This everyman does not believe in primary colours, abstraction and geometry in nature - the most common comment is that such-and-such a painting is "something a child could have done".

Lewis Williams, director of the Beaconsfield Galleries in Hampshire, which specialises in modern painting, agrees. "Look around you at what art is available every day," he says. "Our great museums and galleries specialise in work which is designed to appeal to the lowest common denominator. It may be representational, it may be 'realistic' in one sense, but a lot of it wouldn't make it into the great European galleries. Britain has had maybe two or three major world painters in the last 1000 years, so we make up the space with a lot of second-rate material."

Williams believes that our ignorance of what modern art is has been caused by this lack of exposure to truly great art. He compares the experience of the average British city-dweller with that of a citizen of Italy, France or Spain.

"Of course, we don't appreciate any kind of art in the same way because of the paucity of good art in Britain. We don't have galleries of the quality of those in Madrid, Paris, Versailles, Florence, New York or even some places in Russia. We distrust good art - by which I mean both modern and traditional artistic forms - because we don't have enough of it to learn about it. In other countries, people are surrounded by it from birth. Indeed they take it as a birthright, and are proud of it. The British tend to be suspicious of it. It's not valued here."

Not everyone agrees. Emily Cope, who runs the Osborne Art House, believes that while the British do not have the same history of artistic experience as many European countries, their senses are as finely attuned to art as anyone else's.

"Look at what sells - in the great art auction houses, in greetings cards, in posters. Look at what's going on in local amateur art classes up and down the country. Of course, the British are not the same as other countries, but that's true of all nationalities. The French artistic experience and outlook is not the same as the Italian. In Britain, we have artistic influences from all over the world. There's the Irish, Welsh, and Scottish influences, as well as Caribbean, African and European. We also have strong links with the Far East, in particular the Indian subcontinent. All these influences come to bear in creating a British artistic outlook. There's this tendency to say that British people only want garish pictures of clowns crying or ships sailing into battle, and that

anything new or different is misunderstood. That's not my experience at all. The British public is poorly educated in art, but that's not the same as being uninterested in it."

Cope points to Britain's long tradition of visionary artists such as William Blake, the London engraver and poet who died in 1827. Artists like Blake tended to be one-offs rather than members of a school, and their work is diverse and often word-based so it is difficult to export.

Perhaps, as ever, the truth is somewhere in between these two opinions. It is true that visits to traditional galleries like the National and the National Portrait Gallery outnumber attendance at more modern shows, but this is the case in every country except Spain, perhaps because of the influence of the two most famous non-traditional Spanish painters of the 20th century, Picasso and Dali. However, what is also true is that Britain has produced a long line of individual artists with unique, almost unclassifiable styles such as Blake, Samuel Palmer and Henry Moore.

Questions 1-9

Classify the following statements as referring to

A Charlie Moore

B Lewis Williams

C Emily Cope

Write the appropriate letters **A, B or C** in boxes 1-9 on your answer sheet.

- 1) British people don't appreciate art because they don't see enough art around them all the time.
- 2) British museums aim to appeal to popular tastes in art.
- 3) The average Englishman likes the works of Turner and Constable.
- 4) Britain, like every other country, has its own view of what art is.
- 5) In Britain, interest in art is mainly limited to traditional forms such as representational painting.
- 6) British art has always been affected by other cultures.
- 7) Galleries in other countries are of better quality than those in Britain.
- 8) People are not raised to appreciate art.
- 9) The British have a limited knowledge of art.

Questions 10-12

Choose the best answer **A, B, C or D**.

- 10)** Many British artists
- A.** are engravers or poets.
 - B.** are great but liked only in Britain.
 - C.** do not belong to a school or general trend.
 - D.** are influenced by Picasso and Dali.
- 11)** 'Classic' art can be described as
- A.** sentimental, realistic paintings with geometric shapes.
 - B.** realistic paintings with primary colours.
 - C.** abstract modern paintings and sculptures.
 - D.** D realistic, representational pictures and sculptures.
- 12)** In Spain, people probably enjoy modern art because
- A.** their artists have a classifiable style.
 - B.** the most renowned modern artists are Spanish.
 - C.** they attend many modern exhibitions.
 - D.** they have different opinions on art.

Answers

- 1) B
- 2) B
- 3) A
- 4) C
- 5) A
- 6) C
- 7) B
- 8) B
- 9) C
- 10) C
- 11) D
- 12) B

Reading Passage – 10

Australian Aborigines Demand Return of Remains

As a former British colony, Australia has close cultural and historical links with the United Kingdom, due to the British and Irish settlers who arrived in droves in the 19th and 20th centuries. One aspect of this contact is the role of Britain, and British archaeologists and collectors, in taking Aboriginal bones, relics and artefacts from Australia to museums and collections in the UK. Now leaders of the indigenous people of Australia, the Aborigines, are demanding that any Aboriginal remains in the UK are returned to Australia.

In 19th century Britain, there was a mania for collecting all kinds of objects from other countries. These were sent home, where they were kept in museums such as the British Museum and the Natural History Museum. Museums in the UK have a huge number of such objects - objects which, say protesters, were basically stolen during Britain's long colonial history, with little or no regard for the feelings or rights of the people to whom the objects originally belonged.

Now the Australian Prime Minister is supporting Aboriginal calls for the objects and remains to be returned to their original home. A spokesman for the Aboriginal Council of New South Wales, Stevie McCoy, said: "The bones do not belong abroad. They belong here. This is about beliefs, and a traditional Aboriginal belief is that our ancestors can only find peace if their remains are buried in the homeland."

There are certainly lots of Aboriginal remains in the UK, although their exact locations are not entirely clear. What is known is that, between them, the British Museum and the Natural History Museum have some 2,000 - 2,5000 artefacts composed of human remains, although the museums point out that only about 500 of these are of Aboriginal origin. Dr William Cowell Bell, for the London Museum Association, adds that "A lot of the objects are not human remains in their original form, but are made out of human remains. These include decorated skulls and bones from which charms and amulets have been created." A smaller number of similar artefacts are known to be held in collections in Oxford and Cambridge.

There is some sensitivity to Aboriginal demands in the archaeological world. Lady Amanda Spurway, life president of the Glover Museum in London, says that the museum has had its small collection of Aboriginal remains packed ready for return for a decade, and is only waiting for information about where they must go.

The National College of Surgeons says it will return the remains of any individual who can be named (although it is obviously difficult to put names to them after such a long time). This growing sensitivity to the hitherto ignored rights of indigenous peoples around the world has caused some relics to be restored to their original country, particularly in Scotland, where a group of Aboriginal remains has already been returned. Edinburgh University has returned skulls and bones to Tasmania and New Zealand.

One problem, according to legal expert Ewan Mather, is that the law allowing museums to decide what to do with these objects is more relaxed in Scotland. English museums, on the other hand, are not allowed (either by law or by the groups of trustees who run them) to just hand back remains of their own accord. However, British supporters of the Aborigines claim that such restrictive laws are inhumane in the modern world, and that it would be a simple enough matter to change them in order to allow the items to be returned.

A further objection to handing back relics is because of their scientific value, claim some museum directors. Dr Bell believes that the size of the collection in the Natural History Museum in Lincoln made it a very valuable resource in the analysis of the way of life of Aborigines, and could be used to study the origin and development of the people. Breaking up the collection might mean that such knowledge could be lost forever.

Aboriginal groups, however, respond by pointing out that the scientific importance of the remains has to be seen against a backdrop of human rights. "I doubt whether the British government would allow several thousand bones of British soldiers to be used for 'scientific purposes' in any other country," said Stevie McCoy, with a hint of irony. "Would the families allow it? I think there would be a public outcry, no matter how old the remains were. This practice [of taking bones and human remains] went on from the first moment the white man came to Australia right up to the early part of the 20th century. It is a scandal."

The British government, meanwhile, has announced that it will set up a working party to discuss the possibility of changes to the law. This might allow museums to negotiate on their own with Aboriginal and other groups around the world.

Questions 1-3

Choose the **TWO** best answers according to the text, and write the letters **A - E** in boxes 1 - 3 on your answer sheet.

1) The Aboriginal demand that bones be returned to Australia is based on which **TWO** ideas?

- A** The rightful place for the remains is Australia.
- B** Britain had no right to take the remains.
- C** The remains have religious significance for Aborigines.
- D** Some remains have already been returned.
- E** Aboriginal ancestors cannot find peace unless their remains are laid to rest there.

2) Which **TWO** factors might cause problems when it comes to returning the remains?

- A** Scottish and English law does not allow museums to return objects.
- B** It is not clear what will happen to the remains once they have been returned.
- C** The remains are scientifically important and need to be studied.
- D** Not all the Australian artefacts are human remains.
- E** Some museums do not have the right to return objects to their countries of origin.

3) Which **TWO** points may help to speed up the process of returning the remains?

- A The British government is going to discuss the return of Aboriginal items.
- B Some items have already been returned to their countries of origin.
- C There is already some sympathy to the Aborigines' claims in the world of archaeology.
- D Not all the Australian artefacts are human remains.
- E The remains have religious significance for Aborigines.

Questions 4-9

Classify the following opinions as referring to

- A The National college of Surgeons
- B Stevie McCoy
- C Dr. William Cowell Bell
- D Lady Amanda Spurway
- E Ewan Mather

*Write the correct letter **A, B, C, D** or **E** in boxes 4-9 on your answer sheet.*

- 4) No country would allow the bones of its citizens to be used for scientific purposes in another country.
- 5) The Glover Museum is ready to return its Aboriginal bones.
- 6) Australian remains are a useful resource for scientific study.
- 7) It would be a problem to accurately identify the human remains.
- 8) Many Aboriginal remains in Britain have been made into artefacts.
- 9) Discrepancies in the laws of different countries can hinder the return of relics.

Questions 10-13

Complete the following paragraph based on information in Reading Passage 10 using **ONE** or **TWO WORDS** from the Reading Passage for each answer. Write your answers in boxes 10 -13 on your answer sheet.

Aborigines believe that the remains should be returned for a number of reasons. First is the fact that the relics were taken during the period when Australia was a **(10)** The Aborigine belief that their ancestors can only **(11)** if their bones are returned is a further factor. Thirdly, the restitution of the remains is an issue of human rights. However, objectors who oppose the return of the artefacts point out that not only is there a **(12)** problem, but also that the remains constitute an important **(13)** in studying the lifestyle of the Aborigines.

Answers

- 1)** A; E
- 2)** C; E
- 3)** B; C
- 4)** B
- 5)** D
- 6)** C
- 7)** A
- 8)** C
- 9)** E
- 10)** (British) colony
- 11)** find peace
- 12)** legal
- 13)** resource

Reading Passage - 11

WHAT A WASTE!

Every day, all over the world, unwanted waste is disposed of from both domestic and commercial sources, usually with insufficient attention paid to the resulting problems. The increase in excess refuse and how to dispose with it has become a major headache for the government and the environmental agencies.

This has certainly been the case in Britain where there has been a steady rise in the amount of rubbish generated in recent years. In industry, the mining, agriculture and construction sectors are the biggest culprits, being amongst the greatest producers of waste. Also, household waste has grown at a rate of 3% a year as a consequence of society becoming more affluent and thus consuming more goods, resulting in more rubbish to discard. As this waste is economically and environmentally costly to deal with, local authorities have been required to ensure that the arrangements made to dispose of the surplus detritus are efficient and practicable, considering social as well as economic implications.

For many years, the preferred option for refuse disposal in Britain has been the landfill. In fact, the UK, more than any other European country, makes use of landfills to get rid of its biodegradable waste. However, problems have arisen with this method and alternative solutions have had to be researched.

One of the biggest drawbacks to landfills is the cost. In the past this was not the case as land was plentiful and cheap with abandoned quarries and mines often being utilised. But by 2015, since space for approved and licensed landfills will have run out, viable alternatives to waste disposal have to be found. Another disadvantage is the environmental impact made by the acids and hazardous chemicals that are leaked from the landfills. Older sites depended on these substances being diluted naturally by rain but this often did not occur and surrounding agricultural land was affected and livestock poisoned. Nowadays, more modern landfills use liners within the pits to contain any dangerous material and the liquid is then collected, treated and discharged within the site itself. But perhaps the most apparent annoyance for the general public living in the immediate vicinity of the landfill is the nuisance that results from the traffic, the noise, the dust and the unpleasant odours emanating from the site. Although no risks to human health have been verified, symptoms such as headaches, drowsiness and exhaustion have been reported by people living close to landfills. These may have been caused by toxic emissions from the site but they may be connected to the impact that living next to the sites can have on stress and anxiety.

In order to reduce the amount of waste being sent to the landfill, a special tax was introduced in 1996, to discourage this practice. The charges range from two to eleven pounds per tonne depending on the type of rubbish being discarded and due to this tax the amount of waste from the construction industry has been markedly reduced. Other targets have been set to reduce biodegradable waste deposited in these sites by 2006 but it is thought that the greatest impact could be made through the introduction of more intensive recycling, which could be funded from the proceeds of the landfill tax.

In Europe, Britain is bottom of the recycling table with the lowest rate of 8% compared to the Netherlands where they recycle 72% of their detritus. According to government research, only 7% of plastic was salvaged, as was only 22% of the six billion glass containers manufactured annually in Britain. On the other hand, the same sources found that 90% of car batteries and 66% of lead is recycled. This proportion is high because of the economic value of the material and so reprocessing is an opportunity to gain an income from an environmentally friendly undertaking. Also, of the thirteen billion steel cans produced yearly, about a quarter come from recycled metal. These goods only consume 25% of the energy needed to make the same products from raw materials.

Biodegradable wastes can be made into organic compost to use as fertiliser for the land. At present less than half the local authorities have facilities for this and about a fifth of municipal waste is being treated but in some areas, schemes are being set up to collect waste from both domestic properties and supermarkets to help effect this procedure.

Yet even now in the 21st century, less progressive authorities are still constructing and employing incinerators to dispose of waste despite the subsequent health hazards. They also have to confront opposition from the public over a policy which has proved to be the most unpopular technology since the introduction of nuclear power.

So, what can be done to encourage more recycling? Probably what should be the government's priority is the reduction in the number of landfills in regular use. Even materials that are biodegradable such as paper cannot easily be broken down as the landfill pits are constructed to keep air out and moisture in, thus slowing down the process to degrade this matter. Therefore, more reprocessing plants for refuse must be constructed to replace the outmoded landfills. Also, companies should be encouraged to take a more responsible approach to the packaging of their products, only using the minimum and environmentally friendly recycled materials. Then, the public must be convinced of the benefits of recycling and be made aware of the ecological consequences of not recycling. In Britain, more intensive reprocessing would lower the production of gases harmful to the ozone layer by 12.8 million tonnes of carbon a year, the equivalent of taking nearly five million cars off the road. Also, a strong incentive for the public to support recycling is the prospect of higher employment. In Germany, it has been estimated that 150,000 people are employed in the recycling business, a number greater than those employed in the steel industry. It is believed that up to 50,000 jobs could be created in Britain if recycling was adopted.

What will happen in the future regarding the disposal of waste matter very much depends on the attitude and party policies of the particular government in power. Yet, if reforms to the methods of waste disposal are not made, serious environmental problems will arise in the immediate future, the consequences of which are too dire to contemplate.

Questions 1-4

Choose **ONE** phrase from the list of phrases **A - I** below to complete each of the following sentences.

Write the appropriate letters in boxes **1-4** on your answer sheet.

List of Phrases

- A** there is a lot of mining in Britain
- B** dangerous materials are collected in landfills
- C** as the population becomes wealthier, their capacity to consume more increases
- D** there is relatively little recycling of degradable matter in Britain
- E** landfills poison animals
- F** a lot of waste from food shops is made into fertilisers
- G** problems for people residing nearby
- H** using incinerators is the most popular method of rubbish disposal
- I** the most common means of waste disposal is burying refuse

1) More household waste is produced because...

2) In Britain...

3) Landfills create...

4) Unlike Europe...

Questions 5 and 6

Choose the best answer **A, B, C or D**.

5) Landfills are not approved of because

- A** they use agricultural land.
- B** they have always been expensive to run.
- C** they need to have a licence.
- D** they produce dangerous emissions.

6) A tax was imposed in order

- A** to encourage recycling.
- B** to dissuade people from using landfills.
- C** to punish the building industry.
- D** to gather money for the government.

Questions 7-14

Complete the summary below. Choose **NO MORE THAN ONE WORD** for each answer.

Write your answers in boxes **7-14** on your answer sheet.

Solutions to the problem of how to dispose of excess rubbish must be found. With the dramatic increase in both **(7)** and industrial rubbish, the **(8)** must devise new policies to deal with the matter. The well established **(9)** are now considered **(10)** so it is preferable to send the refuse to **(11)** works in order to **(12)** the waste products which could then be used to manufacture **(13)** goods. Also the general public must be better informed of the worrying environmental **(14)** the planet faces if this matter is not addressed urgently.

Answers

1) More household waste is produced because... **C**

2) In Britain... **I**

3) Landfills create... **G**

4) Unlike Europe... **D**

5) **D**

6) **B**

7) domestic

8) government

9) landfills

10) outmoded

11) reprocessing/ recycling

12) degrade

13) recycled

14) consequences

Reading Passage – 12

High-tech crime-fighting tools

A) Crime-fighting technology is getting more sophisticated and rightly so. The police need to be equipped for the 21st century. In Britain we've already got the world's biggest DNA database. By next year the state will have access to the genetic data of 4.25m people: one British-based person in 14. Hundreds of thousands of those on the database will never have been charged with a crime.

B) Britain is also reported to have more than £4 million CCTV (closed circuit television) cameras. There is a continuing debate about the effectiveness of CCTV. Some evidence suggests that it is helpful in reducing shoplifting and car crime. It has also been used to successfully identify terrorists and murderers. However, many claim that better lighting is just as effective to prevent crime and that cameras could displace crime. An internal police report said that only one crime was solved for every 1,000 cameras in London in 2007. In short, there is conflicting evidence about the effectiveness of cameras, so it is likely that the debate will continue.

C) Professor Mike Press, who has spent the past decade studying how design can contribute to crime reduction, said that, in order for CCTV to have any effect, it must be used in a targeted way. For example, a scheme in Manchester records every licence plate at the entrance of a shopping complex and alerts police when one is found to belong to an untaxed or stolen car. This is an effective example of monitoring, he said. Most schemes that simply record city centres continually — often not being watched - do not produce results. CCTV can also have the opposite effect of that intended, by giving citizens a false sense of security and encouraging them to be careless with property and personal safety. Professor Press said: 'All the evidence suggests that CCTV alone makes no positive impact on crime reduction and prevention at all. The weight of evidence would suggest the investment is more or less a waste of money unless you have lots of other things in place.' He believes that much of the increase is driven by the marketing efforts of security companies who promote the crime-reducing benefits of their products. He described it as a 'lazy approach to crime prevention' and said that authorities should instead be focusing on how to alter the environment to reduce crime.

D) But in reality, this is not what is happening. Instead, police are considering using more technology. Police forces have recently begun experimenting with cameras in their helmets. The footage will be stored on police computers, along with the footage from thousands of CCTV cameras and millions of pictures from numberplate recognition cameras used increasingly to check up on motorists.

E) And now another type of technology is being introduced. It's called the Microdrone and it's a toy-sized remote-control craft that hovers above streets or crowds to film what's going on beneath. The Microdrone has already been used to monitor rock festivals, but its supplier has also been in discussions to supply it to the Metropolitan Police, and Soca, the Serious Organised Crime Agency. The drones are small enough to be unnoticed by people on the ground when they are flying at 350ft. They contain high-resolution video surveillance equipment and an infrared night vision capability, so even in darkness they give their operators a bird's-eye view of locations while remaining virtually undetectable.

F) The worrying thing is, who will get access to this technology? Merseyside police are already employing two of the devices as part of a pilot scheme to watch football crowds and city parks looking for antisocial behaviour. It is not just about crime detection: West Midlands fire brigade is about to lease a drone, for example, to get a better view of fire and flood scenes and aid rescue attempts; the Environment Agency is considering their use for monitoring of illegal fly tipping and oil spills. The company that makes the drone says it has no plans to license the equipment to

individuals or private companies, which hopefully will prevent private security firms from getting their hands on them. But what about local authorities? In theory, this technology could be used against motorists. And where will the surveillance society end? Already there are plans to introduce smart water' containing a unique DNA code identifier that when sprayed on a suspect will cling to their clothes and skin and allow officers to identify them later. As long as high-tech tools are being used in the fight against crime and terrorism, fine. But if it's another weapon to be used to invade our privacy then we don't want it.

Glossary:

drone: *a remote-controlled pilotless aircraft*

350ft: *about 107 meters*

bird's eye view: *a view from above*

fly-tipping: *illegally dumping waste (British English)*

Questions 1-5

The Reading Passage has six paragraphs **A–F**.

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

List of Phrases

- | | |
|---------------------------------|-----------------------------------|
| i The Spy in the sky | vi Lack of conclusive evidence |
| ii The spread of technology | vii Cars and cameras |
| iii The limitations of cameras | viii Advantages and disadvantages |
| iv The cost of cameras | ix A natural progression |
| v Robots solving serious crimes | x A feeling of safety |

Example) Paragraph A **ix**

1) Paragraph B

2) Paragraph C

3) Paragraph D

4) Paragraph E

5) Paragraph F

Questions 6-8

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

6) Britain has already got

- A** four million CCTV cameras.
- B** more data about DNA than any other country.
- C** the most sophisticated crime-fighting technology.
- D** access to the genetic data of one in fourteen people living in Britain.

7) Professor Press

- A** works at the University of Manchester.
- B** studies car-related crime.
- C** is concerned about the negative impact of the use of CCTV.
- D** feels that some marketing departments lie about the crime-reducing benefits of CCTV.

8) The Microdrone is

- A** a type of toy in the shape of a plane.
- B** being used by the Metropolitan Police.
- C** being used by the government.
- D** able to film in the dark.

Questions 9 and 10

Answer the questions below with words taken from the Reading Passage.

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

9) Give examples of 2 events where technology is used to watch crowds.

10) According to the passage, who do we not want to use the Microdrone?

Questions 11-13

Do the following statements agree with the views of the writer in the Reading Passage? Write:

YES *if the statement agrees with the views of the writer.*

NO *if the statement contradicts what the writer thinks.*

**NOT
GIVEN** *if it is impossible to know what the writer's point of view is.*

11) The British authorities use too much technology to monitor their citizens.

12) Microdrone is currently not used to check drivers.

13) Technology should not be used to check on people's private affairs.

Answers

- 1) Paragraph B vi
- 2) Paragraph C iii
- 3) Paragraph D ii
- 4) Paragraph E i
- 5) Paragraph F viii
- 6) B
- 7) C
- 8) D
- 9) Give examples of 2 events where technology is used to watch crowds. rock festivals, football
- 10) According to the passage, who do we not want to use the Microdrone? private security firms
- 1) The British authorities use too much technology to monitor their citizens. NOT GIVEN
- 12) Microdrone is currently not used to check drivers. YES
- 13) Technology should not be used to check on people's private affairs. YES

Reading Passage – 13

In Praise of Amateurs

Despite the specialization of scientific research, amateurs still have an important role to play.

During the scientific revolution of the 17th century, scientists were largely men of private means who pursued their interest in natural philosophy for their own edification. Only in the past century or two has it become possible to make a living from investigating the workings of nature. Modern science was, in other words, built on the work of amateurs. Today, science is an increasingly specialized and compartmentalized subject, the domain of experts who know more and more about less and less. Perhaps surprisingly, however, amateurs – even those without private means – are still important.

A recent poll carried out at a meeting of the American Association for the Advancement of Science by astronomer Dr Richard Fienberg found that, in addition to his field of astronomy, amateurs are actively involved in such fields as acoustics, horticulture, ornithology, meteorology, hydrology and palaeontology. Far from being crackpots, amateur scientists are often in close touch with professionals, some of whom rely heavily on their co-operation.

Admittedly, some fields are more open to amateurs than others. Anything that requires expensive equipment is clearly a no-go area. And some kinds of research can be dangerous; most amateur chemists, jokes Dr Fienberg, are either locked up or have blown themselves to bits. But amateurs can make valuable contributions in fields from rocketry to palaeontology and the rise of the internet has made it easier than before to collect data and distribute results.

Exactly which field of study has benefited most from the contributions of amateurs is a matter of some dispute. Dr Fienberg makes a strong case for astronomy. There is, he points out, a long tradition of collaboration between amateur and professional sky watchers. Numerous comets, asteroids and even the planet Uranus were discovered by amateurs. Today, in addition to comet and asteroid spotting, amateurs continue to do valuable work observing the brightness of variable stars and detecting novae- 'new' stars in the Milky Way and supernovae in other galaxies. Amateur observers are helpful, says Dr Fienberg, because there are so many of them (they far outnumber professionals) and because they are distributed all over the world. This makes special kinds of observations possible: if several observers around the world accurately record the time when a star is eclipsed by an asteroid, for example, it is possible to derive useful information about the asteroid's shape.

Another field in which amateurs have traditionally played an important role is palaeontology. Adrian Hunt, a palaeontologist at Mesa Technical College in New Mexico, insists that this is the field in which amateurs have made the biggest contribution. Despite the development of high-tech equipment, he says, the best sensors for finding fossils are human eyes – lots of them.

Finding volunteers to look for fossils is not difficult, he says, because of the near –universal interest in anything to do with dinosaurs. As well as helping with this research, volunteers learn about science, a process he calls 'recreational education'.

Rick Bonney of the Cornell Laboratory of Ornithology in Ithaca, New York, contends that amateurs have contributed the most in his field. There are, he notes, thought to be as many as 60 million birdwatchers in America alone. Given their huge numbers and the wide geographical coverage they provide, Mr Bonney has enlisted thousands of amateurs in a number of research projects. Over the past few years their observations have uncovered previously unknown trends and cycles in bird migrations and revealed declines in the breeding populations of several species of migratory birds, prompting a habitat conservation programme.

Despite the successes and whatever the field of study, collaboration between amateurs and professionals is not without its difficulties. Not everyone, for example is happy with the term 'amateur'. Mr Bonney has coined the term 'citizen scientist' because he felt that other words, such as 'volunteer' sounded disparaging. A more serious problem is the question of how professionals can best acknowledge the contributions made by amateurs. Dr Fienberg says that some amateur astronomers are happy to provide their observations but grumble about not being reimbursed for out-of-pocket expenses. Others feel let down when their observations are used in scientific papers, but they are not listed as co-authors. Dr Hunt says some amateur palaeontologists are disappointed when told that they cannot take finds home with them.

These are legitimate concerns but none seems insurmountable. Provided amateurs and professionals agree the terms on which they will work together beforehand, there is no reason why co-operation between the two groups should not flourish. Last year Dr S. Carlson, founder of the Society for Amateur Scientists won an award worth \$290,000 for his work in promoting such co-operation. He says that one of the main benefits of the prize is the endorsement it has given to the contributions of amateur scientists, which has done much to silence critics among those professionals who believe science should remain their exclusive preserve.

At the moment, says Dr Carlson, the society is involved in several schemes including an innovative rocket-design project and the setting up of a network of observers who will search for evidence of a link between low- frequency radiation and earthquakes. The amateurs, he says, provide enthusiasm and talent, while the professionals provide guidance 'so that anything they do discover will be taken seriously'. Having laid the foundations of science, amateurs will have much to contribute to its ever – expanding edifice.

Questions 1-8

Complete the summary below.

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

Write your answers in **boxes 1-8 on your answer sheet.**

Prior to the 19th century, professional (1) did not exist and scientific research was largely carried out by amateurs. However, while (2) today is mostly the domain of professionals, a recent US survey highlighted the fact that amateurs play an important role in at least seven (3) and indeed many professionals are reliant on their (4) In areas such as astronomy, amateurs can be invaluable when making specific (5) on a global basis. Similarly in the area of palaeontology their involvement is invaluable and helpers are easy to recruit because of the popularity of (6) Amateur birdwatchers also play an active role and their work has led to the establishment of a (7) Occasionally the term 'amateur' has been the source of disagreement and alternative names have been suggested but generally speaking, as long as the professional scientists (8) the work of the non-professionals, the two groups can work productively together.

Questions 9-13

Classify the following opinions as referring to

A Dr Fienberg

B Adrian Hunt

C Rick Bonney

D Dr Carlson

Write the correct letter A, B, C or D in boxes 9-13 on your answer sheet.

- 9) Amateur involvement can also be an instructive pastime.
- 10) Amateur scientists are prone to accidents.
- 11) Science does not belong to professional scientists alone.
- 12) In certain areas of my work, people are a more valuable resource than technology.
- 13) It is important to give amateurs a name which reflects the value of their work.

Answers

Prior to the 19th century, professional (1) **scientists** did not exist and scientific research was largely carried out by amateurs. However, while (2) **science** today is mostly the domain of professionals, a recent US survey highlighted the fact that amateurs play an important role in at least seven (3) **fields** and indeed many professionals are reliant on their (4) **co-operation/collaboration**. In areas such as astronomy, amateurs can be invaluable when making specific (5) **observations** on a global basis. Similarly in the area of palaeontology their involvement is invaluable and helpers are easy to recruit because of the popularity of (6) **dinosaurs**. Amateur birdwatchers also play an active role and their work has led to the establishment of a (7) **conservation programme**. Occasionally the term 'amateur' has been the source of disagreement and alternative names have been suggested but generally speaking, as long as the professional scientists (8) **acknowledge** the work of the non-professionals, the two groups can work productively together.

- 9) Amateur involvement can also be an instructive pastime. **B**
- 10) Amateur scientists are prone to accidents. **A**
- 11) Science does not belong to professional scientists alone. **D**
- 12) In certain areas of my work, people are a more valuable resource than technology. **B**
- 13) It is important to give amateurs a name which reflects the value of their work. **C**

Reading Passage – 14

LIFE WITHOUT DEATH

by Duncan Turner

Until recently, the thought that there might ever be a cure for ageing seemed preposterous. Growing older and more decrepit appeared to be an inevitable and necessary part of being human. Over the last decade, however, scientists have begun to see ageing differently. Some now believe that the average life-expectancy may soon be pushed up to 160 years; others think that it may be extended to 200 or 300 years. A handful even wonder whether we might one day live for a millennium or more.

Behind this new excitement is the theory that the primary cause of ageing lies in highly reactive molecules called free radicals, left behind by the oxygen we breathe. Free radicals react with the molecules in our bodies, damaging DNA, proteins and other cell tissues, and are known to be implicated in diseases as diverse as cataracts, cancer and Alzheimer's. The body does its best to protect itself against free radicals by producing its own chemicals to prevent ageing, such as vitamins E and C, but it is always fighting a losing battle.

A year ago Gordon Lithgow of the University of Manchester discovered a way to help combat free radicals. Using one of these anti-ageing chemicals, he managed to increase the lifespan of one species of earthworm by 50 per cent. Despite cautionary words from the scientists, many welcomed this as the first step towards a drug which would extend life. Research involving the mutation of genes has also thrown up fascinating results: after identifying two of the genes that appear to control how long the earthworm lives, similar genes were found in organisms as various as fruit-flies, mice and human beings. When one considers the vast evolutionary distances that separate these species, it suggests that we may have discovered a key to how ageing is regulated throughout the entire animal kingdom.

In June last year a small American company called Eukarion sought permission to carry out the first trials of an anti-ageing drug, SCS, on human beings. Although it will initially be used to treat diseases associated with old age, Eukarion said, that 'if the effect of treating diseases of old age is to extend life, everyone's going to be happy.'

Some scientists, however, are quick to discourage extravagant speculation. 'There is no evidence whatsoever that swallowing any chemical would have an effect on mammals', says Rich Miller of the University of Michigan. 'And those people who claim it might need to go out and do some experimenting'. Some research, moreover, has produced alarming results. As well as controlling ageing, these genes also partly control the hormones which regulate growth. The upshot of this is that although the lives of mutant mice can be extended by up to 80 per cent, they remain smaller than normal.

Quite apart from these sorts of horrors, the ethical implications of extending human lifespan are likely to worry many people. Even if the falling birth-rates reported in the world's developed nations were to be repeated throughout the world, would this be sufficient to compensate for massively extended life-expectancy, and would we be willing to see the demographic balance of

our society change out of all recognition? David Gems, the head of the Centre for Research into Ageing at University College, London, is enthusiastic about the opportunities opened up by extended life, but even he observes, 'If people live much longer, the proportion of children would, of course, be very small. It strikes me that it might feel rather claustrophobic: all those middle-aged people and very few children or young people.'

The philosopher John Polkinghorne emphasises that any discussion of the merits of life-extending therapies must take into account the quality of the life that is lived: 'One would not wish to prolong life beyond the point it had ceased to be creative and fulfilling and meaningful,' he says. 'Presumably, there would have to come a point at which life ceased to be creative and became just repetition. Clearly, there are only so many rounds of golf one would want to play.'

But Polkinghorne, a member of the Human Genetics Commission, also observes that so far our experience of extended life-expectancy has not resulted in world-weariness. Throughout the last century, life-expectancy rose consistently, thanks to improved diet, better hygiene, continuous medical innovation and the provision of free or subsidised healthcare. In 1952 the Queen sent out 225 telegrams to people on their 100th birthday; in 1996 she sent out 5218. 'Consider also, the lives of our Roman and Anglo-Saxon ancestors' he says. By and large, the doubling of human lifespan we have seen since then has not been a bad thing. Life has not become frustrating and boring. For example, we now live to see our children's children, and this is good.'

Questions 1-5

Do the following statements agree with the views of the writer in the Reading Passage? Write:

YES *if the statement agrees with the views of the writer.*

NO *if the statement contradicts what the writer thinks.*

**NOT
GIVEN** *if it is impossible to know what the writer's point of view is.*

- 1) Scientific predictions about how much it will be possible to lengthen human life vary greatly.
- 2) Research into extending life involves both new drugs and changes to genes.
- 3) Scientific experiments have not succeeded in making any animals live longer.
- 4) Most people in the future will decide not to have children.
- 5) Life expectancy has improved partly because people eat better.

Questions 6-9

Look at the following names of people or organisations (Questions 6-9) and the list of opinions (A-F). Match each name with the opinion which the person or organisation expressed.

NB There are more opinions than names, so you will not use them all.

A Increases in longevity may cause unwelcome changes in society.

B People will live longer but become tired of life.

C Past experience shows that people do not lose interest in life as a result of living longer.

D There is no scientific proof that any drug can prolong human life expectancy.

E One medicine we are developing may have a welcome benefit apart from its original purpose.

F Using drugs to treat the diseases of old age is only the beginning.

6) Eukarion

7) Rich Miller

8) David Gems

9) John Polkinghorne

Question 10

Which **TWO** of the following are characteristics of free radicals?
Choose **TWO** letters A-E.

A They are a partial cause of certain diseases.

B They escape into the atmosphere when we breathe.

C They are present in two vitamins.

D They harm our body chemistry.

E They are produced by our bodies.

Questions 11-14

Complete the following summary of the scientific progress towards extending life expectancy.
Choose your answers from the box below the summary.

NB There are more words than spaces, so you will not use them all.

In one experiment using anti-ageing chemicals, the life of **(11)** was extended by half. **(12)**..... like the ones which control the ageing process in these animals have also been found in other species. Unfortunately, however, experiments on **(13)** have been less successful: while they live longer, the **(14)** controlling their growth are also affected with the result that they grow less.

A chemicals

B earthworms

C fruit flies

D genes

E hormones

F human beings

G mice

H organisms

Answers

- 1) Scientific predictions about how much it will be possible to lengthen human life vary greatly. **YES**
- 2) Research into extending life involves both new drugs and changes to genes. **YES**
- 3) Scientific experiments have not succeeded in making any animals live longer. **NO**
- 4) Most people in the future will decide not to have children. **NOT GIVEN**
- 5) Life expectancy has improved partly because people eat better. **YES**
- 6) Eukarion **E**
- 7) Rich Miller **D**
- 8) David Gems **A**
- 9) John Polkinghorne **C**
- 10) **A; D**

In one experiment using anti-ageing chemicals, the life of **(11) earthworms** was extended by half. **(12) Genes** like the ones which control the ageing process in these animals have also been found in other species. Unfortunately, however, experiments on **(13) mice** have been less successful: while they live longer, the **(14) hormones** controlling their growth are also affected with the result that they grow less.

Reading Passage – 15

William Kamkwamba



In 2002, William Kamkwamba had to drop out of school, as his father, a maize and tobacco farmer, could no longer afford his school fees. But despite this setback, William was determined to get his education. He began visiting a local library that had just opened in his old primary school, where he discovered a tattered science book. With only a rudimentary grasp of English, he taught himself basic physics - mainly by studying photos and diagrams. Another book he found there featured windmills on the cover and inspired him to try and build his own.

He started by constructing a small model. Then, with the help of a cousin and friend, he spent many weeks searching scrap yards and found old tractor fans, shock absorbers, plastic pipe and bicycle parts, which he used to build the real thing.

For windmill blades, William cut some bath pipe in two lengthwise, then heated the pieces over hot coals to press the curled edges flat. To bore holes into the blades, he stuck a nail through half a corn cob, heated the metal red and twisted it through the blades. It took three hours to repeatedly heat the nail and bore the holes. He attached the blades to a tractor fan using proper nuts and bolts and then to the back axle of a bicycle. Electricity was generated through the bicycle dynamo. When the wind blew the blades, the bike chain spun the bike wheel, which charged the dynamo and sent a current through wire to his house.

What he had built was a crude machine that produced 12 volts and powered four lights. When it was all done, the windmill's wingspan measured more than eight feet and sat on top of a rickety tower 15 feet tall that swayed violently in strong gales. He eventually replaced the tower with a sturdier one that stands 39 feet, and built a second machine that watered a family garden.

The windmill brought William Kamkwamba instant local fame, but despite his accomplishment, he was still unable to return to school. However, news of his *magetsi a mphopo* - electric wind - spread beyond Malawi, and eventually things began to change. An education official, who had heard news of the windmill, came to visit his village and was amazed to learn that William had

been out of school for five years. He arranged for him to attend secondary school at the government's expense and brought journalists to the farm to see the windmill. Then a story published in the *Malawi Daily Mail* caught the attention of bloggers, which in turn caught the attention of organisers for the Technology Entertainment and Design conference.

In 2007, William spoke at the TED Global conference in Tanzania and got a standing ovation. Businessmen stepped forward with offers to fund his education and projects, and with money donated by them, he was able to put his cousin and several friends back into school and pay for some medical needs of his family. With the donation, he also drilled a borehole for a well and water pump in his village and installed drip irrigation in his father's fields.

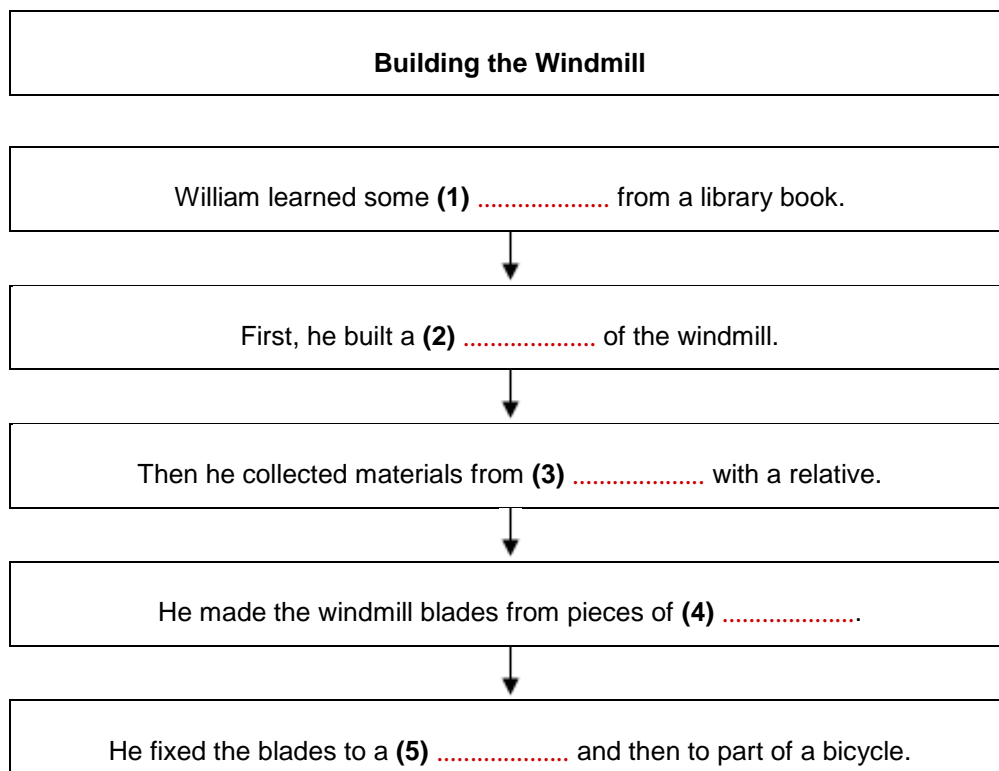
The water pump has allowed his family to expand its crops. They have abandoned tobacco and now grow maize, beans, soybeans, potatoes and peanuts. The windmills have also brought big lifestyle and health changes to the other villagers. 'The village has changed a lot,' William says. 'Now, the time that they would have spent going to fetch water, they are using for doing other things. And also the water they are drinking is clean water, so there is less disease.' The villagers have also stopped using kerosene and can use the money previously spent on fuel to buy other things.

William Kamkwamba's example has inspired other children in the village to pursue science. William says they now see that if they put their mind to something, they can achieve it. 'It has changed the way people think,' he says.

Questions 1-5

Complete the flow chart below.

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





He raised the blades on a tower.

Questions 6-10

Do the following statements agree with the information given in the Reading Passage.

In boxes **6-10** on your answer sheet, write

TRUE if the statement is true according to the passage

FALSE if the statement is false according to the passage

NOT GIVEN if the information is not given in the passage

- 6) William used the electricity he created for village transport.
- 7) At first, William's achievement was ignored by local people.
- 8) Journalists from other countries visited William's farm.
- 9) William used money he received to improve water supplies in his village.
- 10) The health of the villagers has improved since the windmill was built.

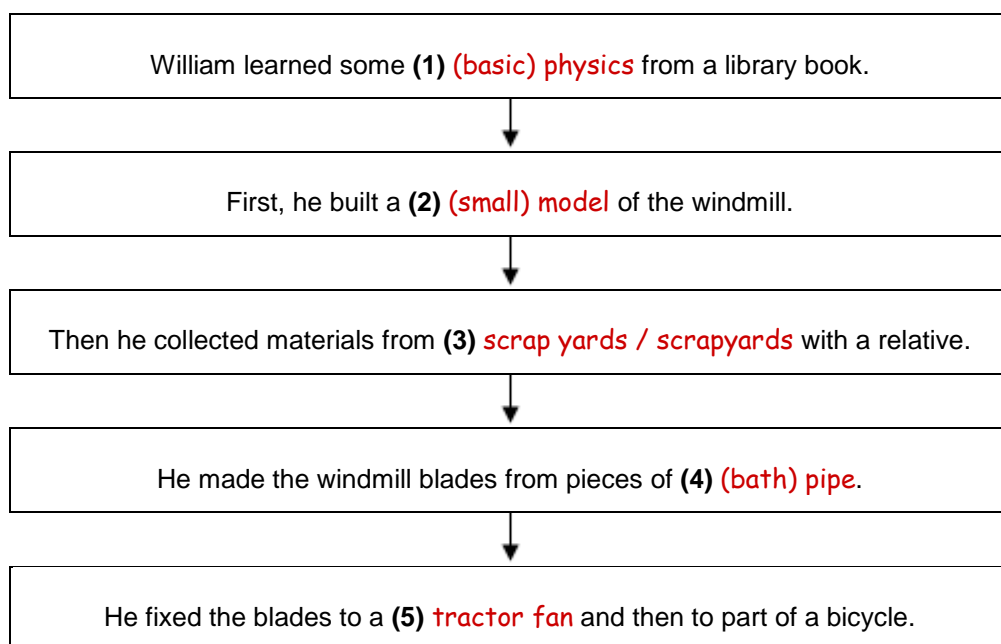
Questions 11-13

Answer the questions below.

Use **NO MORE THAN ONE WORD** and/or a **NUMBER** from the passage for each answer.

- 11) How tall was the final tower that William built?
- 12) What did the villagers use for fuel before the windmill was built?
- 13) What school subject has become more popular in William's village?

Answers



- 6) William used the electricity he created for village transport. FALSE
- 7) At first, William's achievement was ignored by local people. FALSE
- 8) Journalists from other countries visited William's farm. NOT GIVEN
- 9) William used money he received to improve water supplies in his village. TRUE
- 10) The health of the villagers has improved since the windmill was built. TRUE
- 11) How tall was the final tower that William built? 39 feet
- 12) What did the villagers use for fuel before the windmill was built? kerosene
- 13) What school subject has become more popular in William's village? science

Reading Passage - 16

Questions 1-4

A

Canterbury swim School

15 Watmer Close Canterbury Tel 712465

Swimming Lessons

Beginners – Children with water confidence

Intermediate (5m) – for children able to swim 5m front and back

Intermediate (10m) – for children able to swim 10m in 3 strokes

Free trial lesson. Then £15 per lesson.

All classes run for 8 weeks

Courses commence Wednesday 24th August

B

RIDE THAT BIKE

Now is the time to go for that
FULL MOTORCYCLE LICENCE

We offer training to the highest standard.

We provide everything you need including a motorcycle!

Pay for one course and

you will be training until you pass.

Cost £250 (£225 if paid in advance)

Advanced driving lessons (Fees on request)

Channel Rider Training

01303 892966

C

Take driving lessons In YOUR OWN CAR

Intensive courses available

Hours to suit you and your ability.

Lessons 7 days a week in

Faversham,

Herne Bay, Whitstable, Canterbury

and surrounding area.

Registered Instructors.

Quality instruction at reasonable cost.

Fees on request.

D

HIGH ELMS SCHOOL OF RIDING

01227 713324

Riding lessons for every age & standard

All riding equipment provided

Open 7 days a week 8.30 am - 6.30 pm

Friendly qualified tuition

PROGRAMME

Aug 1 - 5 Beginners' courses

Aug 8 -
12 Summer school

Aug 22 - Stable management and riding
26 course

Aug 18,
23, 26 Picnic rides

We promise to build confidence and increase expertise
Please call any time for further details

Windtek Windsurfing School

Take surfing lessons off Chesil Beach. Courses available for all levels.
We use the latest training techniques and we will demonstrate how to get the best out of your equipment.

Introduction to Windsurfing – One day course – Basic skills	£50
Coaching – Weekends only – Individual tuition	£20/hour
Two-hour Improvers' Course – Experienced Surfers only – Groups of three students	£25

All courses must be paid for on booking. Equipment not provided. Phone **01305787900**

Questions 5-8

FIRE EXTINGUISHERS AND THEIR USES

RED

Use on paper, wood, textiles.
Do not use on electrical equipment or flammable liquids.

BLUE

Use on any small fire.

CREAM

Use on flammable liquids and vehicle fires as well as paper, wood, textiles.

BLACK

Use on electrical equipment as well as flammable liquids and gases.

Questions 9-14

Hours of Work

There are no prescribed hours of attendance for office managers. The main office hours comprise a 37½ hour week worked from 8.30 am to 5.00 pm on Monday to Friday, with one hour for lunch. All sections work a flexitime scheme of attendance which features core hours from 9.30 am to 4.00 pm with a lunch break of between 30 minutes and two hours' duration, with the opportunity to work from 7.30 am to 6.00 pm daily, at which time the premises are locked. Office managers do not qualify for overtime rates for any additional hours worked, but time off may be taken for any hours required to be worked at weekends.

In one calendar year, a total of 5 weeks' holiday may be taken. Staff are reminded that they may not take more than two consecutive weeks of holiday.

Questions 1-4

Look at the five advertisements, **A-E**, in Reading Comprehension 10.

Answer the questions below by writing the correct letters, **A-E**, in boxes 1-4 on your answer sheet.

- 1) Which **TWO** advertisements mention entry requirements?
- 2) Which **TWO** advertisements say what you will have achieved by completing the course?
- 3) Which **TWO** advertisements mention being run by professionally trained teachers?
- 4) Which advertisement indicates that it doesn't matter how old you are?

Questions 5-8

Classify the types of extinguishers which should be used on fires in the following situations.

Answer the questions below by writing the correct letters, **A-E**, in boxes 5-8 on your answer sheet.

Write **A** if only cream or black should be used

B if only cream or red should be used

C if only blue or black should be used

D if only cream, red or blue should be used

E if only red or black should be used

Write the correct letter, A-E, in boxes 5-8 on your answer sheet.

NB You may use any letter more than once.

- 5) a plug in its socket
- 6) a large industrial oil spill
- 7) a frying pan of cooking oil on an electric cooker
- 8) the edge of a curtain

Questions 9-14

Do the following statements agree with the information given in **Reading Passage 10**.

In boxes 9-14 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

- 9) Office managers must work from 8.30 am to 5 pm with one hour for lunch.
- 10) All employees must work between 9.30 am and 4 pm, except for lunch time.
- 11) The building shuts at 5 pm.
- 12) All employees who are not office managers are paid overtime if they work later than 5 pm.
- 13) Office managers are paid extra money for working at weekends.
- 14) It is possible to have a two-week holiday in summer and a two-week holiday in winter.

Answers

- 1) Which **TWO** advertisements mention entry requirements? **A (and) E**
- 2) Which **TWO** advertisements say what you will have achieved by completing the course? **B (and) D**
- 3) Which **TWO** advertisements mention being run by professionally trained teachers? **C (and) D**
- 4) Which advertisement indicates that it doesn't matter how old you are? **D**
- 5) a plug in its socket **C**
- 6) a large industrial oil spill **A**
- 7) a frying pan of cooking oil on an electric cooker **C**
- 8) the edge of a curtain **D**
- 9) Office managers must work from 8.30 am to 5 pm with one hour for lunch. **FALSE**
- 10) All employees must work between 9.30 am and 4 pm, except for lunch time. **TRUE**
- 11) The building shuts at 5 pm. **FALSE**
- 12) All employees who are not office managers are paid overtime if they work later than 5 pm. **NOT GIVEN**
- 13) Office managers are paid extra money for working at weekends. **FALSE**
- 14) It is possible to have a two-week holiday in summer and a two-week holiday in winter. **TRUE**

Reading Passage – 17



Domestic travel

Have you ever travelled to another part of your country and stayed for a few days? Travel within one's own country is popular throughout the world. And, according to a survey carried out in Australia in 2002, travellers are tending to spend more and more money on their holidays.

The Domestic Tourism Expenditure Survey showed that domestic travellers – those travelling within the country – injected \$23 billion into the Australian economy in 2002. As a result, domestic tourism became the mainstay of the industry, accounting for 75 per cent of total tourism expenditure in Australia. International tourism, on the other hand, added \$7 billion to the economy. Overall, in present dollar terms, Australians spent \$7 billion more on domestic tourism in 2002 than they did when the first survey of tourist spending was completed in 1991.

Thus, tourism has become one of Australia's largest industries. The combined tourist industry now accounts for about 5 per cent of the nation's gross domestic product, compared with agriculture at 4.3 per cent and manufacturing at 8 per cent. Tourism is therefore an important earner for both companies and individuals in a wide range of industries. For example, the transport industry benefits from the extra money poured into it. Hotels spring up in resort areas to provide accommodation, and the catering industry gains as tourists spend money in restaurants. The retail sector benefits as well, as many tourists use their holidays to shop for clothes, accessories and souvenirs.

In most countries, the land is divided into different political areas. Australia is divided into six states and two territories. Since people travel for different reasons, there are significant differences in the length of time people stay in different locations and in the amount they spend while there.

In 2002, Australian residents spent \$8.4 billion on day trips and almost twice that amount on trips involving at least one night away from home. In that year, a total of 45 million overnight trips were made in Australia. Of these, 14.9 million were spent in New South Wales, 10.3 million were spent in Queensland, and 9.2 million were spent in Victoria. Fewer nights were spent in the other states, with 3.7 million in South Australia, 1.5 million in Tasmania and 5 million in Western Australia. Despite the popularity of destinations such as Ayers Rock and Kakadu National Park, only 0.4 million overnight stays were recorded in the Northern Territory.

New South Wales, Queensland and Victoria attracted the greatest tourism revenue, with \$5.2 billion, \$5.1 billion and \$3.3 billion spent there respectively. The average expenditure for trips was \$395 per person, with accommodation the biggest expenditure, followed by meals and fuel. The survey also showed that costs were higher for inter-state travellers, who each spent an average of \$812 per trip compared with \$255 for those who travelled within one state. Trips to the Northern Territory were the most expensive, followed by Queensland, with South Australia and Victoria the least.

Comparing the costs of trips for different purposes, the survey found that business trips were the most expensive because they were more likely to involve stays in commercial accommodation. Trips taken for educational reasons – to visit universities, museums etc. – were also expensive, especially as they usually required inter-state plane tickets. Family holidays lay in the medium range, with transport and fares contributing to the cost, but adventure parks the major expense. But while visits to friends and relatives were the least expensive – due to lower accommodation, food and transport costs – these travellers spent most on shopping.

The survey also estimates that Australians made 253 million day trips in 2002, visiting parks, beaches and city attractions. The largest expenses were petrol costs (averaging \$10 per day trip), followed by meals, souvenirs and entry fees. Day trips tended to cost the most in the Northern Territory, while South Australia was the cheapest. Overall, the survey found that men travelling alone spent more than any tourist group. In particular, men spent more on transport and meals. Women travelling alone spent the most on clothes, while souvenirs were bought more often by families than by other tourists.

The challenge for the tourism industry now is to encourage Australians to continue spending money on travel and, if possible, to increase the amount they spend.

Questions 1-3

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 1-3 on your answer sheet.

Industries that benefit from tourism
transport
1)
2)
3)

Questions 4-7

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **4-7** on your answer sheet..

4) The state or territory in which the highest number of overnight trips was made was

5) The state or territory in which the lowest number of overnight trips was made was

6) People travelling from state to state spent more than those travelling

7) The TWO cheapest states or territories to travel to were and

Questions 8-11

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **8-11** on your answer sheet.

Major expenses for different trips

Purpose of trip	Major expense
business	accommodation
education	8)
family holiday	9)
visiting relatives	10)
day trips	11)

Questions 12 and 13

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 12 and 13 on your answer sheet..

12) The category of people who spent the most on travel in Australia in 2002 were

13) The category who spent the most on souvenirs were

Answers

1) accommodation / hotels
2) catering / restaurants
3) retail

4) The state or territory in which the highest number of overnight trips was made was **New South Wales**.

5) The state or territory in which the lowest number of overnight trips was made was **(the) Northern Territory**.

6) People travelling from state to state spent more than those travelling **within one state**.

7) The TWO cheapest states or territories to travel to were **South Australia** and **Victoria**.

education	8) (inter-state) plane tickets
family holiday	9) adventure parks
visiting relatives	10) shopping
day trips	11) (petrol) costs

12) The category of people who spent the most on travel in Australia in 2002 were **men (travelling/travelling alone)**.

13) The category who spent the most on souvenirs were **families**.

Reading Passage – 18



Advice for Employees

Safe computer use

Most people suffer no ill-effects from using VDUs (Visual Display Units) as they don't give out harmful levels of radiation and rarely cause any kind of skin complaint. If you do suffer ill-effects, it may be because of the way you're using the computer and this can be avoided by well-designed workstations. When working at a VDU, make sure you keep a good posture and that your eyes are level with the screen.

Under health and safety regulations your employer should look at VDU workstations, and reduce any risks by supplying any equipment considered necessary (e.g. a wrist rest). They should also provide health and safety training. This also applies if you're working at home as an employee and using a VDU for a long period of time. There is no legal limit to how long you should work at a VDU, but under health and safety regulations you have the right to breaks from work using a VDU. This doesn't have to be a rest break, just a different type of work. Guidance from the Health and Safety Executive (HSE) suggests it's better to take frequent short breaks but if your job means spending long periods at a VDU, for example as in the case of data input, then longer breaks from your workstation should be introduced.

If you're disabled, your employer's duty to make reasonable adjustments for you may mean that they will provide you with special computer equipment. You can also get advice and maybe help with paying for equipment from the local job centre. Studies haven't shown a link between VDU use and damage to eyesight, but if you feel that using a VDU screen is making your eyes tired, tell your employee safety representative. You have the right to a free eyesight test if you use a VDU a lot during work hours. If you're prescribed glasses your company must pay for them, provided they're required in your job.

If you have any health problems you think may be caused by your VDU, contact your line manager. He/she has a duty to consult you on health and safety issues that affect you, and should welcome early reporting of any issue.

Questions 1-6

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **1-6** on your answer sheet.

- 1) It is unusual to get a as a result of using computers.
- 2) Employers may be required to provide you with items such as a to use while at work.
- 3) If your job involves tasks such as, the advice from the HSE may not apply.
- 4) Financial assistance in the case of special requirements may be available from the
- 5) The company is obliged to cover the cost of if you need them while working.
- 6) Any concerns about the effect of using a VDU on your general well-being should be reported to.....



Flight Attendants – Recruitment and Training Process

Recruitment

The position of Flight Attendant is one of prestige and immense responsibility. Recruitment is conducted according to operational demands and there can be periods of up to 12 months where no new intake is required. However, applications are always welcomed.

After you submit your initial application online, the Kiwi Air HR Services Team review the details you have provided. Candidates whose details closely match the requirements of the position are then contacted via email advising that their application has progressed to the next stage of the recruitment process. Potential candidates are then asked to attend a Walk-In Day. This could occur several weeks or months after the original application has been submitted depending on current needs.

The Walk-In Day consists of a brief presentation about the role and a short interview. Candidates who are successful on the Walk-In Day are notified within 10 days and invited to attend an Assessment Centre. Please note that candidates are required to pass a swimming test before attending the Assessment Centre. At the Assessment Centre, candidates attend an interview as well as participating in a number of assessments. Verbal references are then requested, and candidates attend a medical check.

At times, there may not be a need to recruit for Flight Attendant positions. However, the company continuously maintains a 'recruitment pool' of those who have completed the Assessment Centre stage. These candidates are contacted when a need for Flight Attendants is established, and attend a full interview before a decision is made on whether to extend an offer of employment.

Due to the volume of applications received, Kiwi Air is not able to offer verbal feedback to candidates at any stage of the recruitment process. Unsuccessful candidates may reapply at any time after 12 months from the date at which their applications are declined.

Training

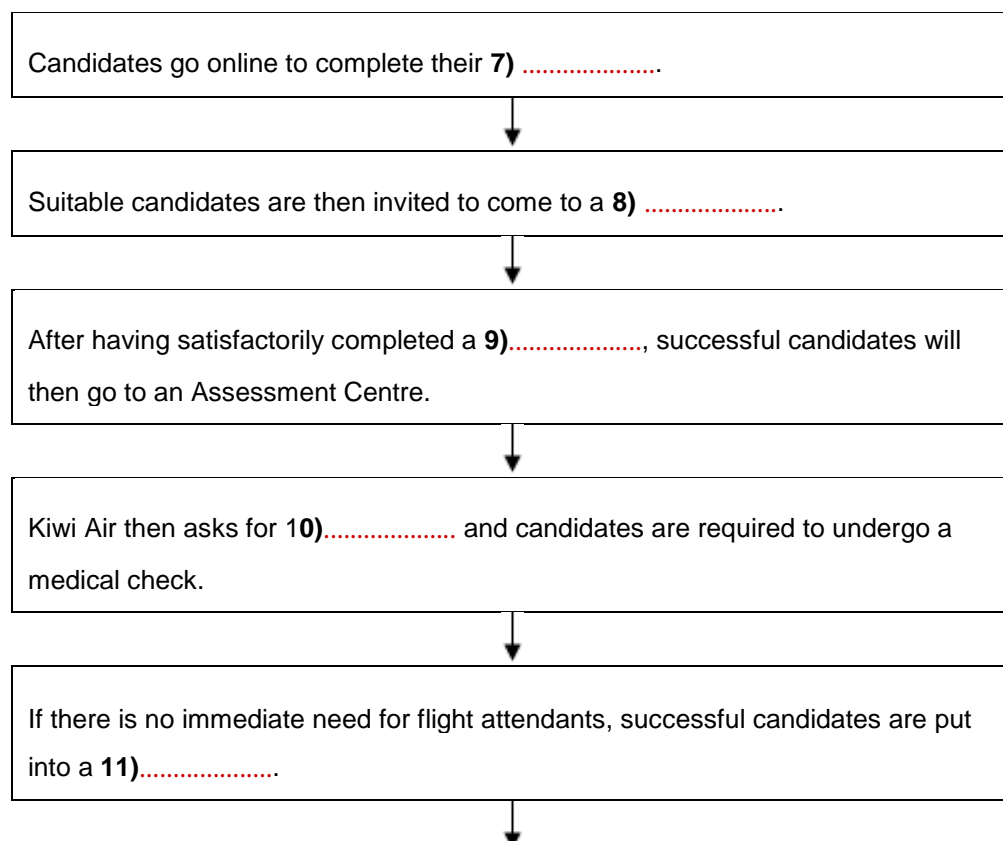
Upon being offered a role as a trainee Flight Attendant, a 5-week training course is undertaken at our Inflight Services Training Centre in Auckland. This covers emergency procedures, customer care and service delivery, and equipment knowledge. To successfully complete the course, high standards must be attained and maintained in all subjects.

Questions 7-13

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

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



When the need arises, these candidates will then be given a **12)**....., after which they may be offered a job.



On starting the job, a 5-week training programme is given which includes how to look after passengers and what to do in an **13)**.....

Answers

- 1) It is unusual to get a **skin complaint** as a result of using computers.
- 2) Employers may be required to provide you with items such as a **wrist rest** to use while at work.
- 3) If your job involves tasks such as **data input**, the advice from the HSE may not apply.
- 4) Financial assistance in the case of special requirements may be available from the **(local) job centre**.
- 5) The company is obliged to cover the cost of **(your) glasses** if you need them while working.
- 6) Any concerns about the effect of using a VDU on your general well-being should be reported to **your line manager**.

Candidates go online to complete their **(initial) application(s)**.



Suitable candidates are then invited to come to a **Walk-In Day**.



After having satisfactorily completed a **swimming test**, successful candidates will then go to an Assessment Centre.



Kiwi Air then asks for **verbal references** and candidates are required to undergo a medical check.



If there is no immediate need for flight attendants, successful candidates are put into a **recruitment pool**.



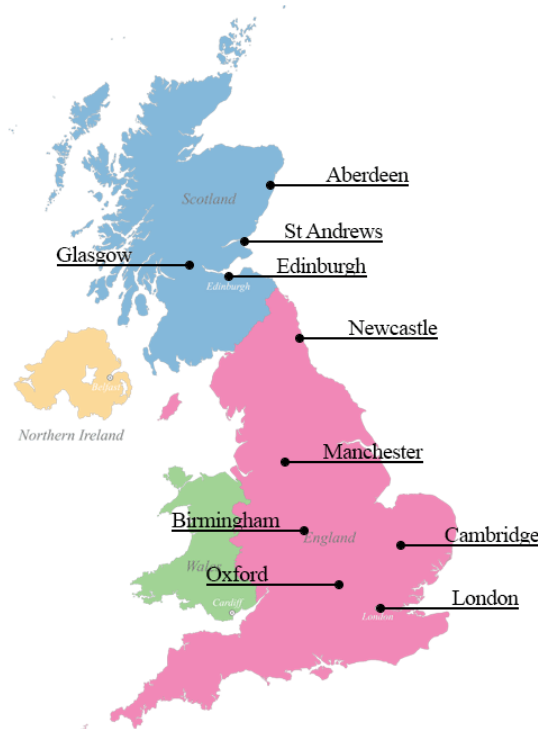
When the need arises, these candidates will then be given a **full interview**, after which they may be offered a job.



On starting the job, a 5-week training programme is given which includes how to look after passengers and what to do in an **emergency**.

Reading Passage – 19

Universities in Britain



A) Today in Britain there are 124 state universities, but only one private university - the University of Buckingham. Before the 19th century there were only six universities: Oxford, Cambridge, Aberdeen, Edinburgh, Glasgow and St Andrews. Universities were usually linked to the Church and were established between the 13th and 15th centuries. They often have good reputations, beautiful old buildings, traditions and usually offer a wide range of courses.

B) A number of universities were established in the 19th and early 20th centuries as a result of the industrial revolution and they began training highly skilled people for industry. These universities were generally established in major industrial centres such as Birmingham, Manchester, Newcastle and other big cities. Sometimes called modern or civic universities, these universities have the advantage of well-established libraries, academic specialities and accommodation that is close to campus. These universities are often able to provide accommodation for all first year students.

C) A number of new universities were established in the 1960s when children born after World War 2 entered the higher education system. The government decided to expand higher education to educate these students. The advantage of these universities is that they are well planned and most of the living and teaching facilities are on campus.

D) Before 1992, higher education in the UK was split into polytechnics and universities. The polytechnics provided skilled people for the industries situated in their region - they focused on vocational and professional subjects. For many years, polytechnics didn't have the same influence as universities. However, by 1992, educational standards in polytechnics were as good as universities and many became universities. Many of these universities also offer diploma courses.

E) These universities are made of several smaller colleges which come together to form a single university under a senate committee. There are only seven of these institutions in the UK - London University, Oxford and Cambridge are examples. Specialist colleges offer a range of courses in one discipline - for example agriculture, music, design or medicine. Some of these colleges may only offer postgraduate programmes. These colleges are usually small, with a limited number of students.

F) Universities have different locations. The older universities often have teaching facilities and student accommodation situated close together. Students in these usually socialise in a particular part of the city and there is a strong sense of community despite being in a large city. Some city campuses are situated on the outskirts of the city. These very often have the space to provide sports facilities and accommodation. They are also close enough to the city for students to enjoy city life. Some universities, notably Oxford and Cambridge, have a collegiate structure - that is, students are members of colleges within the university. These colleges are the centre of social life and academic life. Academic staff usually live at the college, and students and staff enjoy easy relationships.

Questions 1-6

The Reading Passage has six paragraphs **A–F**.

Choose the correct heading for each paragraph i.e. **A - F** from the list of headings below.

List of Phrases

i Campus types

ii Old universities

iii Universities during the industrial revolution

iv University colleges

v Rising standards in higher education

vi The second expansion

vii Former polytechnics

1) Section A

2) Section B

3) Section C

4) Section D

5) Section E

6) Section F

Questions 7-10

Answer the questions below with words taken from the Reading Passage 13.

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

- 7) Why were several universities established during the 19th and 20th centuries?
- 8) What did the government decide to do in the 1960s?
- 9) What qualification do many former polytechnics provide?
- 10) What are colleges the centre of?

Questions 11-16

Classify the following descriptions as referring to

OU (old universities)

CU (civic universities)

NU (new universities)

FP (former polytechnics)

UC (university colleges)

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

- 11) have accommodation and educational facilities on campus.
- 12) provide various courses on a single subject.
- 13) have lecturers and students living in the same place.
- 14) were linked to religious institutions.
- 15) were built in growing cities.
- 16) offer diploma courses.

Answers

- 1) Section A ii
- 2) Section B iii
- 3) Section C vi
- 4) Section D vii
- 5) Section E iv
- 6) Section F i
- 7) Why were several universities established during the 19th and 20th centuries? the industrial revolution
- 8) What did the government decide to do in the 1960s? expand higher education
- 9) What qualification do many former polytechnics provide? vocational and professional
- 10) What are colleges the centre of? social life/academic life
- 11) have accommodation and educational facilities on campus. NU
- 12) provide various courses on a single subject. UC
- 13) have lecturers and students living in the same place. OU
- 14) were linked to religious institutions. OU
- 15) were built in growing cities. CU
- 16) offer diploma courses. FP

Reading Passage – 20

Some places to visit

A. Beautiful **Kingsley House** was built in the 18th century, and all the rooms are decorated and furnished in the style of the time. They include the dining room, study and dressing room, which contains a display of 18th-century ladies' clothing. Our volunteer guides in each room bring the house to life with stories of the past.

B. The **Africa Museum** was founded 50 years ago, and to commemorate the event, we have chosen 50 treasures from the permanent collection and put them together to tell the fascinating story of that continent. This exhibition continues until the end of the year. The Folk Art Gallery opens to the public next month, exhibiting traditional paintings and other objects from all over Africa.

C. From the outside, **17 Mansfield Street** may not look particularly exciting, but come inside, and you'll find yourself in a historic building that started life as a theatre, before becoming a bank and then a restaurant, which is still in operation. On Sundays and Mondays, when the restaurant is closed, a guide is available to show you round the building and its fascinating architectural features.

D. The **Industrial Heritage Centre** tells the fascinating story of a local family firm. Mr John Carroll started his engineering business in this building exactly 150 years ago. The firm closed in 1969, but the factory has been re-created, with machines like those that Mr Carroll was familiar with. See what working life could be like in the 19th century, a life far removed from the elegance of the wealthy.

E. The **Fashion Museum** has only just opened. It is home to an outstanding collection of more than 30,000 objects worn by men, women and children, dating from the 17th century to the present day. You'll see how people used to dress! As well as the permanent exhibits, you can currently see *Dressing the Stars*, which displays original costumes worn by the stars of many popular films.

F. Having spent the best part of two years being refurbished, the **Mason Museum** has recently opened its doors again. It provides a magnificent setting for its art collection and for the beautiful 18th-century furniture for which the Mason is famous. Open Mondays to Fridays 10-4, and weekends 10-6.

Questions 1-8

The text above has six descriptions of places to visit in the same city, **A-F**.

Which description mentions the following information?

*Write the correct letter, **A-F**, in boxes 1-8 on your answer sheet.*

NB You may use any answer more than once.

- 1) clothes that well-known people have worn
- 2) a display that cannot be seen yet
- 3) people who talk in an entertaining way
- 4) the museum having just reopened
- 5) a building that has changed its function several times
- 6) furniture of the same kind that was used when the building was new
- 7) being open for tours on certain days of the week
- 8) a special event to mark an anniversary

LearnEnglish courses

LearnEnglish courses are a great way to learn, because they're so flexible. All our courses are taken online using a computer, so you can work through the course at your own speed, and go back to any session whenever you want to. For some courses there are workbooks, in addition to the computer course, to provide extra written practice.

We offer hundreds of courses in a whole range of subjects from reading, writing and maths to business and management. Many of these are specially designed for people whose first language isn't English.

Step one: have a chat with a friendly member of staff in one of our 1,500 LearnEnglish centres around the country. They can advise you on the most suitable course. They'll also work out whether you qualify for funding, so that you won't have to pay the full fee for the course.

You might want to try a taster lesson first. This is a single computer session in any subject of your choice, and it will show you what learning with LearnEnglish is like.

When you've made your final decision, step two is to register on your course. Once you've done this, a staff member will show you how to get started, whether you're using a computer at home, at work or at a LearnEnglish centre.

That's all you need to do! When you start your course, you can contact your LearnEnglish centre by phone (we're open during normal office hours) or email if you need help.

Questions 9-14

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

In boxes 9-14 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

- 9) You can work through parts of a course more than once.
- 10) The number of courses offered by LearnEnglish has increased enormously.
- 11) Many staff members have worked through a LearnEnglish course themselves.
- 12) You may have to pay to take a LearnEnglish course.
- 13) Everybody takes the same taster lesson.
- 14) LearnEnglish centres are open seven days a week.

Answers

- 1) clothes that well-known people have worn **E**
- 2) a display that cannot be seen yet **B**
- 3) people who talk in an entertaining way **A**
- 4) the museum having just reopened **F**
- 5) a building that has changed its function several times **C**
- 6) furniture of the same kind that was used when the building was new **A**
- 7) being open for tours on certain days of the week **C**
- 8) a special event to mark an anniversary **B**
- 9) You can work through parts of a course more than once. **TRUE**
- 10) The number of courses offered by LearnEnglish has increased enormously. **NOT GIVEN**
- 11) Many staff members have worked through a LearnEnglish course themselves. **NOT GIVEN**
- 12) You may have to pay to take a LearnEnglish course. **TRUE**
- 13) Everybody takes the same taster lesson. **FALSE**
- 14) LearnEnglish centres are open seven days a week. **FALSE**

Reading Passage – 21

Employment in Japan

A. Every autumn, when recruitment of new graduates and school leavers begins, major cities in Japan are flooded with students hunting for a job. Wearing suits for the first time, they run from one interview to another. The season is crucial for many students, as their whole lives may be determined during this period.

B. In Japan, lifetime employment is commonly practised by large companies. While people working in small companies and those working for sub-contractors do not in general enjoy the advantages conferred by the large companies, there is a general expectation that employees will in fact remain more or less permanently in the same job.

C. Unlike in many Western countries where companies employ people whose skills can be effective immediately, Japanese companies select applicants with potential who can be trained to become suitable employees. For this reason, recruiting employees is an important exercise for companies, as they invest a lot of time and money in training new staff. This is basically true both for factory workers and for professionals. Professionals who have studied subjects which are of immediate use in the workplace, such as industrial engineers, are very often placed in factories and transferred from one section to another. By gaining experience in several different areas and by working in close contact with workers, the engineers are believed, in the long run, to become more effective members of the company. Workers too feel more involved by working with professionals and by being allowed to voice their opinions. Loyalty is believed to be cultivated in this type of egalitarian working environment.

D. Because of this system of training employees to be all-rounders, mobility between companies is low. Wages are set according to educational background or initial field of employment, ordinary graduates being employed in administration, engineers in engineering and design departments and so on. Both promotions and wage increases tend to be tied to seniority, though some differences may arise later on as a result of ability and business performance. Wages are paid monthly, and the net sum, after the deduction of tax, is usually paid directly into a bank account. As well as salary, a bonus is usually paid twice a year. This is a custom that dates back to the time when employers gave special allowances so that employees could properly celebrate bon, a Buddhist festival held in mid-July in Tokyo, but on other dates in other regions. The festival is held to appease the souls of ancestors. The second bonus is distributed at New Year. Recently, bonuses have also been offered as a way of allowing workers a share in the profits that their hard work has gained.

E. Many female graduates complain that they are not given equal training and equal opportunity in comparison to male graduates. Japanese companies generally believe that female employees will eventually leave to get married and have children. It is also true that, as well as the still-existing belief among women themselves that nothing should stand in the way of child-

rearing, the extended hours of work often do not allow women to continue their careers after marriage.

F. Disappointed career-minded female graduates often opt to work for foreign firms. Since most male graduates prefer to join Japanese firms with their guaranteed security, foreign firms are often keen to employ female graduates as their potential tends to be greater than that of male applicants.

G. Some men, however, do leave their companies in spite of future prospects, one reason being to take over the family business. The eldest sons in families that own family companies or businesses such as stores are normally expected to take over the business when their parents retire. It is therefore quite common to see a businessman, on succeeding to his parents' business, completely change his professional direction by becoming, for example, a shopkeeper.

H. On the job, working relationships tend to be very close because of the long hours of work and years of service in common. Social life in fact is frequently based on the workplace. Restaurants and *nomi-ya*, "pubs", are always crowded at night with people enjoying an evening out with their colleagues. Many companies organise trips and sports days for their employees. Senior staff often play the role of mentor. This may mean becoming involved in the lives of junior staff in such things as marriage and the children's education.

I. The average age of retirement is between 55 and 60. For most Westerners, retirement may be an eagerly awaited time to undertake such things as travel and hobbies. Many Japanese, however, simply cannot get used to the freedom of retirement and they look for ways of constructively using their time. Many look for new jobs, feeling that if they do not work they will be abandoned by society. This has recently led to the development in some municipalities of municipal job centres which advertise casual work such as cleaning and lawn mowing. Given that Japan is facing the problem of an increasingly ageing society, such activities may be vital in the future.

Questions 1-9

The Reading Passage has nine paragraphs **A–I**.

Choose the correct heading for each paragraph i.e. **A - I** from the list of headings below.

List of Phrases

- i how new employees are used in a company
- ii women and Japanese companies
- iii why men sometimes resign from Japanese companies
- iv permanency in employment in Japan
- v recruiting season: who, when and where
- vi the social aspect of work
- vii the salary structure
- viii the recruitment strategy of foreign firms
- ix Japanese people after retirement

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

Questions 10-12

Complete the sentences below with words taken from the reading passage. Use **NO MORE THAN THREE WORDS** for each answer.

10) Japanese employers believe that moving professionals within companies and listening to workers' views leads to

11) Employees receive their wages monthly and a bonus

12) Japanese workers often form close personal relationships and older staff may even become a..... to junior staff.

Questions 13-15

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

13) Company training in Japan

- A is not important
- B is for factory workers only
- C is for professionals only
- D is for all staff

14) Foreign firms are keen to employ Japanese women because

- A the women are more intelligent than men
- B the women that apply are more capable than the men that apply
- C the women will be only short-term employees
- D the women prefer guaranteed security

15) Japanese people continue to work after retirement because

- A they need the income
- B they miss working
- C they assist in the family business
- D they have no status outside employment

Answers

1) Section A v

2) Section B iv

3) Section C i

4) Section D vii

5) Section E ii

6) Section F viii

7) Section G iii

8) Section H vi

9) Section I ix

10) Japanese employers believe that moving professionals within companies and listening to workers' views leads to **loyalty**.

11) Employees receive their wages monthly and a bonus **twice yearly / twice a year**.

12) Japanese workers often form close personal relationships and older staff may even become **amentor** to junior staff.

13) D

14) B

15) D

Reading Passage – 22

The end of the silver screen?

Cinema technology has remained much the same for a century, so when will it go digital? Kevin Hilton views the projections.

A. Cinema is full of contradictions. It is high-tech and old-fashioned at the same time. Today's films are full of digital sound and computer-generated special effects. Yet they are still stored on celluloid film, the basis of which is more than 100 years old. They are also displayed with projectors and screens that seem to belong to our great grandparents' generation.

B. Now that we are in the second century of cinema, there are moves to bring the medium right up to date. This will involve revolutionising not just how films are made but also how they are distributed and presented. The aim is not only to produce and prepare films digitally, but to be able to send them to movie theatres by digital, electronic means. High-resolution digital projectors would then show the film. Supporters say this will make considerable savings at all stages of this chain, particularly for distribution.

C. With such a major technological revolution on the horizon, it seems strange that the industry is still not sure what to call itself. This may appear a minor point, but the choices, 'digital' cinema and 'electronic' cinema (e-cinema), suggest different approaches to, and aspects of, the business. Digital cinema refers to the physical capture of images; e-cinema covers the whole chain, from production through post-production (editing, addition of special effects and construction of soundtrack) to distribution and projection.

D. And what about the effects of the new medium? The main selling point of digital cinema is the high resolution and sharpness of the final image. But those who support the old-fashioned approach to film point to the celluloid medium's quality of warmth. A recurring criticism of video is that it may be too good: uncomfortably real, rather like looking through an open window. In 1989, the director of the first full-length American digital high-definition movie admitted that the picture had a 'stark, strange reality to it'.

E. Even the money-saving aspect of e-cinema is doubted. One expert says that existing cinemas will have to show the new material and not all of them will readily or rapidly furnish themselves with the right equipment. 'E-cinema is seen as a way of saving money, because print costs a lot,' he says. But for that to work, cinemas have to be showing the films because cinemas are the engine that drives the film industry.'

F. This view has prompted some pro-digital entrepreneurs to take a slightly different approach. HD Thames is looking at reinventing the existing cinema market, moving towards e-theatre, which would use digital video and projection to present plays, musicals and some sporting events to the public. This is not that different from the large-screen TV system that was set up in New York in 1930, and John Logie Baird's experiments with TV in the late 1920s and early 30s.

Questions 1-6

The Reading Passage has six paragraphs **A–F**.

Choose the correct heading **for each paragraph i.e. A – F from the list of headings below.**

List of Headings

- i Indecision about a name
- ii Current problems with distribution
- iii Uncertainty about financial advantages
- iv The contrasts of cinema today
- v The history of cinema
- vi Integrating other events into cinema
- vii The plans for the future of films
- viii An unexpected advantage
- ix Too true to life?

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

Questions 7-11

Complete the summary below.

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

Write your answers in boxes **7-11** on your answer sheet.

There are big changes ahead for cinema if digital production takes place and the industry no longer uses **(7)** and gets rid of the old-fashioned **(8)** and used to show movies. The main advantage is likely to be that the final image will be clearer. However, some people argue that the digital picture will lack **(9)** In addition, digital production will only reduce costs if cinemas are willing to buy new **(10)** As a result, experiments with what is called **(11)** '.....' may mark a change in the whole entertainment industry.

Answers

1) Paragraph A iv

2) Paragraph B vii

3) Paragraph C i

4) Paragraph D ix

5) Paragraph E iii

6) Paragraph F vi

There are big changes ahead for cinema if digital production takes place and the industry no longer uses (7) **celluloid (film)** and gets rid of the old-fashioned (8) **projectors, screens** and used to show movies. The main advantage is likely to be that the final image will be clearer. However, some people argue that the digital picture will lack (9) **warmth**. In addition, digital production will only reduce costs if cinemas are willing to buy new (10) **equipment**. As a result, experiments with what is called (11) **'e-theatre'** may mark a change in the whole entertainment industry.

WRITING MODULE

(Writing Task – 1)

Basics of Grammar

1. Nouns - (n) – places, people, animals, objects, etc.

Paris is a very beautiful city, so is Rome.

<u>Common Nouns</u>	<u>Proper Nouns</u>
city, cities	Paris
man, men	Varun
lion, lions	Simba
government	Government of India
government official	Prime Minister
tennis racket	Slazenger

2. Verbs – (v) – action words.
running, sleeping, cycling, eating, resting, dancing, thinking, etc.
3. Adjectives – (adj) – describe nouns.
pretty, strong, diligent, hardworking, tall, short, etc.
4. Adverbs – (adv) – further qualify adjectives.
very, extremely, slightly, somewhat, quite, etc.
5. Pronouns – these are words that replace nouns.
he/she, his/her, him/her, it, there, etc.
6. Prepositions:
 - on – kept on top of; used for dates, days of the week, street name in addresses.
 - in – inside; used for year, month, area.
 - at – used to indicate specific location and specific time.
 - under/ below – underneath; used when there is a gap between objects. For example:
Under - “The subway goes under the road”
Below - “His apartment is on the floor below mine”
 - over/above - used when there is a gap between objects. For example:
Over - “The aeroplane flew over the building”
Above - “There is an artificial roof above the stadium”
 - of – composed of; belonging to.
 - for – for the purpose of.
 - from – source; beginning of time period.
 - to – destination; end of time period.
 - by – mode of transport
 - through/via – passing through on the way; dividing into two parts or piercing through. For example, “The river flows through the heart of the city,” or “I drove from France to Portugal and went through Spain on the way.”

7. Conjunctions – join sentences

Do not start sentence with these words – and, so, but, because, or.

Same direction – and, moreover, furthermore, additionally,

Cause & Effect - so, hence, thus, etc.

Opposite direction – but, however, though, although, even though, while, in spite of, despite, nevertheless, nonetheless, etc.

Articles

a/an (indefinite article) it is used when talking without referring to a specific entity	the (definite article) it is used when talking about a specific entity
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Apostrophe

1. To denote ownership:

- This is Jack's car.
- This is John's pen.
- This is the professor's room.
- This is the professors' room. (when an apostrophe appears after a word that ends with a 's', the 's' after the apostrophe is omitted)
- This is Marcus' book.

2. To shorten words:

- Have not – haven't
- Cannot – can't
- Could not – couldn't
- Would not – wouldn't / won't
- Should not – shouldn't
- I will – I'll
- He will be there – He'll be there
- Had not – hadn't
- It is – it's *

*There are two forms of this word:

1. **It's** is the short form of 'it is'. For example, "It's very hot today."
2. **Its** is the possessive form. For example, "The lion went back to its den."

You should spend about 20 minutes on this task.

You play a team sport with some friends. Last week a member of the team had an accident and wasn't able to play with you during the weekend. You decide to write to him in hospital, telling him about the match. Write a letter to your friend. In your letter:

- **tell him which team won**
- **describe the conditions on the day**
- **say how you felt about the match**

Write at least 150 words.

You do **NOT** need to write any addresses.

Dear Frank,

I was so sorry to hear about your accident! I hope you're feeling a lot better today and that it's not too boring in hospital.

(Expresses sympathy and asks about the reader's health.)

The match on Saturday was disappointing. The score was 2 all, probably because you weren't there to score that extra goal! The awful thing was that we were winning until 10 minutes before the end, when suddenly they scored another goal. I was so shocked when I saw the ball hit the back of the net.

(Tells him the score and briefly describes how you felt about the match.)

I think the weather was to blame. It was a really wet day and the pitch was very muddy. By the end of the game you could hardly see the grass and we were sliding around in the mud. Everyone was exhausted.

(Mentions the weather and conditions.)

Let us know when you're going home and we'll arrange for someone to bring you to watch the next game. The rest of the team send their regards and we all wish you a speedy recovery.

(Finishes with good wishes.)

Best wishes,
Charlie

You should spend about 20 minutes on this task.

You are going to another country to study. You would like to do a part-time job while you are studying, so you want to ask a friend who lives there for some help. Write a letter to this friend. In your letter:

- **give details of your study plans**
- **explain why you want to get a part-time job**
- **suggest how your friend could help you find a job**

Write at least 150 words.

You do **NOT** need to write any addresses.

Dear Sara,

My departure date for Canada is drawing near, and I am busy with preparations. I have enrolled at an institution called 'IDT English' in Ottawa, for a four-month intermediate course, full-time. It is quite expensive but I am hopeful of improving my pronunciation, especially.

To assist in covering the costs of my study, I aim to find a part-time job. Not only are the college fees rather high, but also I know that rental accommodation in the capital city will not be cheap, to say nothing of food and heating expenses! So I would very much like to arrange some temporary employment before I arrive.

I was wondering if you could ask around among your friends and colleagues to see if anyone wants a house-cleaner, gardener, or nanny for their children. I know you have a wide social network in Ottawa which you could canvas for me, if you wouldn't mind. I'd be so grateful.

I look forward to seeing you soon.

Best wishes,

Helen

You should spend about 20 minutes on this task.

You are studying a short course in another country. Your accommodation was arranged by the course provider. There is a major problem with the accommodation.

Write a letter to the course provider. In your letter:

- **Say what the problem is.**
- **Describe the accommodation you thought you were getting.**
- **Ask the provider to solve the problem.**

Write at least 150 words.

You do **NOT** need to write any addresses.

Dear Mr Watterson,

My name is Andrew Fish, and I am taking an eight-week intensive English course at Oxford House College. My company is paying for my tuition, and I am using my summer vacation to study. It is expected I will pass an English Proficiency Test as a result, and be transferred abroad. Therefore, it is rather important to me that I am able to study in the best environment.

I am staying in Phoenix Hostel on campus. While my room is pleasant and the facilities are very good, the hostel is extremely noisy. When I organised my accommodation, I was assured I would be staying only with post-graduate or intensive-course students. However, most of the people in this hostel are doing summer-school courses due to academic failure, and they are all under 22. It seems to me they are enjoying one long party: certainly no one observes light out or turns down music despite being asked to.

I wonder if I may be moved to a hostel which is more conducive to serious study, or I may use the remainder of my accommodation fee to go towards payment for a hotel.
I look forward to hearing from you.

Yours sincerely,
Andrew Fish

You should spend about 20 minutes on this task.

You have seen an advertisement in an English newspaper for a job working in the City Museum shop during the holidays.

You decide to apply for the job. Write a letter to the director of the Museum. In your letter:

- **introduce yourself**
- **explain what experience and special skills you have**
- **explain why you are interested in the job**

Write at least 150 words.

You do **NOT** need to write any addresses.

Dear Sir / Ma'am,

I'm writing to apply for the holiday job which you advertised recently in the newspaper. I am a twenty-one-year-old student and I speak English quite well. At present I am in my second year studying History at Lincoln College and I am very keen to have a holiday job this summer. I am extremely good at adding up, so I think I would be an asset to your shop.

My term finishes on 5th July and I am free until 20th September. Last year I worked in a restaurant serving tourists from all over the world and I enjoyed it very much. I would like to have the opportunity to meet people and practise my English again.

I enjoy going to museums and am particularly keen on history. Last year I went to an exhibition of Ancient Greek objects which was held in London. I have often been in your museum and am familiar with the items you have. I do hope you will be interested in my application.

I look forward to hearing from you in the near future.

Yours faithfully,

Dimitris Boudramis

You should spend about 20 minutes on this task.

You are looking for a part-time job at a football club.

Write a letter to the manager of the football club. In your letter:

- **introduce yourself**
- **explain what experience and special skills you have**
- **tell him/her when you think you could start**

Write at least 150 words.

You do **NOT** need to write any addresses.

Dear Sir/Madam,

I am a 21-year-old student and I am studying Sports Coaching Science at St Mary's University. I have been studying there for the past three years. I am writing to ask if there are any part-time job vacancies at your football club.

I really enjoy sport, and my areas of particular interest and experience are Football, Rugby and Cricket. I have had some experience of coaching for these sports over the past three years that I have been at the University. Last year, I worked in the holidays at a football club in my own country. I will be able to provide references from this summer job and also from my teachers at the university.

I would prefer to work in the evenings and at the weekends, as I have classes during the daytime, and I can start from the beginning of November.

I look forward to hearing from you in the near future.

Yours faithfully,

Adam Lawrence

You should spend about 20 minutes on this task.

You saw an advertisement for a tennis course in England but you have one or two problems and can't stay the whole course.

Write a letter to the course director. In your letter:

- **explain your interest in the course**
- **describe your problems**
- **find out if a refund is possible**

Write at least 150 words.

You do **NOT** need to write any addresses.

Dear Sir or Madam,

I'm writing **in** response to your advertisement on your website **for** a tennis course in Bath, England.

I have always wanted **to** play tennis so I'm very interested **in** joining the course; however, I do not have my own racquets and don't wish **to** buy racquets at this time. Is it possible **for** me to hire racquets and balls **for** the duration **of** the course? Also I have poor eyesight and have to wear glasses all the time. I would like to know if your course is suitable **for** someone like me.

I'm afraid that I have to be back **in** Malaysia **by** 31st December so I am unable to stay **in** England for the whole three weeks. Is it possible for me **to** get a partial refund if I want **to** leave one week before the end **of** the course?

I'm looking forward **to** hearing **from** you.

Yours faithfully,

Philip Wong

You should spend about 20 minutes on this task.

You are due to move into a rented apartment next month but you will not be able to because you have some problems.

Write a letter to the landlord. In your letter:

- **explain your situation**
- **describe your problems**
- **tell him/her when you think you can move in**

Write at least 150 words.

You do **NOT** need to write any addresses.

Dear Miss Berry,

As you know, I have rented 41 George Roche Road from you for six months from 15th August. However, I am afraid I will no longer be able to move in on that date, as my plans have had to change because of illness.

During the summer vacation, I was working in a company as a Project Manager. Towards the end of my shift, I slipped and fell on a wet floor and broke my wrist. Luckily, it was a clean break and didn't require surgery. However, it is my right wrist, and so I am unable to write for the time being.

At present, I am at home in Kuala Lumpur until the plaster can be taken off – I think this should be in the last week of September. I will then return to my course in Canterbury and take up residence at 41 George Roche Road.

I hope this will not cause you any difficulties.

Yours sincerely,

Rachel Yu

You should spend about 20 minutes on this task.

You are a student at an English language school in Brighton and are living in private accommodation with other flat mates. You have not had hot water or heating for some time. The landlord's workmen have tried to fix the problem but without success.

Write a letter to the landlord. In your letter:

- **state your reason for writing**
- **describe the problems and explain how you feel**
- **propose a solution and risk the landlord to take action**

Write at least 150 words.

You do **NOT** need to write any addresses.

Dear Mr. Jones,

I am one of the tenants at your property in Upper Lewes Road, and am writing to complain about the fact that we do not have any hot water or heating in our house.

As you know, we have been living in this house since September and have always paid our rent on time. However, we have had no hot water for last two weeks. This is making our lives very difficult, especially as it is now the middle of winter. Last week you said you would send a workman to our house within 3 days, but no one came. After calling many times, the workman eventually arrived at the house 5 days later. Unfortunately, he said he could not fix the problem because the boiler was too old! We are now extremely unhappy about this solution.

We are prepared to continue to rent your house but please arrange for emergency repairs to be made. We also request a 40% discount on our rent for the period we have been without any hot water or heating.

We look forward to hearing from you.

Shannon Brown

You should spend about 20 minutes on this task.

You are going on a short course to a training college abroad. It is a college that you have not been to before.

Write a letter to the accommodation officer. In your letter

- **give details of your course and your arrival/departure date**
- **explain your accommodation needs**
- **ask for information about getting to and from the college**

Write at least 150 words.

You do **NOT** need to write any addresses.

Dear Sir/Madam,

I am writing to inform you that I will be attending the Advanced Life Insurance course, being held from Tuesday 24th April until 27rd April, at the University of Hartford.

I will be arriving on the afternoon of Monday 23th and will be leaving on the morning of Saturday the 28th of April, so I will require a single room for this time. I would prefer my own bathroom, if this is possible, but do not mind sharing if I have to; however, as I am wheelchair bound, the room will have to be disability friendly. Could you please tell me how much this will cost and how I should make a payment? Do you accept VISA?

As I do not know the area, I would also be grateful if you could provide some information about getting to and from the University. Will I need to take public transport from the station or is there a University bus service? Any information on what to see and do in the area would also be greatly appreciated.

Thank you for your assistance.
Alex Jones

You should spend about 20 minutes on this task.

You are looking for a part-time job.

Write a letter to an employment agency. In your letter

- **introduce yourself**
- **explain what sort of job you would like**
- **and say what experience and skills you have**

Write at least 150 words.

You do **NOT** need to write any addresses.

Dear Sir/Madam,

I am a German national from Heidelberg and at present I am studying for a Master's degree in Commercial Law here, at the University of Bielefeld, where I have been for the last two months.

I am looking for a part-time job and I wonder if you can help me. Probably, I would like an office job, perhaps working as a secretary, office administrator or typist. I can only work during the afternoons and at weekends as my university studies occupy most of the day. I would be ready to start immediately.

I am a competent typist and I am computer-literate. In addition, I speak Polish and German fluently and I have been learning English for the past three years. While I studied for my degree, I worked as a part-time office manager for an import-export firm in Heidelberg. In recent years, I have also had temporary summer jobs as a hotel receptionist in Mannheim, Germany.

I am looking forward to hearing from you,

Yours faithfully,
Heinrich Bukowski

WRITING MODULE

(Writing Task – 2)

Art

1. Some people think that the government is wasting money on the arts and that this money could be better spent elsewhere.
To what extent do you agree with this view?
2. Art is considered an essential part of all cultures throughout the world. However, these days fewer and fewer people appreciate art and turn their focus to science, technology and business.

Why do you think that is?

What could be done to encourage more people to take interest in the arts?

Business

3. Marketing and promotion is the key to a successful business.
To what extent do you agree?
4. Some companies have uniform for their staff which must be worn at all times.
What are the advantages for a company of having a uniform?
Are there any benefits for the staff of having a uniform?
5. Some people think that the only way to have a successful business is to have a unique product.
What factors, do you think, influence the success of a company?
6. Due to the development and rapid expansion of supermarkets in some countries, many small, local businesses are unable to compete. Some people think that the closure of local business will bring about the death of local communities.
To what extent do you agree or disagree?

Communication

7. Many young children have unsupervised access to the internet and are using the internet to socialize with others. This can lead to a number of dangerous situations which can be threatening for children.
What problems do children face when going online without parental supervision?
How can these problems be solved?
8. With an increasing population communicating via internet and text messaging, face to face communication will become a thing of the past.
To what extent do you agree?
9. Having different languages makes it difficult for people of different nationalities to communicate with each other. It would be better if there was only one language in the world.
What are the advantages and disadvantages of everyone in the world speaking the same language?

Crime

10. It is often thought that the increase in juvenile crime can be attributed to violence in the media.
What do you think is a reason for the growth in the rate of juvenile crime?
What solutions can you offer to deal with this situation?
11. Some countries are struggling with an increase in the rate of crime. Many people think that having more police on the streets is the only way to reduce crime.

To what extent do you agree?

Education

12. The current trend in education is to move away from traditional exams and instead have continuous evaluation over the school year.
What do you think of this trend?
13. Some people think that educated people are more valuable than people who have gained skills through experience.
Do you think that educated people are the most valuable for society?
What kinds of skills can people learn through experience that can benefit society?
14. The gap between education in richer countries and poorer countries is a growing concern.
What solutions can you recommend to deal with this situation?

Environment

15. While some people consider global warming to be the most pressing environmental issue, others believe that deforestation has a more devastating impact on our world. Discuss both sides and give your opinion.
16. With increasing populations and ever growing urban centres, many countries are losing their natural beauty spots.
What benefits are there to protecting places of natural beauty?
How can this problem be solved?
17. Both governments and individuals are spending vast amounts of money protecting animals and their habitat. This money could be better spent dealing with fundamental issues in society such as poverty and health care.
To what extent do you agree with the statement given above?

Family

18. In most modern societies, children rarely spend any quality time with their grandparents.
What do you think are the consequences of this?
19. The nuclear family is well adapted to move geographically due to its size.
Do you think children benefit in any way from moving?
Do you think the advantages outweigh the disadvantages?

Food

20. With a growing population, many people believe that we should focus on producing more GM (genetically modified) food.
What are the advantages and disadvantages of doing this?
21. Due to fast paced modern life, more and more people are turning towards fast food for their main meals.
Do you think the advantages outweigh the disadvantages?
22. Everyone should adopt a vegetarian diet as eating meat can cause serious health problems.
Do you agree or disagree with this statement?

Government

23. Some people think that the government is responsible for the rise in obesity in children, while others think it is the fault of the parents.
Discuss both sides and give your opinion.
24. Some people think that only the government can make significant changes in society, while others think that individuals can have a lot of influence.
What is your opinion on this issue?

Health

25. The number of people who are at risk of serious health problems due to obesity is increasing.
What is the reason for the growth in the number of overweight people in society?
How can this problem be solved?
26. An increasing number of people are suffering from health problems caused by a modern lifestyle which cannot be treated with modern medicine. Some people think that a return to traditional medicine should be encouraged.
To what extent do you agree with this statement?

Media & Advertising

27. Most people think that the truth should be objective rather than subjective when it comes to the news.
Do you think all news is true?
What is the function of a newspaper?
28. In the last few decades there have been more and more cases of famous people being hounded by journalists. Some people think that famous people have no right to privacy.
To what extent do you agree?
29. Companies spend millions each year on advertising online, in magazines and on billboards. These adverts can encourage people to buy goods that they do not really need.
What are the positive and negative effects of consumerism?

Reading

30. Some people think that children who spend a lot of time reading story books are wasting their time which could be spent doing more useful activities.
To what extent do you agree?
31. Some people think that e-books are the death of paper books while others think that paper books will never disappear.
What is your opinion on this topic?

Society

32. In many countries, people are moving away from rural areas towards urban areas.
Why do you think this is happening?
33. It is thought that people who travel abroad are more understanding and tolerant of others compared to people who have never gone outside their own country.
To what extent do you agree?

Space Exploration

34. Money spent on space exploration is a waste and could be put to better use on Earth.
What is your opinion on this topic?

Sports

35. Keeping in view the importance of fitness, companies should provide time to employees to participate in sports during the day.
What is your opinion on this matter?
36. Ensuring that children get enough physical exercise should be the responsibility of parents and hence, schools should not have sports as a part of the curriculum.
To what extent do you agree with this statement?

Technology

37. With the development of technology, children are now living in a world that is completely different from what it was even ten years ago.
What are the advantages and disadvantages of this?
38. More people nowadays are using the internet to meet new people and socialize. Some people think that this has brought people closer together while others argue that it has in fact, made them more isolated.
Discuss both the sides and present your opinion.

Tourism

39. Because of the general increase in tourism and more people travelling, there has been an increase in the number of flight globally.
What is the impact of this phenomenon on the environment?
What measures could be taken to solve this problem?
40. As a result of tourism, many historical sites are being damaged beyond repair.
What steps can be taken to prevent this?

Transport

41. It should be compulsory for people to retake their driving test every five years.
What are the advantages and disadvantages of doing this?
42. In order to solve the problem of congestion on roads, taxes should be increased on private vehicles.
How will this step help in reducing congestion?
What other measures can be taken to reduce road traffic in cities?

Work

43. First impression is the last impression. It is believed that doing well in the interview is the main factor for being selected for the position.
Do you agree or disagree with this statement and why?
44. Many people think that job satisfaction is important in work.
Do you think people should pay more attention to job satisfaction before taking up a job or should they give primary importance to salary?

SPEAKING MODULE

(Speaking Task – 1)

About you

- What is your (full) name?
- Can I have your name please?
- Could you tell me your full name please?
- What shall I call you?
- How can I address you?
- Does your name have any special meaning?
- Is your name important to you?
- Do Indian people like changing their name? Why?
- Have you ever changed your name? Why or why not?
- Why do so many people change their name?
- Do you work or study?

Study

- What are you studying?
- What's your major?
- Why did you choose that subject?
- What do you find most interesting about your course?
- What is your favorite subject?
- What do you dislike about your study?
- What do you hope to do after your graduation?
- What are your ambitions for the future?
- Do you hope to gain any qualifications?
- What are the advantages of studying instead of working?

Work

- Can you describe your job to me?
- What do you do for a living?
- How long have you been doing it?
- Can you describe one of your typical working days?
- What's your daily routine on a working day?
- Why did you choose to do that job?
- What things do you enjoy about your work? Why?
- What do you think is the attraction of your work?
- What is your ideal job?
- Do you want to change your current job? Why or why not?
- Are you willing to keep your job permanently?
- What are your plans for the future?

Your town

- Can you describe your town or village to me?
- Tell me something about your hometown.
- Where are you from?
- Where is your hometown?
- Where do you come from?
- What is the name of the street you live on?
- What kind of street do you live on?
- What do you like about your town?
- What is the weather like in your town?
- What building is considered famous in your town?
- What jobs do people in your town do?
- How has your town changed over the last twenty years?
- What changes have taken place in your city in recent years?
- Do you think it is better to live in the center of town or outside in the country? Why?

Free time

- What do you enjoy doing in your free time?
- How much time do you have each week for doing these things?
- Why do you like doing these activities?
- How did you start doing this activity at first?
- Is there some other hobby or sport you would like to try? Why?
- How has the way people spend their free time changed over the years?

Holidays

- What do you do when you have a holiday?
- Who do you usually spend holiday with?
- Where do you like to spend your holidays? Why?
- Can you describe a typical day in your holidays?
- Why are holidays important to you?
- If you could take a holiday anywhere in the world, where would you go? Why?
- What do people usually do during holidays and in your town?

Places to go in your free time

- What do people do in your town in their free time?
- Where can they go out for entertainment, or to enjoy themselves?
- Which do you prefer: eating in restaurants or eating at home?
- Which are the best places to eat out?

Transport

- How did you come here today?
- What is public transport like in your town?
- How do you think it could be improved?
- Do you think people should use public transport more? Why (not)?

Shopping

- How much time do you spend shopping every week?
- Do you enjoy going shopping? Why (not)?
- What is your favourite shop and why do you like it?
- What problems are there with shopping in your area?

Your neighbourhood

- Can you describe the house where you live to me?
- What is there to do in the area where you live?
- What do you like about the area where you live?
- How do you think it could be improved?
- Do you think it is better to live in the centre of town or outside in the country? Why?

Reading

- Do you enjoy reading? Why?
- What sort of things do you read?
- Tell me something about your favourite book.
- What are the advantages of reading instead of watching television or going to the cinema?

Sports and games

- What sports are most popular in your country?
- What sports and games did you most enjoy playing when you were a child?
- Do people take as much exercise as in the past?
- Why is exercise good for you?

SPEAKING MODULE

(Speaking Task – 2 & 3)

Beautiful places

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe a beautiful place to visit in your country.

You should say:

- **where it is**
- **how to get there**
- **what there is to do when you are there**

and explain why you recommend this place.

Part 3

Attitudes to tourism

- Why do you think people like to travel to different places in their free time?
- How do you see tourism changing in your country in the future?

Conserving the countryside

- Why is it important to protect the countryside?
- In what ways is the countryside in danger in your country?

Historic buildings and monuments

- Why are historic buildings and monuments important to a city?
- Is it better to keep old buildings, or build new modern ones?

Family

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe the person in your family who you most admire.

You should say:

- **what their relationship is to you**
- **what they have done in their life**
- **what they do now**

and explain why you admire them so much.

Part 3

Attitudes to family

- In what ways have families in your country changed in recent years?
- Should husbands and wives have different roles within the family? Why (not)?

Family or friends

- Which are more important to you: your family or your friends?
- What conflicts can arise between a person's family and a person's friends?

Family responsibilities

- What responsibilities do parents have towards their children?
- What responsibilities do children have towards their parents?

Shopping

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe your favorite shop.

You should say:

- **where it is**
- **what things it sells**
- **what sort of people are its customers**

and explain why you like the shop so much.

Part 3

Things to buy

- What typical things can visitors to your country buy?
- What things do young people like to buy in your country?

Money

- Is it a good idea to save money? Why (not)?
- Do you think that people are happier if they have money? Why (not)?

Shopping

- What can shops do to make shopping more pleasant for their customers?
- Do you think that in the future people will do most of their shopping using the Internet? Why?/ Why not?

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe an open-air or street market which you enjoyed visiting.

You should say:

- **where the market is**
- **what the market sells**
- **how big the market is**

and explain why you enjoyed visiting this market.

Part 3

Shopping at markets

- Do people in your country enjoy going to open-air markets that sell things like food or clothes or old objects? Which type of market is more popular? Why?
- Do you think markets are more suitable places for selling certain types of things? Which ones? Why do you think this is?
- Do you think young people feel the same about shopping at markets as older people? Why is that?

Shopping in general

- What do you think are the advantages of buying things from shops rather than markets?
- How does advertising influence what people choose to buy? Is this true for everyone?
- Do you think that any recent changes in the way people live have affected general shopping habits? Why is this?

Eating and food

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe a special occasion when you had a really enjoyable meal.

You should say:

- **what the occasion was**
- **who was at the meal**
- **what you ate**

and explain why the meal was so enjoyable.

Part 3

Attitudes to food

- What do you think a healthy diet consists of?
- Which do people in your country prefer: traditional food or fast food such as hamburgers or pizzas?

Learning about food

- Do you think children should be taught about healthy diets and cooking at school? Why (not)?
- At what age do you think children should be taught to cook?

Food aid

- What can be done to prevent poor people in the world going hungry?
- Should rich countries help poor countries with more than just food?

Travelling

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe a memorable journey you have made.

You should say:

- **where you were going**
- **how you were travelling**
- **why you were making the journey**

and explain what made the journey so memorable.

Part 3

Travelling and learning

- What do people learn from travelling?
- Do you think the growth of international tourism is a good thing? Why (not)?

Tourism and culture

- How has tourism changed the way people in your country live?
- How should tourists behave when they visit your country?

Ways of travelling

- What do you think is the best way for a tourist to travel if they want to learn about your country?
- What are the advantages and disadvantages of travelling by plane?

Reasons for daily travel

- Why do people need to travel every day?
- What problems can people have when they are on their journey, for example to work or school? Why is this?
- Some people say that daily journeys like these will not be so common in the future. Do you agree or disagree? Why?

Benefits of international travel

- What do you think people can learn from travelling to other countries? Why?
- Can travel make a positive difference to the economy of a country? How?
- Do you think a society can benefit if its members have experience of travelling to other countries? In what ways?

School

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe a school which you went to.

You should say:

- **when you went there**
- **how many people studied there**
- **how long you spent there**

and explain what you liked and disliked about it.

Part 3

Attitudes to education

- How has education changed in your country in the last ten years?
- Is a good education more important to a boy or a girl? Why?

The focus of education

- How well do you think schools prepare young people for working life?
- Do you think schools should teach subjects like art, music and dancing? Why (not)?

Education and technology

- How important is it for schools to have computers for their students?
- Is the Internet a valuable educational tool?

Adventure

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe an exciting experience in your life.

You should say:

- **when the experience took place**
- **where the experience took place**
- **what happened exactly**

and explain why the experience was so exciting.

Part 3

Safety and danger

- In what ways is life becoming safer, and in what ways is it becoming more dangerous?
- Should people always avoid danger, or is it a good idea sometimes to take risks?

Taking risks

- What risks should people try to avoid?
- Do you think people take fewer risks as they grow older? Why (not)?

Adventure

- How important is it to have adventure in our lives?
- What do people learn about themselves from having adventures?

Newspapers

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe a newspaper or magazine you enjoy reading.

You should say:

- **what kind of newspaper or magazine it is, e.g. fashion**
- **how often you buy it**
- **what articles and information it contains**

and explain why you enjoy reading it.

Part 3

Attitudes to newspapers

- In what ways are newspapers better for learning about the news than listening to the radio or watching television?
- Do you think newspapers should be completely free to say whatever they want?

Tastes in reading

- What do people enjoy reading in your country?
- Do you think it is important for people to read a lot? Why (not)?

Public and private lives

- What sort of stories do newspapers and magazines publish about well-known or famous people in your country?
- Do you think the media should be allowed to publish stories about the private lives of public figures?

Sport

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe an exciting competition or sporting event you have witnessed.

You should say:

- **what the competition or sporting event was**
- **when and where it took place**
- **who won**

and explain why it was exciting.

Part 3

Sport & Health

- What do you do to keep fit?
- Are you good at sport? What sports do you play?
- What is the most popular sport in your country?
- What are the best ways to keep fit?
- Do you think most people consider exercise a chore or do they find it fun?
- What is the most popular form of exercise in your country?
- Do you think people in your country are less healthy than they used to be?
- How can we encourage young people to stay healthy?
- Should governments intervene to force people to be healthier?

Music

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe a band you enjoy listening to. You should say:

You should say:

- **How did you find them**
- **What kind of music do they play**
- **When do you listen to them**

and say why you like them so much

Part 3

Choice of Music

- Do you think music is getting better as time goes on?
- Where do you think people enjoy listening to music the most?
- Is it better to go to a live concert or to listen to a CD?
- Do you like the same music as your parents?
- What music is more popular these days

Books & Films

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe a book or a film that had a strong impact on you. You should say:

You should say:

- **What was it**
- **When you read or saw it**
- **How it influenced you**

and say if you liked it and why

Part 3

Choice of Books & Films

- Why do you think cinemas are still popular nowadays, even though people can watch movies in their homes?
- What do you think about e-books?
- Do people enjoy Fiction or Non-Fiction books?
- Do you think people enjoy reading e-books?

Environment

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe an environmental problem or event.

You should say:

You should say:

- **What is it**
- **Where is it happening**
- **What problems does it cause**

and why or what is its importance

Part 3

Pollution & Conservation

- In which way do people damage our planet?
- Do you think that the environmental situation will improve in the nearest future?
- Do you think humans are doing enough to conserve the environment?
- What small measures can one take to decrease pollution?

Weather

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe your favourite weather. You should say:

- What the weather is like
- Why do you like it
- Where you can experience such weather conditions.

Part 3

Weather

- Does air pollution affect the weather?
- Do you think industrialization has changed weather conditions across the world?
- Do you think that weather affects people's behaviour?
- Do you think artificial means of controlling weather may have long-term negative effects?

Technology

Part 2

Take one minute to prepare a talk on the following subject.

Take notes if you like and remember to include reasons and examples.

You should then speak for between one and two minutes.

Describe your favourite gadget. You should say:

- What is it
- When did you get it
- How often do you use it

and say why is it so important to you

Part 3

Weather

- What is the most impactful piece of technology in our lives?
- How do computers affect our everyday life?
- How effective is the use of computers in the classroom?
- How important is internet today?
- What are the negative effects of being surrounded by technology?

LISTENING MODULE

Listening Exercise – 1

Listening section 1

This is the first section of your Listening test. Listen to the audio and answer questions 1-10.

Listen to the instructions for each part of this section carefully. Answer all the questions.

While you are listening, write your answers on the question paper. Use a pencil.

When you have completed all four parts of the Listening test you will have ten minutes to copy your answers on to a separate answer sheet.

Questions 1-5

Example question	Answer
Destination?	Harbour City

Complete the notes below.

Write no more than **two words and/or a number** for each answer.

Questions: transport from Bayswater
1. Express train leaves at (1)
2. Nearest station is (2)
3. Number 706 bus goes to (3)
4. Number (4) bus goes to station
5. Earlier bus leaves at (5)

Questions 6–10

Complete the table below.

Write no more than one word and/or a number for each answer.

Transport	Cash fare	Card fare
Bus	(6) \$	\$1.50
Train (peak)	\$10	\$10
Train (off-peak) – before 5pm or after (7) pm)	\$10	(8) \$
(9) ferry	\$4.50	\$3.55
Tourist ferry ((10))	\$35	–
Tourist ferry (whole day)	\$65	–

Listening section 2

This is the second section of your Listening test. Listen to the audio and answer questions 11-20. Listen to the instructions for each part of this section carefully. Answer all the questions.

Questions 11–14

Which counsellor should you see?

Write the correct letter, A, B or C, next to questions 11–14.

A	Louise Bagshaw
B	Tony Denby
C	Naomi Flynn

Questions
11) if it is your first time seeing a counselor
12) if you are unable to see a counsellor during normal office hours
13) if you do not have an appointment
14) if your concerns are related to anxiety

Questions 15-20

Complete the table below.

Write no more than two words for each answer.

Workshop	Contact	Target group
Adjusting	what you need to succeed academically	(15) students
Getting Organised	use time effectively, find (16) between study and leisure	all students
Communicating	talking with staff, communicating across cultures	all students, especially (17).....
Anxiety	(18), breathing techniques, meditation, etc.	students about to sit exams
(19).....	staying on track for long periods	(20)..... students only

Listening section 3

This is the third section of your Listening test. Listen to the audio and answer questions 21-30.

Questions 21–30

Complete the notes below.

Write **no more than three words** for each answer.

Questions
Novel: (21)
Protagonists: Mary Lennox; Colin Craven
Time period: Early in (22)
Mary moves to UK – meets Colin who thinks he'll never be able to (23) They become friends.
Point of view: "Omniscient" – narrator knows all about characters' feelings, opinions and (24)
Audience: Good for children – story simple to follow
Symbols (physical items that represent (25)): <ul style="list-style-type: none">• the robin redbreast• (26)• the portrait of Mistress Craven
Motifs (patterns in the story): <ul style="list-style-type: none">• the Garden of Eden• secrecy – metaphorical and literal transition from (27)
Themes: Connections between <ul style="list-style-type: none">• (28) and outlook• (29) and well-being• individuals and the need for (30)

Listening section 4

This is the fourth section of your Listening test. Listen to the audio and answer questions 31-40.

Listen to the instructions for each part of this section carefully. Answer all the questions.

While you are listening, write your answers on the question paper. Use a pencil.

When you have completed all four parts of the Listening test you will have ten minutes to copy your answers on to a separate answer sheet.

Questions 31–35

Complete the table below. Write one word only for each answer.

Time Perspectives		
Time Zone	Outlook	Features & Consequences
Past	Positive	Remember good times, e.g. birthdays. Keep family records, photo albums, etc.
	(31)	Focus on disappointments, failures, bad decisions.
Present	Hedonistic	Live for (32) ; seek sensation; avoid pain.
	Fatalistic	Life is governed by (33) , religious beliefs, social conditions. Life's path can't be changed.
Future	(34)	Prefer work to play. Don't give in to temptation.
	Fatalistic	Have a strong belief in life after death and importance of (35) in life.

Questions 36–40

Choose the correct letter, A, B or C.

Questions
36) We are all present hedonists A) at school B) at birth C) while eating and drinking
37) American boys drop out of school at a higher rate than girls because A) they need to be in control of the way they learn B) they play video games instead of doing school work C) they are not as intelligent as girls
38) Present-orientated children A) do not realise present actions can have negative future effects B) are unable to learn lessons from past mistakes C) know what could happen if they do something bad, but do it anyway
39) If Americans had an extra day per week, they would spend it A) working harder B) building relationships C) sharing family meals
40) Understanding how people think about time can help us A) become more virtuous B) work together better C) identify careless or ambitious people

Answers

1	9.30 (am)	21	The Secret Garden
2	Helendale	22	(the) 20th /twentieth century
3	Central Street/St	23	walk
4	(number/no./#) 792	24	motivations/motivation
5	8.55 (am)	25	abstract ideas
6	1.8	26	roses
7	7.3	27	dark(ness) to light(ness)
8	7.15	28	health
9	commuter	29	environment
10	afternoon	30	human companionship
11	C	31	negative
12	C	32	pleasure
13	A	33	poverty
14	B	34	active
15	first/1st year	35	success
16	(right) balance	36	B
17	international/foreign (students)	37	A
18	relaxation	38	C
19	motivation	39	A
20	research/advanced	40	B

Listening Exercise – 2

Listening Section 1

Questions 1-6

Complete the form below.

Write **NO MORE THAN THREE WORDS** or **A NUMBER** for each answer

STUDENT HEALTH CENTRE MEDICAL RECORD

Example	Answer
Patients name:	Martin Hansen
Faculty of	(1) _____
Address:	13 (2) Street, Perth
Telephone:	(3) _____
Date of Birth:	15th June, 1986
Serious illness/ accident:	(4) _____
Operations:	(5) _____
Allergies:	(6) _____

Questions 7-9

Choose the correct letters A-C.

Questions
7) Why is Martin visiting the doctor? A) He suffers from headaches. B) He suffers from nausea C) He has an infection
8) How many hours does Martin usually sleep each night? A) Less than eight B) Between eight and nine C) More than nine
9) Which of these describes Martin's problem? A) It's continuous and constant B) It's worse during daytime C) It's worse in the evening and at night

Question 10

Choose TWO letters from A – E

10) Which of these things does the doctor suggest Martin should do?

- A)** change his diet
- B)** have his eyes tested
- C)** sleep more
- D)** take more exercise
- E)** take some medicine

Listening section 2

Question 11 to 20

Complete the notes below.

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

Questions

ARTISTS EXHIBITION

General details

Place: (11) _____

Address: 1, (12) _____

Dates: 6th October to (13) _____

Display details

jewellery

furniture

ceramics

(14) _____

sculpture

Expect to see:

crockery in the shape of (15) _____

silver jewellery, e.g. large rings with (16) _____

a shoe sculpture made out of (17) _____

Go to demonstrations called "(18) _____"

ARTISTS CONSERVATORY

Course include: Chinese brush painting

(19) _____

silk painting

Fees include: studio use

access to the shop

supply of (20) _____

Listening section 3

Questions 21-23

Choose the appropriate answer from **A - D**.

21) Dave thinks the last tutorial

- A)** was exciting and Sarah disagrees
- B)** was not exciting and Sarah disagrees.
- C)** wasn't very interesting and Sarah agrees.
- D)** was good and Sarah feels she has to agree.

22) Sarah states that she understood

- A)** a very small part of the tutorial.
- B)** all of the tutorial.
- C)** most of the tutorial, but parts of it were incomprehensible.
- D)** none of the tutorial.

23) Sarah and Dave have just attended a tutorial on

- A)** study skills for English Literature.
- B)** reading in literature.
- C)** writing in literature.
- D)** general studies.

Questions 24-27

Listen and complete the table below with the appropriate numbers.

	Sarah	Dave	Terry	Arnold
Pages per hour	25 - 30	(24) _____	120	(25) _____
Books per week	1	(26) _____	(27) _____	20

Questions 28-30

Using **NO MORE THAN THREE WORDS** for each blank space, complete the sentences below.

Terry thinks it is important to develop one's reading speed to **(28)** _____.

Terry felt **(29)** _____ after his first tutorial with Dr. Pratt.

When Terry first arrived at university, his reading speed was **(30)** _____ pages per hour.

Listening Section 4

Questions 31-40

Complete the summary.

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

COASTAL ZONE INQUIRY

Speaker: Kevin Ackrovd from the (31) _____

Background:

Problem: The recent. (32) _____ put extreme pressure on

(33) _____

Contributing factors:

economic development

(34) _____

industrial expansion

(35) _____

Two particularly important factors:

(36) is likely to continue.

Industry, especially tourism which competes with (37) _____ farming industries.

Conclusions:

Need to

raise profile of coastal zone

exercise greater vision

(38) _____

Recommendations:

Need for

long-term view

broad view

modern (39) _____

consultation with (40) _____

Answers

1	Medicine	2	Chatham
3	01734 24655	4	(a) broken leg/broke leg
5	none/no (operations)	6	dust (and) cats
7	A	8	B
9	C	10	B,E
11	Royal Museum	12	Queen's Park Road/Rd
13	10th December/Dec	14	metal work
15	(garden) vegetables	16	colored/coloured stones
17	(white) paper	18	Face to Face
19	pencil drawing	20	all materials
21	D	22	C
23	A	24	60 -70 (sixty to seventy)
25	160	26	one/1
27	three/3	28	suit the circumstances
29	(so) inadequate	30	twenty-five/25
31	Department of Environment	32	population shift/urban expansion/ population growth/expansion
33	coastal environment/environment of coast/natural resources/water resources	34	aging population
35	government policies	36	urban sprawl/urban expansion/growth
37	(intensive) fish and shellfish	38	adopt (a) national approach/ nationwide coordination
39	management and practices/economics	40	40 people affected/people concerned